

**THE ROLE OF EDUTAINMENT IN
CLASSROOM TEACHING**

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ملخص البحث

يتناول هذا البحث دور التعليم الترفيهي في التدريس والتأكيد على دوره في العملية التعليمية . ولأجل ذلك قامت الباحثة بإختبار طلبة المرحلة الاولى عن طريق تقسيمهم الى مجموعتين وهما المجموعه التجريبيه (تحت المراقبه/ المنضبطه) والمجموعه الغير منضبطه (الحره / التقليديه) . ان نهج التعليم الترفيهي ذو التوجه التفاعلي والتواصلية تم استخدامه بشكل مكثف في المجموعه المنضبطه بواسطة العديد من الاساليب الدراسيه والفعاليات المعتمده على التصور العقلائي والتعليم الترفيهي الميسر مثل الصور والجداول والفيديوهات والداثا شو. اما بالنسبه للمجموعه الحره فقد تم استخدام الطريقه التقليديه في التعليم والتي تعتمد بشكل اساسي على الشرح والقاء المحاضرات واستخدام السبوره والمشاركه الصفيه .

ان الهدف الرئيسي لهذا البحث هو التحقق من تأثير التعليم الترفيهي كبديل عن الطريقه التقليديه في التدريس والتي تعتمد على القاء المحاضرات والشرح كعملية احادية الجانب الى طريقه اكثر فاعليه ومتعددة الجوانب والتي تعتمد على التفاعل بين المدرس والطلبة والطلبة مع بعضهم وبين الطلبة والكتاب المنهجية بنكهة تعليمية ترفيهيه عن طريق المزج المتوازن بين المتعه التعليميه الترفيهيه والمعرفه التعليميه. ان هذا التمازج بين التعليم الترفيهي والتعلم يجعل دراسة اللغة تجربه فعاله ومثيرة للاهتمام مما يعزز من المهارة والبراعة اللغوية لمتعلمي اللغة الاجنبية.



Abstract

The paper tries to check the role and effect of edutainment in foreign language teaching. In order to verify the effect of this factor, the researcher conducted an experiment by which first year university students were divided into two groups: an experimental (control) group and uncontrolled (free) group. With the control group, an edutaining approach which is communicatively and interactively oriented was heavily used by employing a variety of teaching strategies and activities depending on brainstorming and edutainment facilitators. As for the uncontrolled group, traditional teaching was employed which depended basically on explanation, lecturing and blackboard and classroom demonstration. The main objective behind this move is to check the effect of edutainment as an alternative for traditional teaching to a more dynamic teaching-learning strategy which mainly depends on interaction at different levels with an edutaining flavour; through the balanced mixture of entertainment/fun and education/knowledge to promote language achievement and proficiency on the part of EFL learners. This was proved by the test results scored by the two groups in which superiority was evident among members of the control group.

Keywords

edutainment, interaction, facilitators, pictures, videos, powerpoint presentations, subject, test

1. Introduction

A logical reason for the students' poor performance in English seems to be the outcome of the sources used as textbooks or language materials, most of which are



traditional and lack entertainment and interaction. A case which calls for an urgent need for an effective language material that contains relaxing doses of entertainment in addition to its educational content. Such an action highlights the role of edutainment in classroom teaching as a necessity in order to create an amusing and relaxing atmosphere that accelerates the process of EFL teaching/learning through the balanced mixture of fun and knowledge.

Recent advances in technology have created new devices and techniques; software and hardware tools, all of which provide helpful data to get benefit from. It is, therefore, the job of a good and active teacher to make use of these devices and tools and exploit them in his/her teaching carrier. It is a workable and successful strategy to adopt and design new learning tools which aim at encouraging teachers to use new educational approaches and techniques in their classroom teaching, a process which leads to the learners' advantage in the long run. Tools like pictures, games, videos and PowerPoint presentations, which combine both knowledge and fun, make the study of language a dynamic process and an interesting experience that promote language achievement and proficiency on the part of English language learners.

2. Significance of the Study

It has been pedagogically proved that the combination of entertainment/fun and education/knowledge gives positive results concerning the learning outcomes. This study is significant in the sense that it tries to seek those areas whereby learners achieve good learning results depending on this balanced mixture (Postman, 1985; Li



Hongke, 2014). Added to this is the leading role of interaction and its significance in classroom teaching which creates an atmosphere of cooperation, activity and meaningful communicative and interactive situations (Richards, 2006; Ellis 1994). By comparing the results recorded by the two groups (experimental and free), certain findings have be arrived at concerning the importance of this factor (edutainment) and its positive role in motivating EFL students.

3. Edutainment, Interaction and Brainstorming

Educational entertainment or **edutainment** is defined as any content or "products such as books, television programmes and especially computer software that both educate and entertain" (Hornby &Wehmeier, 2006:468). Chronologically, the term *edutainment* was used as early as 1954 by the Walt Disney Company to describe the *True Life Adventures* series ("Educational Entertainment", 2015). Robert Heyman also used it in 1973 when producing documentaries for the National Geographic Society (Rey-López, Fernández-Vilas & Díaz-Redondo, 2006). Interest in combining education with entertainment, especially in order to make learning more enjoyable, has existed from the past. Educational entertainment has existed from past time in the form of narratives and parables with a moral or spiritual value intended for educational purposes like those told by Jesus Christ, and fables especially with animals as characters like those in Kalila and Dimna. Edutainment, similar to infotainment (information + entertainment), technotainment (technology + entertainment), is a new term which has been used by researchers, scholars,



companies, governments and institutions in different countries to spread information via television, radio and other media to influence viewers' opinions and behaviour (Rapeepisarn, K, Wong, K, Fung, C. & Depickere, A., 2006).

The rationale behind the introduction of edutainment is to aid and encourage learning by combining educational contents and entertainment activities that highlight participation, emotion, interaction and motivation. Edutainment is the act of learning heavily by using different visual aids such as pictures, figures, television programs, video games, films, websites and computer software. Its adoption in language teaching is related to the need and desire of TFL learners by making use of the advantages of information technology, modern trends in methodology and the computerization of curriculum to fulfil effective teaching and learning, and to bring about good results through lively activities depending on interaction and the creation of interesting and relaxing teaching-learning situations for both teacher and learners. This will, undoubtedly, convert abstract teaching contents into visual and graphic forms to facilitate learners' comprehension and perception (Li Hongke, 2014: 28).

Dywer (1996) and Weiss (1994) state that since the adoption of technology in language teaching/learning continues to grow, studies confirm that learners often show improved thinking skills, recall of information and active language processing. Technological innovations and emergence of research areas such as tangible interaction have opened new horizons for exploration possibilities. It is argued that edutainment, as learning strategies, creates some sort of integration inside the



classroom situation between students, their teachers and the language material being instructed. It is actually an effective means to communicate educational contents in an interesting and amusing way.

The basic premise of edutainment is to keep the learner entertained during the learning process, leading to longer learning time, the desire to learn more, and hence getting better results overall. Historically, research has shown that technology has been used in L2 learning and teaching, and that more insights are given into the role that computers have played in the language learning classroom (Salaberry, 2001; Chaudron, 2001). In addition, there are many tools for edutainment implementation into language teaching and learning. These include visual devices (pictures, figures, slides, power point presentations), audio (recordings, songs) and audio-visual (films, documentaries, videos, games).

A significant implication resulting from the application of edutainment tools in classroom teaching is that learners enjoy such an atmosphere in a way that facilitates their comprehension of the language material being presented. A basic assumption is that instructional designs, if mixed with entertainment elements, enhance learning (Lepper & Cordova, 1992). But fun should not be used alone, otherwise it will be counterproductive. So, what is needed is a balanced mixture of fun and seriousness forming what is described by Rea (1998) as a negotiated balance. Teachers can make their teaching effective and productive if they manage to integrate both knowledge and entertainment by exploiting and incorporating multimedia (in the form of figures, images, pictures, graphs, audios, videos and power point presentations) into



their teaching. This can be achieved by giving their students, who are more visual learners, the chance to engage in a variety of activities and tasks. Postman (1985) directs the efforts to make the classroom environment more attractive and stimulating. To him, learning can be in the form of entertainment, and learning and pleasure complement one another and that successful teaching, which depends on interaction, should exploit inspiring and entertaining sources and introduce them in classroom activities.

Interaction in its broader sense, is a vital aspect of education. It is no doubt that interaction is built into most of the messages we convey (Sundar, 2004). According to Hermitt (2006), this idea of learning is becoming more common even in our traditional schools. Learning while having fun creates an interactive environment. Again, this emphasizes the assumption that interaction is built into the message or medium of instruction. Our desire to interact with others facilitates our learning and enhances the learning environment.

One of the most important pedagogical research topics in recent decades is related to classroom interaction. Such interaction is an important social activity which helps students not only to construct knowledge and develop their linguistic skills, but also build confidence and identity as competent language users (Luk & Lin, 2007). Interaction as a classroom activity refers to the conversation between teachers and students, as well as among the students themselves, in which active participation and learning become extremely important. This, in turn, leads to building collaborative knowledge through the interaction at different levels (teacher-



students/students-students/students-linguistic input). When students engage in interactions, they produce "symmetric dialogic context" (Mercer and Dawes, 2008: 66) where everyone can participate, get respected and get the decisions made jointly. Students' involvement in interactions can assist in enriching their linguistic background and build their confidence to communicate with others in English.

Wells (1981, 29, 46-7) describes interaction as a collaborative activity which involves "the establishment of a triangular relationship between the sender, the receiver and the context of situation" either in speech or writing through the expression of one's ideas and comprehending the other's. Interpretation of meaning, which is always understood in context, is interactively worked out by participants. The importance of interaction in language teaching lies in the fact that, by means of it, students can enrich their linguistic background while listening to other classmates, reading authentic linguistic texts, following students in discussions, problem-solving tasks, taking part in dialogues and conversations or getting feedback from their teachers. Thus, students can learn from their peers through the experience they gain from creating messages, and from what they hear since comprehension is a process of creation (Rivers, 1982: 160-2).

According to the Communicative Approach, interaction is "the heart of communication; it is what communication is all about" (Brown, 1994). Theories of communicative competence highlight the role of interaction since human beings use language in different contexts to approach meaning. In interaction, students can use all they possess



of the language; all they have learned in real life contexts, where real meaning is important for them to express. The teacher can turn a class into an interactive environment. To achieve this goal and ensure interaction, the teacher must create an atmosphere of spontaneity and freedom of expression. This calls for a situation in which the teacher takes the role of a controller and a facilitator rather than of an authoritarian. In accordance with the interactionist view of language teaching, language acquisition is looked upon as the result of the process of interaction between the learner's mental abilities and the linguistic environment (Long 1990, cited in Ellis 1994).

An important point to raise, in this respect, is that for interaction to achieve its desired goals, the teacher should ensure that all learners are actively involved in meaningful interactions through conversations and discussions in a way that helps them learn from their teachers as well as from themselves and their peers. Jong and Hawley's (1995 cited in Thapa & Lin, 2013) suggest essential procedures to activate the process of interaction. These include group roles, teacher monitoring and evaluation, peer evaluation and appropriate group size. It is a practical application to organize the interaction activity in stages or levels. These include (Jong and Hawley's (1995 cited in Thapa & Lin, 2013) :

1. Teacher student whole-class interaction making sure that all students participate in the activity.
2. Pair interaction: Each student interacts with a partner to deal with a topic suggested by the teacher and presented to all students in the class.



3. Group interaction (4-5 students): Picking up a concept for discussion, finding solution to a problem. Students' roles are often assigned according to the type of the topic such as a note taker, a facilitator, a presenter.

Another important point to raise is the role and the nature of input provided to the learners by the teacher, the language material or other sources. The more effective and comprehensive the input, the more effective the output will be (Ellis, 1994). This mainly depends on a variety of matters such as the linguistic environment, the language material, the feedback and the manner in which the input is delivered to the students. It is evident that all such conditions and requirements are present in edutaining material (in the form of a video, a figure, a picture or a power point) in which interaction occurs at its highest levels when these tools are effectively and appropriately used as brainstorming facilitators.

Last but not least, along with edutaining facilitators, brainstorming as a long-term strategy can play an important role to improve students' understanding of the material, integration with real life situations while enhancing their confidence and communicative skills. **Brainstorming**, as a general term, refers to a group creativity technique by which efforts are made to find a solution for a specific problem by collecting a number of ideas suggested by its members. The term was popularized by Alex Faickney Osborn in his 1953 book titled *Applied Imagination* (Osborn, 1963, cited in Wikipedia). As regards language teaching, brainstorming means "a group activity in which learners have a free and



relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity" (Richards, Jack C., Platt, John & Platt, Heidi, 1992: 42). It is an intense experience that is strongly focused on a single topic for a limited period of time

Brainstorming is an activity used to generate ideas in small groups. The purpose behind it is to suggest a lot of ideas which are not evaluated until the end, and within a specified time-limit. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that you need lots of ideas to get good ideas (Cullen, 1998). As a class activity, it aims at creating some ideas that can be employed as guidelines to help students make their contributions regarding a particular problem, while giving every student the opportunity to express his/her ideas and share those with others and support new ideas (Al-blwi, 2006).

As a teaching technique or strategy, a certain problem or a difficulty is given to students and asked to "storm their brains" (Dunn and Kenneth, 1972) for ideas. To promote spontaneity and rapidity of ideas, each student is encouraged to express his/her thought. Stimulation and motivation build as each student makes his/her own contribution, a case which results in higher levels of interest and interaction. Creative and effective thoughts begin to evolve from this group process. Brainstorming has many advantages (Dunn and Kenneth, 1972): These include:

1. Since it is a stimulating open activity, it arouses enthusiasm and strong desire to participate.



2. It is highly motivating. Students are encouraged to take part in the activity. They are not going to be criticized or marked for wrong answers, so they have a real sense of freedom and contribution.
3. It is a task-focused activity. Students involved in the activity (brainstorming) are kept busy working on a main topic with very little pressure from the group leader.
4. The participants have a sense of belonging since they feel that they share ideas, and contribute them to the final solution. This leads to spontaneity, creativity and maximal stimulation of mental power.

Putting brainstorming in practical application, the class can be divided into small groups, depending on its size (4-5), making sure that someone in the group (the leader) writes down the ideas suggested by members of the group in the brainstorming session. When starting the brainstorming activity, the following points are to be clarified:

1. The guidelines for brainstorming are briefly explained to the class:
 - a. No criticism or negative evaluation of ideas is made.
 - b. Emphasis on quantity rather than quality. The more ideas are suggested, the better the outcome will be.
 - c. Ideas are to be written down.
 - e. Timing the activity and sticking to the time limit.
2. Groups are to be evaluated on the basis of their contribution and performance (each group



- separately), from which the best answers are selected.
3. The results of each group are shared with the class.
 4. The process of brainstorming may be evaluated in terms of efficiency, strength, weakness, and how to improve its use in the class environment.

This paper gives special attention to pictures, figures, videos and power point presentations as valuable tools of brainstorming facilitators to create an interactive environment through the mixture of knowledge and fun (edutainment) as a basic strategy which was intensively used with the control group.

4. Edutainment Facilitators

4.1 Figures and Pictures

Today, technology in the form of multimedia plays an important role in pedagogy if it is effectively exploited. Adopting multimedia visual aids creates a dynamic classroom environment, attracts students' attention and strengthen their motivation. It is noticeable that multimedia assist teachers in motivating students because they bring real life situations into the classroom, and the language is presented in a more communicative context. In addition, they help to save both time and effort, and make the teaching task go smoothly and easily. Visual aids, like pictures, photographs, figures and slides help to activate language teaching as well as students' understanding of the new language material. They also help to explain the meaning of words and messages, to memorize new lexical items and capture students' attention. Pictures reinforce verbal instructions because



they lower students' cognitive load and translate meaning directly (Healy, 2011).

As a common type of visual aids, figures and pictures can be used as effective means of brainstorming and interaction if well and deliberately chosen and delivered to serve their own purposes. Here, many things are to be taken into consideration so as to check how pictures, figures, graphics and other visual aids affect the learners, the best way to use them and what benefits they have. A picture has the advantage of clarifying the meaning without explanation in the sense that a picture is worth a thousand words (Beakes, 2003). Thus, saving both time and effort on the part of the teacher and students. In addition, the teacher can use pictures as clues to ask prompting questions to boost the students' talking time and get them involved in the class activity. Pictures and figures help to make the activities more stimulating and meaningful for the students. Carney and Levin (2002) report that pictures improve the reading-to-learn process. They also point out that pictures must be well-selected or well-constructed ones. According to them, pictures help to make the text more concise, coherent, comprehensible, correspondent and codable. Kang (2004) states that pictures are designed to help the learner by fostering understanding and learning, as well as eliciting, explaining and communicating information.

Pictures reduce difficulties in teaching and learning new words. They are motivating and interesting tools which attract the learners' attention, help to contextualize the language material and convert boring situations into enjoyable ones. Briefly stated, the use of pictures is one of the best devices that aid in teaching and learning



English. They not only make the class more active and alive, but also help students learn English easily (PELT, 2013).

The figure below is just an example of how pictures are used as effective tools to promote and accelerate students' understanding of reading comprehension passages. The picture, which is followed by a number of questions, can be used as a brainstorming activity to create an interactive environment among students in their attempts to find answers to the questions raised by the teacher about the content of picture or figure. The activity goes like this:

Activity: Look at the figure, and then answer the questions below:



Figure1: Types of Vegetarians

Questions

1. What is the figure (picture) about?
2. How many types of vegetarians are there?
3. Are they the same as the types in the reading passage?
4. How many types are there in the passage?



5. What are vegetarians from each type allowed to eat?
6. Are you a vegetarian? Why?

4.2 Videos

The video, as a practical application of software technology and a facilitator of mental processing, is being tremendously and effectively used in classroom situations, and with positive and encouraging results. Videos are valuable and powerful tools when used in classroom teaching activities. They are helpful in providing background information and proper stimuli for subsequent reading, writing, speaking and listening activities (Stoller, 1993:3). The use of videos in classroom teaching is highly motivational for students (Tomalin, 1991) who are stimulated to learn new words and phrases in the course of their learning of the target language. Videos acquaint them with people behaviour in the culture whose language they are learning. This can be done by bringing into the classroom a wide range of communicative situations of the target language (English in our case).

For Canning-Wilson (2000) what is more important is that the video provides audio-visual stimuli that can help students make predictions and raise speculations that activate their linguistic background. The best way to use videos in class is to totally integrate the video in the lesson, and not using it as an extra activity or break for fun. To enhance its effect, teachers should include pre-viewing, viewing and post-viewing activities into the lesson plan. Pre-viewing activities should be focused on understanding the video content and the idea of enhancing the thematic unit. While viewing or watching the video, the teacher should direct the students' attention to the



important points, and avoid minor details. In the post-viewing activities, the use of new knowledge should be stimulated (Stoller, 1993) through raising questions (by the teacher) about the most important features of the video content. Discussions may be conducted on controversial or important topics.

An important point to emphasize, when choosing a certain video for the requirements of classroom teaching, is that it should be motivating and not long (average length: 5-6 minutes), with correct and relevant information. Thanks to YouTube which offers a massive help for teachers in that they can gather many related videos together in a special list to illustrate the concepts of a lesson or initiate discussions about a topic (Snelson and Perkins, 2009). Teachers can find videos of different types and topics via YouTube from which they choose what suits their students' needs and interests. The use of videos also facilitates the presentation of knowledge in different ways and enables different forms of interaction with learners.

Video watching has many advantages. Research has shown that it serves as an important motivational factor in that it brings the real world into the classroom, contextualizes language and helps students to practise authentic language in a controlled situation. Video contents can be used to improve learning resources by showing real life scenarios, explaining concepts, monitoring social groups and acting as triggers for discussion. They are excellent and helpful tools that bring subjects or materials to life, engage students in discussion and inspire learning. In addition, video watching helps to have diverse teaching techniques at the teacher's/learner's



disposal which can be effectively used for teaching and learning purposes by simplifying and explaining complex problems, and allowing students to access the learning materials when needed. A great advantage related to its application in the classroom is that the video can be easily used. The teacher can pause, play, replay, repeat or even freeze it for several times where necessary. While pausing or freezing the scene, students can be asked to predict what happens next. The video, as a valuable and rich source of information, is preferred and liked by students and teachers (Hemei, 1997). For students, it is interesting, challenging and stimulating. For teachers, it is an entertaining and effective device which economizes the teaching task in that a minute of video watching can spare much talking time and explanation. Added to that, the video facilitates comprehension and creates an atmosphere of interaction, cooperation and harmony.

4.3 PowerPoint Presentations

It is known that PowerPoint, as software device, was developed by Microsoft. Being capable of demonstrating and clarifying information, it began to make its way into education (Oommen, 2012). While PowerPoint presentations (PPPs) offer aid to teachers to improve their teaching, they also aid learners in absorbing teachers' messages. According to Szaboa and Hastings (2000) power point-based classroom instruction helps to capture learners' attention and reduce distraction. Scholnik and Kol (1999) postulate that power point is a device that helps students to experience a world of real language opportunity. The use of PPPs in friendly and relaxed classroom situations promotes the integration of all four



skills. PPPs "can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests" Fisher (2003). Catherina (2006, 4) points out that students think power point-based lectures are more interesting than traditional ones, and want PPPs to be employed in English language classroom instruction.

Adopting PPPs in classroom teaching has many benefits. An important benefit for teachers, according to Lanius (2004) is that they can have face-to-face interaction and communication with the learners, unlike the traditional chalk-talk-board teaching where teachers often face the board with their back to their students. By using PPPs, teachers will have more time to observe students' progress, adapt their lesson, and give feedback because, with the push of a button, several sentences can appear instantly. Another benefit is that students learn better when their attention is attracted by highlighting, colour, different fonts and visual effects (Corbeil, 2007). In addition, PPPs could be used for presenting new language material, practicing and drilling, or for revising language material which has already been taught (Segundo & Salazar, 2011). Using PPPs functions as a powerful pedagogical tool in English classes; students are rarely left waiting and watching the teacher write something on the board. Teachers using PPPs can also maintain a better pace in their classroom, which gives them more attention to students' performance, thereby leading to improved learning outcomes. They also help in matching the content of the lesson to the needs and mood of the class (Graham, 2012: 41-51). Fisher (1998) reports that students' scores on tests are even improved with PPPs as opposed to traditional chalk-walk and talk lectures.



Ozaslan & Maden (2013) concluded that students learned better if the course material was presented through some visual tools. They also stated that teachers believed that PPPs made the content more interesting by attracting the students' attention.

Overreliance on PPPs and excessive or poor use of them tend to create passive students who assume no responsibility in determining the direction and outcome of a lesson (Johnson & Sharp, 2005). Voss (2004) points out that students feel ignored when instructors are passive users of PPPs; users who focus on their presentation tool rather than using it as a means to engage their students' attention. Learners have the feeling that they are ignored in the classroom when the teacher is focusing on the presentation and not paying attention to them. To McDonald (2004), focusing on graphics, animations or sound effects more than the language material, classroom discussion, or effective communication is a serious defect of PPPs. Another defect or pitfall is that it minimizes the opportunity for creative teaching on the part of the teacher. As for students, it turns them to be passive viewers by eliminating their need to think critically about the presented language material.

To avoid such defects or pitfalls, the teacher should be very cautious about using this technology. PowerPoint, like all technological devices, is a mixed blessing or a doubled-edged weapon. It helps teachers collect data or information more quickly and easily, but does not necessarily ensure that it is accurate and relevant. It is up to the teacher to decide what type of material via YouTube to choose for the requirements of his/her classroom environment, and why, when and how to use



this software technology. A competent teacher should know how to keep a good balance between his talents, his contributions and technology. PPPs can be effective tools that foster and accelerate language learning on condition that their application has been carefully considered in terms of technology and pedagogy. Pedagogically, teachers should be aware of the *why-what-how-when* strategy when presenting this software device in their teaching in a way that meets the requirements of the course, the needs and level of their students. They should be careful to avoid unnecessary details, to focus on relevant information and relate the PPPs content to the course objectives. Technically, teachers should carefully design their PPPs as regards the font size, colour, the number of slides, the background, correct spelling, clarity, avoiding excessive colour effects and overcrowded slides. They should also know how to handle any technical failure or defect (Jones, 2003).

5. Subjects and Procedure

The samples of the study were first year students (academic year 2016-2017), Department of Biology, College of Science, Cihan University. The total groups were four; two of them were chosen for the requirements of the study. The two groups were homogenous in terms of age, gender and mental abilities. Each group contained 20 students (15 females, 5 males). As for their mental abilities and motivation, the samples were chosen according to the following criterion: 5 students representing those who were highly-motivated, 10 representing mid-motivated and 5 representing low-motivated ones. Consequently, the two groups are called



the free (uncontrolled) group and the experimental (control) group. As regards the method of teaching, the two groups were differently dealt with. The free (uncontrolled) group were taught by using traditional teaching which depends on lecturing and classroom demonstration with the teacher writing on the board to explain new vocabulary and basic structures. As for the experimental group, they were taught by using edutainment facilitators (pictures, figures, videos and PPPs) as basic devices or techniques to present and explain the language material.

6. The Test

6.1 Test Description

A test was designed to test the students' achievement of the language course they were studying. The purpose was to check how students in the two groups responded and what scores they recorded so as to find out any significant differences. The test consists of four questions (subjective or objective in nature) distributed on a variety of language skills and activities. Question 1 tests the skills of reading comprehension and grammar (word classes). Question 2 is assigned to test the students' writing skill. Question 3 with its miscellaneous items tests the skills of grammar, word order, vocabulary and pronunciation. Question 4 is a completion type which tests recall of information from the students' textbook.

As for its characteristics, the test can be described as reliable in terms of size since it contains sufficient items that cover a considerable amount of the language material the students were exposed to. It is also valid with regard to content in that it was designed to measure what it was



supposed to measure; to test specific language materials and skills which students have dealt with (Heaton, 1995: 159). As regards practicality, the test is practical in terms of time, scoring and administration. A maximum time of 90 minutes was given to answer the four questions, and this was quite sufficient time even for slow learners. Concerning administration, the test was given at the end of the second course when students were supposed to have finished their General English Course. As for scoring, 20 marks were assigned to each question except question three (40 marks).

Since it was a kind of "power test" (Valette, 1977: 49), the testees were told to attempt all test items in the four questions. The testees were also told about the purpose behind the test so as to avoid tension and confusion. They were told not to worry about marks, and for the sake of anonymity and confidentiality, they were told not to write their names because their answers would be used only for research purposes.

6.2 Test Analysis

The process of test analysis has revealed many facts that highlight the impact and role of edutainment in language teaching. This has been revealed through the test marks obtained by the subjects of the experimental group who generally got higher marks than those in the free group. Below are the test scores recorded by the members of the experimental group.

Table1: Testees Scores in the Experimental Group

Testee No.	Score	Testee No.	Score
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1	56	2	87
3	70	4	87
5	93	6	77
7	90	8	88
9	81	10	95
11	89	12	94
13	77	14	65
15	78	16	87
17	75	18	92
19	79	20	88
Total Scores: 1648			
Mean: 82.4			

Table 2 below shows the test scores recorded by the students in the free group.

Table1 2: Testees Scores in the Free Group

Testee No.	Score	Testee No.	Score
1	80	2	50
3	41	4	60
5	52	6	70
7	43	8	70
9	58	10	78
11	64	12	51
13	77	14	59
15	47	16	60
17	55	18	90
19	60	20	66
Total Scores: 1231			
Mean: 61.55			



The scores recorded by the two groups reveal very significant findings. First, the students in the experimental group got higher marks than those in the free group. This is shown by the mean¹ scores (82.4 vs. 61.55 respectively). This means that the members of the first group are superior to those in the second group in terms of their language achievement and proficiency. Second, superiority is achieved by test results since tests are diagnostic tools of the learners' achievement in language learning. This superiority is solely attributed to the impact and role of edutainment. Third, students familiar with and trained in edutaining instruction did much better than those who were not, despite the fact that the two groups were similar as regards all factors namely age, gender, mental abilities and motivation.

7. Conclusion

This study has aimed at checking the effect of edutainment as an alternative for traditional teaching which mainly depends on lecturing and explanation (chalk-walk-talk), as one-sided process, to a more effective one, a multi-sided process, that depends on interaction at different levels; between the teacher and students, among students themselves and between students and the language material, with an edutaining flavour through the balanced mixture of entertainment/fun and education/knowledge. The study shows how the adoption of technology-based lessons is superior to traditional lessons. Adopting such an approach in teaching has proved its effectiveness, value and success. An approach that highlights the role and effect of

¹ The mean is calculated by summing the total scores in the test divided by the number of testees.



technology-based lessons as an alternative for traditional teaching. This has been validated and verified by the test results recorded by members of the experimental (control) group. The superiority of this group (as shown by the mean score: 82.4) over the free/uncontrolled group (mean score: 61.55), the writer believes, can be attributed to the leading role and impact of edutainment, which was used with the former group but not with the latter. It is; therefore, concluded that adopting a balanced mixture of entertainment and education makes the study of language a dynamic, an interesting and a successful experience, and this consequently promotes language achievement and proficiency on the part of EFL learners.

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Appendix1: Test Items

Q.1/ Read the following text, and then answer the questions below. (20 Marks)

In today's food column, we look at vegetarian food. It's a popular option in **restaurants** around the world, but what exactly is a vegetarian? Vegetarians don't eat any meat or fish. That is clear, but there are different types of vegetarians. Vegans, for example, don't eat **any** animal products, so vegan food doesn't have any **cheese**, eggs or milk in it. Other people are semi-vegetarian and eat some fish but don't eat any meat. About 70% of the world's vegetarians live in India, where about 30% of the population are vegetarians. A lot of these people are Hindus, so religion is **an** important **reason** for eating vegetarian food. Other



people eat vegetarian food to help our planet. We eat a lot of meat, and to make the space to produce it, we need to cut down trees and plants, and that's bad for the environment. There are also vegetarians who believe that it's wrong to eat animals, or who eat vegetarian food because it's healthy.

A. Write (T) if the sentence is True and (F) if the sentence is False. Correct the false ones.

1. Vegetarians don't eat any meat.
2. 70% of people in India don't eat any meat.
3. There are many types of vegetarians.
4. Eating a lot of meat is bad for our planet.
5. Semi-vegetarians eat meat but don't eat any kind of fish.

B. Find an example of each type of the underlined words in the above text.

1. An adjective.....
2. A pronoun
3. An indefinite article
4. An uncountable noun
5. A preposition

Q.2/ Write about the following topics.
(20 Marks)

1. A description of a film you have seen recently.
2. A formal letter about an application for a job.

Q.3/ Do as required between brackets.
(40 Marks)

1. *There is /There are / Is there* a heated swimming pool?
(Underline the correct option)
2. In the living room, we have an armchair, a sofa and..... (Complete the sentence)



3. I eat lots of bread /sandwich/apple. (Circle the correct option)
4. My aunt visits us every months. (Correct the mistake)
5. friends /how /meet /often /you /do /your? (Put the words in the correct order)
6. I look in an online newspaper to see what's (in/on). (Choose the correct option)
7. I phoned Mary last night. Shevery happy. (Use "verb to be" in the "past tense")
8. Kindergarten in the US is called university in the UK. (True or False)
9. I live near my brother. (Replace the underlined words with" a pronoun")
10. A lawyer helps people with legal problems. (Change into negative)
11. The underlined letters in "eat" are pronounced as (/i /, /i: /, /e/). (Choose the correct option)
12. The film is quite sadit has a happy ending. (Use "but" or "and")
13. The underlined letters in "buses" are pronounced as (Complete the sentence)
14. I am at home when my favourite programmes are on. (Use frequency adverbs)
15. Sara speaks three languages and she can use a computer..... (good /well). (Choose the correct choice)
16. / bit / is / school / a little / / Peter / at / lazy /. (Put the words in the correct order)
17. We ate fish and seafood. (Use Wh-question for the underlined words)
18. The letter "A" is pronounced as /ai /. (Correct the mistake)



19. A person from (Turkey) is (Complete with Nationality Word)

20. Last Friday she started classes with her students about the (story /history) of ancient Rome. (Underline the correct option)

Q.4/ Complete with correct information from the passages you studied. (20 Marks)

1. The emergency number in Britain and the US starts with the number.....

2. In the number "8" is lucky.

3. Astana is theof Kazakhstan in central Asia.

4. Thecalendar uses the sun and the moon.

5. Desdemona's husband is.....

6. Clan is a Gaelic word. It means.....

7.....is the name of a medical condition you get if you type too much.

8.....is a mixture of snow and rain.

9. We normally use the expression a great day out when we go somewhere for.....

10. The biggest film.....is in India.

