

The Role of Using Edutainment in learning EFL Vocabulary

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ABSTRACT :

The study aims at investigating the usage of edutainment (games and animation films) in vocabulary learning for some intermediate students. Thirty – second year intermediate students participated in a quasi- experimental study for approximately nine weeks. The experimental group learnt some vocabulary from two carefully selected web sites with games and animation films, while the control group learnt the same vocabulary through activity-based lessons. A pre-test and post-test were conducted in the first and ninth weeks. The findings indicate that the experimental group outperformed the control group statistically in the post-test. The students in the experimental group generally preferred online learning supplemented with digital educational games and animation films to conventional activity-based lessons. The teachers thought highly of the online games and films, but they expressed concern that extra support was required if the online games and animation films were adopted as a core part of their teaching.

Key words: Education, Entertainment, games, animation films

المستخلص : تهدف الدراسة الى التحقق من استخدام (الالعاب و أفلام الرسوم المتحركة) في تعليم المفردات لبعض طلاب المرحلة المتوسطة. شارك ثلاثون طالبا من الصف الثاني متوسط في شبه- التجريبية دراسة لمدة تسعة أسابيع تقريبا. تعلمت المجموعة التجريبية بعض المفردات من اثنين من مواقع مختارة بعناية مع الألعاب و أفلام الرسوم المتحركة، في حين تعلمت المجموعة الضابطة المفردات نفسها من خلال الدروس على أساس النشاط. وأجريت في الأسابيع الأولى والتاسعة اختبار ما قبل واختبار ما بعد. تشير النتائج إلى أن المجموعة التجريبية تفوقت على مجموعة المراقبة إحصائيا في اختبار ما بعد. عموما يفضل الطلاب في المجموعة التجريبية الألعاب التعليمية الرقمية وأفلام الرسوم المتحركة للدروس التقليدية المستندة إلى نشاط التعليم عبر الإنترنت. فكر المعاميين مليا في الألعاب على الإنترنت و الأفلام، ولكنهم أعربوه عن قلقهم من أنه يلزم دعم إضافي إذا اعتمدت ألعاب أون لاین وأفلام الرسوم المتحركة كجز اساسي في عملية التدريس.

INTRODUCTION :

Recently, the global Ministries of Education have begun to replace the conventional, irrelevant and monotonous teaching approaches such as books, video, tape recorder, class discussions, role-plays , and so forth with a new technique that enables students require education as well as entertainment in creativity, fun and virtual environment, or 'Edutainment'

as it has recently been termed. According to White (2003: 1), teachers should know the using of traditional teaching does not supply the motivation for the technology-dependent generation to acquire their academic success. Therefore, educators can use the edutainment concept to motivate a student to learn and make learning a fun environment. Prensky (2004) stated that

" traditional instruction methods lack the motivational incentives needed to keep today's students engaged in the instructional content". Procedures that have been suitable for older generations of students are not as opulent and effective for today's Digital Generations. Dewey (1938) said that "*If we teach today as we taught yesterday, we rob our children of tomorrow*". As teachers and educators, our responsibility is to enable our students learn in their own time, not at the time of our youth, and to emulate the world developments take place in the field of education and learning. Saudi EFL learners face many problems in their learning process, particularly in learning vocabulary. This is because vocabulary is one of the essential elements of the English language and it is often perceived as boring by learners, especially for those who grew up in the digital age. Therefore, intermediate school students should have enough vocabulary in order to communicate easily with others and express themselves clearly. This study is intended as a timely introduction to current thinking about the role of computer games in supporting intermediate Saudi learners learning vocabulary inside and out of school. It highlights the key areas of research in the field, in particular the increasing interest in pleasurable learning, learning through doing and learning through collaboration that games and animation films seem to offer. This study is set out to answer the following question: To what extent does the use of edutainment facilitate learning English vocabulary? For the purpose of

investigating this study question, the following hypothesis is formulated: The usage of edutainment facilitates learning English vocabulary.

Objectives of the study

The primary goal of this study is to find evidence to support whether the use of edutainment can facilitate the learning of EFL or not, especially in English vocabulary.

Literature review

The basic concept of edutainment is quite old, although the word, of which is a combination of the words "education and entertainment" was coined in the early 1990s. Many children's books in the 19th century were prime examples of edutainment, with readers being drawn in by colorful scenes which were used to teach them the letters of the alphabet and words (McMahon, 2003). This term was initially used in 1973 by Robert in order to provide the National Geographic Society the documentary materials, again it was used in 1975 by Daniels to encapsulate the theme of his Millennium Project, which later became known as The Elysian World Project, which espoused the core philosophy "*Education through Entertainment*". Then, in 1983, the term "edutainment" was used to describe a package of software games for the Oricl and Spectrum Microcomputers in the UK. Many other computer games such as Electronic Arts computer game *Seven Cities of Gold*, released in 1984, have also used the term *edutainment* to describe their products. Most edutainment games seek to teach

players using a game- based learning approach. Criticism as to what video games can be considered "educational" has led to the creation of serious games whose primary focus is to teach rather than entertain (Egahaaj, 2011). Dewey et.al (1938) pointed out the importance of initiative and excitement on the part of the child in learning and emphasized learning as a lifelong activity fundamental to human existence. He notes the importance of problem solving skills and the need to develop creativity; he perceives that education should not be a boring or painful process.

Edutainment definition

Edutainment (Entertainment-Education or Educational Entertainment) is defined in New World Encyclopedia (2013) as an entertainment form that created to educate and amuse. Furthermore, it assists the progress of social interaction in its audience by inserting lessons in any familiar form of entertainment such as: television programs, computer, video games, and films. (wasaki, 2009 : 2) state that edutainment software, is a form of entertainment is designed to educate and characterized as an education that has been developed in the context of entertainment. The design of this type of software genre is developed to target parents and teachers and its special purpose is to focus on academic subjects (Gros, 2003). White (2003) states that: edutainment is any entertainment that also delivers educational content in an entertaining format. It consists of two equally important parts: the format

(entertainment) and the message/content (education). Nielsen (2007:1) "Edutainment is potentially a broad term which covers the combination of educational and entertainment use on a variety of media platforms including computer games". Wallen et.al (2000: 4) indicated that edutainment accommodates multimedia interaction methods to make didactic materials in some sort of amusement forms, and "edutainment refers to entertaining TV programs and computer software, which are primarily meant for educational purposes".

Types of Edutainment

Edutainment can be organized in different ways. Kowitz et al. (2006: 66) categorized edutainment into four different groups; these are:

- Location-based edutainment which can be divided into two categories: interactive and participatory where children can play and participate in a game, and non-interactive and spectator where children can just be seated and exploring (movie, science show, museums and zoos).
- Edutainment by purpose and content consists of informal education which is to improve learners' life control, and to give experiences, like simulations.
- Edutainment by target group includes motivation-oriented (learners who have same interest), and age-oriented (learners who have same age).
- Edutainment by type of media contains:
 - (i) Edutainment on TV included: comedic drama, historical drama, sketch comedy, skills and travel;

(ii) Computer edutainment included game types: adventure, quiz, role-play, strategy, simulation, and experimental drama;

(iii) Edutainment on the internet included: tele-teaching and tele-learning systems, and web-based educational systems;

(iv) Interactive television. Which use the advent of digital television to provide the interactivity via software and hardware and connect with other telecommunication systems.

Edutainment Examples

Benjamin (1998) stated that “during the second world war the USA militant contracted with Warner Bros to create a series of animated films about the eponymous *Private Snafu*; these were humorous cartoons designed to educate soldiers about how to perform their duties by exemplifying what not to do”. In 1948 Disney began producing a series entitled “*True Life Adventures*”, in which animal life is dramatized to make learning about their world more interesting. By any contemporary standard this series would be considered edutainment (Hightower, 2004).

- Here are some examples of the TV programs, films and episodes that contribute to the entertaining viewers, especially children; these are the Sesame Street which educates and entertains children in over 120 countries and 20 languages worldwide. According to Davis (2008: 357), *Sesame Street* “is perhaps the most

vigorous researched, vetted, and fretted-over program”, School House Rock “*Schoolhouse Rock becomes a jumping off point for students to dive into learning*”. All these shows have appeared as a children's television series in 1969 as the American's edutainment has shifted towards television, they were connected with music and video to teach topics such as: Math, History and Science, and they succeed in achieving the entertainment –educational impact. The premise behind educational television is that its main goal is to - fold - to entertain and educate. The educational value of the programs is embedded and may not always be readily apparent. This form of learning is effective on children who have difficulty focusing on regular forms of learning.

- Radio also had been used in education for a period of more than 80 years. It has in that time been used in many various ways. Its uses comprise school broadcasting, informal general education, social action programming and adult basic education and literacy. Radio can be utilized as an effective and interesting tool in education both for formal and non-formal education. Radio broadcasting is one of the greatest educational tools which have ever been placed at the disposal of civilized man. It is an instantaneous, universal means of communication. It is not a new art, but is a means of multiplying the efficiency of oral communication just as the printing press multiplied the effectiveness of the written word (Tyler, 1935: 115). Likewise, the *science center and children's museum* and any other

outdoor education can consider being a form of edutainment; they definitely present fun and enjoyment sometimes at the expense of educational content. Prabhas mentioned in his *Museum and Education* book that previous museums, which were scholarship oriented has a clear effect since they provide the school education with direct visual communication by showing different objects and materials.

- Children and adult groups employed as an educational tool that combines the obvious educational benefit and interesting impact such as LEGO or Rubik's Cube and puzzles. Esterly (2012) suggested that babies, toddlers and preschoolers can educate through playing educational toys that should be designed to make them repeat the sounds of letters, imitate the sounds and connect pictures with letter sounds and words. This type of games can encourage students to work together and develop what we are calling communities of practice. This form of learning is called edutainment (Ross, 2007). The edutainment toys and other forms of edutainment are connected with the digital world and became digital edutainment forms. Clearly, the curriculum has been affected by the Information Technologies (IT) which has changed many fields of our societies. Some of them are computer software, the Internet, mobile and social networks. Aleksandar et.al (2009) stated that the traditional educational paradigms that have prevailed for the last centuries need to be replaced insistently with new methods that depend upon the principle of employing (IT) into all aspects of learning and

educational process. Educational Software (computer software) is an important form of technology that is also designed to entertain as well as educate at the same time; multimedia graphics and sound were progressively used in educational programs; new methods of educational software delivery appeared as long as the Internet spread in the second half of the 1990s in this period and after technology begins to permit for education to have an entertaining carting and entertaining interplay Wallen and Soronen (2004) commented that “computers can play the roles of both tools and targets. These roles are referred to with expression such as Computer Based Education (CBE) and Computer-Based Learning (CBL)” such as courseware which include three popular components; Information, computation, and multimedia. According to Schitai (1998), classrooms aids as PowerPoint that is used as an aid for visual support of oral presentations or lectures codify speakers’ thoughts and introduce them in a fine and brief manner while using multi-sensory tactics to hold audience attention. As reported by (Yaworski, 2001), study aids like Study X flash card maker is a great example, and includes millions of subjects and can be customized for almost any learning. “It is designed to ease the boredom of studying” said Study X Creator Jeff. Moreover, educational websites available online, much of the audiovisual content in places such as YouTube channels, many of them are educational software for teachers or students that “has played a prominent

role in the infusion of technology in the classroom” (Batanov, et al: 2002).

Purposes of edutainment

Technically, a teacher can employ radio, television, films, video games, etc. in her/his teaching. Pedagogically, the same teacher can link the media and other programs to teaching in such a way that students are motivated towards learning, and they can experience both learning and entertainment at the same time (Wagley, 2012). Edutainment is essentially designed for amusing its audience and consumers, but this was not only its purpose, it is also serving to involve educational information so the educators used different edutainment mediums to present their educational information if these mediums have appropriate educational content. Edutainment has a main purpose which is to promote students’ learning through exploration, interactivity, trial and error, and repetition in such a way that students get so lost in the fun, that they do not realize they are learning at the same time, as long as to display some valuable knowledge and keeping them at the same time engaged with entertaining materials (Zin, & Zain, 2010).

Dana (2012) discussed the role of edutainment in teaching vocabulary that including entertaining activities like computer games, movies and online interaction as part of the classroom instruction can result in a more effective learning experience.

To Okan (2003), the purpose of edutainment is to attract and hold the attention of the learners by engaging

their emotions through vividly colored animations. It involves an interactive pedagogy and totally depends on an obsessive insistence that learning is inevitable. “Edutainment” suggests overtly entertaining learning materials, which contain messages addressed to both parents and children. Through explicit educational claims, edutainment software to encourage the parents to believe that this software is beneficial in developing children’s skills in a variety of subjects.

Vocabulary

Vocabulary refers to a list or set of words in a particular language or a list or set of words that individual speakers of a language might use (Hatch & Brown, 1995). Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother-in law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking ‘items’ rather than ‘words’ (Ur, 1996: 60). With regard to vocabulary retention, it means, as stated by Richards and Schmidt (2002: 457), “the ability to recall or remember things after an interval of time. In language teaching, retention of what has been taught (e.g. Grammar rules and vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials”.

Difficulties of Teaching and Learning English Vocabulary at the Intermediate Saudi schools

Generally, EFL Students always encounter problems or difficulties either in memorizing words or in pronouncing and using them in complete sentences or conversations and these difficulties lead them to lose their attention or their motivation to know more words. Studies have found that the students' mastery in vocabulary was very weak in many of Saudi public schools for example, AL-Bigamy (1995) pointed out in his study that EFL student in Saudi intermediate and second public schools are generally weak in English vocabulary. The reason is that as stated in Lin's doctoral dissertation (2002: 65) that "there are several problems facing learning English vocabulary. These include forgetting new vocabulary because learners do not use them in their daily life since they are not surrounded by English speakers" in addition, learners have trouble memorizing and remembering the spelling of new vocabulary coupled with difficulty in pronunciation. Al-Atoom (2004) indicated that the concept of forgetting is related to remembering which limits the retrieving of what has been learned previously from LTM and then transferring it to working memory (WM). The material to be remembered is found in the memory, although we fail in retrieving it. He added that a lot of studies agree that our inability in remembering the information to the failure of encoding them, inaccuracy of storing them and the decrease of the attention during processing information.

Another reason is the teachers' narrow use of vocabulary teaching strategies which may be because they believe that giving the meaning of words directly can be less time-consuming, or because of their familiarity with certain methods only. Moreover, it has been argued that vocabulary teaching is least likely to be effective, because there is a belief that Vocabulary is learned in a very limited way in classrooms. Students, therefore, have a general feeling that they "were not taught enough words in class", but have to rely on themselves in the learning process by speaking, reading or watching TV (Morgan and Rinvoluceri, 1986). Albousaif (2011) found that Students of English in Saudi Arabia, like many other EFL learners, encounter numerous difficulties in attaining English as a foreign language generally, and in attaining vocabulary particularly, resulting in weakness of fluency. There is a widespread agreement that when Saudi students finish their secondary (high) schools, they only know a few grammatical rules and have memorized just a small number of words.

Vocabulary Teaching

The instruction of vocabulary plays an essential part in learning a foreign language. Huyen and Nga (2003) states that English foreign learners should acquire a sufficient number of words and meticulously apperceive the approach of using them; thereupon, they can communicate well in a foreign language. Consequently, some experts, like Lewis (1993), argue that vocabulary should be at the center of language teaching the essential steps of learning EFL vocabulary, according to

(Hatch and Brown, 1995) are: First, having a source for encountering new words, then getting a clear image in the form of new words and learning the meaning of new words and finally, making a strong memory connection between the form and the meaning of the words many learners find that learning vocabulary is one of the hardest parts of languages and consider it as a dull activity since they encounter difficulties in learning vocabulary; for instance, the remembering of words, pronouncing and problems with their own ways of learning new words spare their huge amount of time and effort to memorize as more words as possible. (Zhang, 2003:53) states that mastering vocabulary is one of the most challenging tasks that any learner faces when learning a foreign language and, thus, many language learners devote a great deal of time on memorizing lists of words and rely on their bilingual dictionary as a basic communicative resource (Ketabi & Shahraki, 2011 : 226). Thus, vocabulary teaching is a process of making students improves their skills of vocabulary memorizing. This process continues throughout the life and vocabulary knowledge is obtained (Pan and Xu, 2011). As shown above, it is significant and essential for the English foreign language teachers to vary their manners of teaching and employ different methods to inspire their students' motivation and interest in learning vocabulary. In general, there are three kinds of instructional mediums. They are audio, visual and audio- visual media. Audio media are media that can be listened to, while visual media are media that can be seen.

The instructional media that involve the senses of sight and hearing are named as audiovisual media (Kasbolah, 1993:57). There are many of the instructional media, which can be used to improve students' vocabulary like audio aid, audio-visual aid etc. Examples for audio are radio, music, and so on while examples of audio-visual aid are a video, film/movie, and television, etc.

Vocabulary and Games

The use of Computer and video or digital games and animation films as a part of the class modern technique in teaching vocabulary has been researched and shown to be effective. Hornby (1995: 486) introduced a game as “an activity that you do to have some fun”. Educational games are activities that provide students with the opportunity to reinforce the previous knowledge by repeating it in a more comfortable environment. Educational games are software that helps students to learn the lesson subjects and to develop their problem solving skills by using their desire and enthusiasm to play (Donmus, 2010). Games support students with high motivation and entertainment, and they can invigorate the diffident students to express their opinions and feelings (Hansen, 1994). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be a medium that will give many advantages for the teacher and the students, also motivate students to learn English vocabulary clearly and easily (Lewis and Bedson, 1999).

Some experts figured out characteristics of games that make vocabulary learning more effective. Lee (1996:35) lists several main advantages when games are used in the classroom, including a welcome break from the usual routine of the language class, motivating and challenging effort of learning, and language practice in the various skills. Uberman (1998) state that the helpful role of games in vocabulary teaching after quoting and analyzing different opinions of experts. He observed the interest of her students in learning through games. She believes that games are a way to help students not only enjoy and amuse with the language they learn, but incidentally. Silvers (1982:29) state that many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier. Huang (1996: 1) came to a conclusion that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication, heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence". Games can be the media to teach vocabularies to young learners for some reasons. According to Wright, (1997:1) "games can be found to give practice in all the skills (reading, writing, listening,

and speaking), and for many types of communications (e.g. encouraging, criticizing, agreeing and explaining)". Furthermore, games play important roles in learning EFL vocabulary. According to Rixon(1992: 82), "games help students revise vocabulary and recalling something that happened in a game may help a student remembers the language connected with it". Additionally, he indicated that "vocabulary games provide a good chance for students to learn something from one another". Traditionally, different kinds of classic educational games have been employed in the English vocabulary class; Koprowski (2006) suggested that there are ten good games to teach students vocabulary. These are: Taboo, Memory Challenge, Last One Standing, Pictionary, Bingo, Outburst, Concentration, Scrambled Letters, Crossword Puzzle and Memory Challenge games. In using the memory game Wright et. al (1984: 139) confirms that Memory Games "challenge the players' ability to remember".. O valle (2001) claimed that memory games help to make the learning process more effective and easier because students acquire meaningful knowledge through them. With regard to Crossword Puzzle, this is characterized as a game in which words are guessed from their definitions. The crossword has words written horizontally (across clues) and words written vertically (down clues). Ratnawati (2004) points to the many advantages of the crossword puzzle as a method of vocabulary instruction. First, learners get to enjoy learning the target language because they are involved in

their own learning. Crossword puzzles can also help learners gain interest and reduce boredom in learning by giving an alternative of varying teaching techniques and by helping learners see English as a learnable instead of a difficult subject. Second, the crossword puzzle offers a challenge that will motivate the students to try to fulfill the puzzle. It gives much opportunity to the students to practice and repeat the sentence pattern and vocabulary. The students find it fun, feel relaxed and enjoy participating in the learning activity; they memorize the vocabulary in different ways that is by rewriting them.

Summary

The impacts of games in teaching and learning vocabulary cannot be denied; however, in order to achieve positive effectiveness from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. Al Masri and Al Najar (2014: 114) emphasized three things that teachers should concentrate on their selection for the educational games; these are: they should be appropriate to students' ages, cultural background and interests.

Vocabulary and Animated Films

The word animate means to give life to and animating is the process of moving something that cannot move itself. The animated film is "a film produced by photographing a series of gradually changing drawings, etc, which give the

illusion of movement when the series is projected rapidly" (Collins Dictionary, 2014). According to Ganges (1968:57), "animated pictures are a moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber that lay the necessary foundation for learning". Recently, this media has a very significant role in motivating the students to learn vocabulary, and to create the interesting atmosphere of teaching and learning. They will feel something new and different from what they usually get in their class. Donaghy (2014) points out that "Films and TV show are an integral part of students' lives, so it makes perfect sense to bring them into the language classroom. A Film, as a motivator, also makes the language learning process more entertaining and enjoyable". Other benefits of using film as included by the writer is its visuality which makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. A Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention. Furthermore, it can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For the animated pictures or films, using animated pictures opens up practical

possibilities more than static pictures. Moreover, Bates (2006: 39) cites that students' performance and attitudes toward the subject matter through using animation are enhanced and increased. Therefore, the advantages of working with animation, according to Hegarty and Sims (1994:12), are state that: first, animation may help students learn faster and easier. Second, it gives visual attributes. Goetz and Fritz (1993) mentioned that information coded both visually and verbally is more likely to be remembered than when each is coded alone. So, animation doubles the chance of information being stored and as a result retrieved easily. Rieber and Kini (1991:33) also suggest a number of advantages of animation over static graphics. For example, with animated graphics, learners do not need to generate a mental image of the event or action being targeted and, therefore, avoid the risk of creating a false understanding. Furthermore, animation provides viewers with two different visual attributes: images and motion. Mayer (2001: 4-5) suggests that learners are able to create a deeper understanding of words when they establish connections between words and pictures than from words or pictures alone. It could be argued that using animation in EFL can make communication and learning more effective. Animation explores how the brain processes information given in picture and text. The case of multimedia learning is based on the idea that instructional messages should be designed in light of how the human mind works with the two formats or the two information processing systems;

verbal and visual. Thus, animated film has been treated as a creative fun tool in classes. So, visual media could be used as a meaningful practice in structure and vocabulary of English.

Previous studies

Turgut and Irgin (2009) studied young learners' language learning through computer games. They revealed that playing online games promotes language learning and especially vocabulary skills. Similarly, the findings of Dana (2012) detected that using edutainment methods in vocabulary instruction was engaging, motivating, and gave students confidence to communicate in English as their second language. The analysis of the weekly quiz results showed that the average scores for the treatment group was higher than the average for the control group. This provided evidence that the use of an online vocabulary game was an effective edutainment method of teaching vocabulary. Furthermore, according to Ali (2012), students liked the relaxed atmosphere, the competitiveness and the motivation that games brought to the classroom. Lani's (2012) "Using animated films to teach vocabulary to young EFL" showed that they preferred the use of animated films in learning new vocabulary than lecturing and translating techniques which were the routines of the vocabulary classes. Another study was conducted by Prima (2011) pointed out that cartoon films are attractive and effective media to teach vocabulary. During the action, the researcher found that students had shown their improvement in pronouncing English words

correctly. Waters (2007) used animation films helps students to develop listening, speaking and reading skills. This strategy provides an environment with native speakers, real texts and thousands of real- life images. The teacher, through using animation films, introduces the new vocabulary through defining them with objects, pictures and events. Thus, students acquire the new vocabulary and the language by linking them to objects and events from the real world around them. Awad's (2013) findings confirmed that the animation movies are highly effective in developing the students' levels of vocabulary in the experimental group compared to control groups' results.

Methodology of the study

Sample of the study

This experiment was conducted at Al Motwsta Al Raba Intermediate School, in Saudi Arabia. All students are aged 13-16 years old. The sample of the study composed of thirty female students in 2nd year at Al Motwsta Al Raba intermediate school for girls. The test consists of four parts which ask students to fill in the correct words, match the definition, multiple choice questions and vocabulary used in sentence.

Study experiment

Thirty students participated in a quasi-experimental study for approximately nine weeks. There were actually two groups in this study. The first one was the experimental group while the other one was the control group. They all studied English for the same amount of

time. The main difference between the two groups, in terms of how they studied, was that the experimental group learnt some vocabulary from two carefully selected web sites with games and animation films. The aims were to clarify new vocabulary or phrases for the experimental group, while the control group learnt the same vocabulary through activity-based lessons. A pre-test and post-test were conducted in the first and ninth weeks for both groups.

Validity and Reliability of the tools

The tests are believed to have content validity as they aimed at assessing the students' achievement in vocabulary acquisition. The tasks required in the tests were comparable to those covered in the book and practiced in class. In addition, the tests instructions were written clearly in English and the examinee's task required was defined. Furthermore, the tests were validated by a group of experts who suggested some valuable remarks about the tests and the researcher responded to that. For the test reliability the study used the test-retest method: The test-retest method of estimating the test's reliability involves administering the test to the same group of people at least twice. Then the first set of scores is correlated with the second set of scores. Correlations range between 0 (low reliability) and 1 (high reliability). The coefficient correlation formula was used to calculate the correlation:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

The results showed that there was strong positive correlation between the pre-test and post-test:

Pre-test: . 878

Post-test: . 757

Furthermore, to increase the validity and reliability of the test, the researcher gave two tests as pre-test and post-test at different intervals of time. Taking more than one sample of students' work, according to Weir "can help reduce the variation in performance that might occur from one task to task". Thus, the researcher decided to take at least two samples.

Results and discussion

The analysis of the experiment will focus on answering an important question: To what extent does the usage of edutainment facilitate learning vocabulary? To answer this question, computed the mean, standard deviation, standard error and ranges for the pre-test- and post test of both experimental and control groups. To find out whether the group had any progress as a direct result of instruction, T-test group was computed for each group using the pre-test and post-test mean scores of each group.

Table 1. Distribution of pre-test and post-test Scores within the Experimental and Control Groups.

Group		Mean	SD	SE of Mean
Experimental group	Pre-test	28.7000	20.9242	3.5064
	Post-test	38.6000	20.9242	3.8202
Control group	Pre-test	32.000	19.2055	2.6846
	Post-test	32.4333	20.2055	3.5064

Table 2. T-test comparing the results of the two groups.

Group	N	Mean	Std. Deviation	Std. Error Mean	t-observed	Df	Sig.(2-tailed)
Experimental group	30	6.967	2.0924	.3820	18.236	29	.000
Control group	30	6.300	1.3170	.2404	26.201	29	.000

Table 1 clearly shows that when the edutainment (games and films) in teaching English vocabulary was used within the experimental group, it scored higher than those in the control group on the post-test (mean = 38 and 28 respectively) with similar variations among students in the experimental and controls (SD = 20. 93 and 20. 20 respectively). Since both the experimental and control groups were equal in size, no significant differences existed between the groups on basis of their pre-test mean scores previously at the beginning of the program. Result of the T-test in Table 2 show that the mean scores of both control and experimental groups were (6. 967) and (6. 300) respectively, . Comparison of mean scores for the groups yielded a difference of (+ 0.667) between experimental and control groups. Further, the results of the T- test yielded significance at the .001 level ($p < .001^{***}$) which indicates that the experimental group outperformed the control group statistically in the post-test. The students in the experimental group generally preferred online learning supplemented with digital educational games and films to conventional activity –based lessons. The teachers thought highly of the online games and films, but they expressed concern that extra support was required if the online games and films were adopted as a core part of their teaching. The researcher states that table 1 shows that all the classes improved, the results of the experimental group improved more than the control group. The control group's improvement was not expected

though, as the students studied intensely for ninth weeks, and may have applied their own skills. Both groups show improvements but the experimental group showed a marked improvement with the highest scores when compared to the slight improvements achieved by the control group. These results clearly illustrate the strongest evidence that have been found in experiment, and support the original hypothesis: “The usage of edutainment facilitates learning vocabulary ”.

Conclusion

This study tried to find out whether the usage of edutainment (games and films) can facilitate the learning of English vocabulary or not. As hypothesized: The usage of edutainment facilitates learning English vocabulary. The results of this study showed that experimental group improved significantly as a result of introducing edutainment in the classroom.

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