



The Effect of Using Enjoying Learning English through Edutainment to Enhance English skills for EFL learners

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Abstract

This research aims to study the effect of using English learning through edutainment to enhance English skills for EFL learners, to improve low achievers' English skills (listening, speaking, reading, grammar, and vocabulary), and to enhance low achievers' positive attitudes towards English learning. This investigation was conducted using a quantitative approach. Target sampling was used to select 22 undergraduate students re-enrolled in the English Communication course in the second semester of the academic year 2022 as the study's sample size. Data analysis tools such as SPSS and t-tests were employed. The findings show that the majority of participants noted that learning English through edutainment could increase their confidence in learning English. They could learn English not only through books but also through music, animations, or movies on the Internet. They stated that they could apply the knowledge they had learned in their daily lives and their normal English classes. They opined that the class enjoyed and wanted to learn more in normal classes. The average score on the pretest was $13.91 = (1.93)$, whereas that on the posttest was $32.95 = (1.84)$. The average score of the post-test (32.95) was significantly higher than the average score of the pre-test (13.91). On average, the evaluation was satisfactory for the participants. The mean score is 3.82 . The standard deviation is 0.39 . According to the survey of the statements of the activities, the participants satisfied the evaluation that they were informed of the criteria before studying (the highest $X\text{-bar}$ is 4.23), whereas the clear criteria for evaluation had the lowest average satisfaction score ($X\text{-bar} = 3.86$; $S.D. = 0.35$).

Keywords: Enjoying Learning English through Edutainment, English skills, EFL learners



Introduction

Today, English is widely recognized as an essential communication tool not only at work but also for study and daily life in many parts of the world. Due to the fact that learning English is not a simple task for non-native students like Thai students learning English as a foreign language, not a second language. Because of this, Thai students have very few opportunities to become familiar with using English in their lives. Some pointed out that learning English is not necessary for their daily lives. Moreover, they were difficult to study. Accordingly, their English learning outcomes have been unsatisfactory. However, according to Article 34 of the Charter of the Association of Southeast Asian Nations, English is still an important course for preparing Thai undergraduate students for their future careers. (Association of Southeast Asian Nations, Online).

The Entertainment media has been widely used in education, especially in language education. Entertainment is the media and education is content (White, 2003). The concept of integrating education and entertainment has been widely observed over the last few decades. Entertainment media or educational entertainment also referred to as "edutainment" (Larsen-Freeman, 2000) is an interesting form of education that has been successfully used by many education systems around the world. It is designed for learning and fun by embedding lessons in the form of entertainment: television programs, video games, films, music, multimedia, websites, and computer software. Buckingham and Scanlon (2000), indicated that "edutainment" as material, such as computer games and television programs, that are both educational and enjoyable. Similarly, the Longman Online Dictionary defines edutainment television programs as computer software that educates and entertains at the same time.

Entertainment can relax and influence new generations in today's technological and educational society. Global Education Monitoring Report Team (2023), stated that Technology is evolving more quickly than can be assessed. Products for education technology often undergo changes every 36 months. The wealthier nations provide the most evidence. In the UK, randomized controlled trials were carried out by 7% of education technology companies, while third-party certification was employed by 12%. Merely 11% of educators and administrators across 17 US states who participated in the poll asked to see peer-reviewed material before adoption. With this in mind, additional activities through edutainment—tales, songs, animations, and movies—in this



project will be able to make up not only for low achievers' lack of formal education in English but also for producing their positive attitudes towards learning English.

Objectives

1. To improve low achievers' English skills, listening, speaking, reading, grammar, and vocabulary.
2. To enhancing low achievers' positive attitudes towards English learning.

Literature Review

Constructivist theory is an acknowledged learning theory because it is a learning management method that provides learning more than direct knowledge and is a process of "action on" rather than "taking in" (Jonassen et al 1993; Fosnot 1996). In addition to the learning process, students need learning strategies that are coherent and suitable for use in the management of learning based on the theory of knowledge generation, which will help them learn how to learn. The search for knowledge through the introduction of knowledge connects continuous learning, enabling students to develop skills throughout their lifetime. The Second Language Acquisition Theory consists of five assumptions in the learning of a second language, 1) The acquisition-learning hypothesis; 2) The monitor hypothesis; 3) The natural order hypothesis; 4) The input hypothesis; and 5) The affective filter hypotheses. In addition, there are interaction and output hypotheses, which are natural learning that operate within the operator and require a correct decision in the sequence of predictions. From the understanding or reception of information that can be understood, developed from the existing level of knowledge, there is a psychoanalytic parameter that is partly derived from the language of knowledge and the theories of Krashen (2007). Schema theory states that the information gathered from past experiences is stored in a systematic sequence that influences a person's current perception. For new information that has come into harmony with existing knowledge, the theory of the structure of knowledge comes from Nazleen, S., Rabu, A., & Talib, Z. (2017).



Regarding theoretical concepts and mechanical elements of cognitive strategy, Dirkes (1985) developed the theoretical concept of cognitive strategy, stating that the foundation of logic consists of linking new knowledge with original knowledge. The mechanical selection of ways of thinking, such as masturbation and planning, and the observation and evaluation of thought processes (Baker & Brown, 1984) state that logic contains the following important elements. Awareness of the skills, methods, and resources needed to carry out a task effectively. The ability to use self-assessment mechanisms ensures that results are achieved when the task is completed, such as the evaluation of the results of efforts to solve problems, planning of the next step, assessment of efforts, testing, review of the learning mechanism, and resolution of problems experienced by the replacement of other methods.

The teaching of English since the 1970s and so forth believes that human linguistic capabilities are not based on the accuracy of the language system and the linguistic principles that humans use alone but also on the ability to communicate properly and in a social context (Arune Wirayachitra and group, 2012). From the concepts of Niamboue., Teresa (2000), American social linguists have emphasized the basic principles of communicative performance. The aim of teaching a second or foreign language is to teach a language for communication in different situations correctly and according to social context. It allows students to acquire linguistic knowledge and develop language skills simultaneously (Richards & Rodgers, 2002). The aim is to educate a second or foreign language according to the language teaching concept for communication. Students can effectively communicate in targeted languages (Larsen-Freeman, 2000). The methods aimed at teaching languages in the modern age are based on how English can be taught. Teaching was the only way in which communication approaches developed in 1960 were a major shift in the British Language Teaching Tradition.

The principle of teaching English as a communicative language is considered more focused on teaching language for communicative proficiency than on the use of language for communication in real situations. Choosing a language suitable for the context is important. Rather than focusing on defining language or grammatical rules, learning Silverman (2013) to use meaningful languages is equal to learning meaningful language. English is more communicative



than meaningful. The Comency and dialects are in English. There are two commonly spoken English dialects that improve communication (drill language) Dale (1999), but they are not emphasized. Similar to the Activation Methodology, there is a method of direct teaching (Direct Methodism), and therefore, a philosophy that emphasizes self-development. Researchers have tried to correctly teach languages, such as Teunice, to improve language communication principles.

Methodology

The purpose of this research is to study the effect of enjoying learning English through edutainment to enhance EFL learners' English skills. Responses were rated on a Likert scale ranging from 1 to 5, with 1 being "strongly disagree," and 5 being "strongly agree." The participants' learning problems and needs were analyzed through informal focus-group interviews. The additional course with the pretest and posttest focusing on listening, reading, grammar, and vocabulary was composed of 30 items and administered to all participants. The students were oriented toward the research during the 7-week lessons through edutainment (tales, songs, animations, and movies downloaded from websites). This investigation was conducted using a quantitative approach. Target sampling was used to select 22 undergraduate students re-enrolled in the English Communication course in the second semester of the academic year 2022 as the study's sample size. The participants were assigned to perform tasks in class and write learning logs while observing their behavior. Besides, the participants were assigned to do three online activities: summarizing and drawing a picture of a favorite tale on the suggested websites, giving comments on a movie uploaded by the researcher through Facebook, and uploading their role-play video and giving comments on their peers' product through Facebook like learning activities as follows:

1. The participants' learning problems and needs were analyzed from the informal focus group interview.
2. The 30-item pre-test and post-test focusing on listening, reading, grammar, and vocabulary will be administered to all participants.
3. The researcher observed the participants' behavior.



At the end of this research, the participants were asked to rate from 1-5 according to the extent to which they were satisfied or dissatisfied with each statement about the learning activities based on the Likert's criterion.

Methods

The five instruments were used in this study such as seven lesson plans, the pre-test and post-test which were developed by the researcher, classroom behavioral observation form consisted of three aspects: happy, active, and cooperative, participants' learning logs. Documentary data from the students' learning logs were subject to content analysis and a questionnaire about satisfaction with the activities consisted of four aspects: content, activities, material and evaluation.

Research Results

The findings and conclusions were obtained from the following objectives:

1. To improve low achievers' English skills: listening, speaking, reading, grammar and vocabulary.
2. To enhance low achievers' positive attitudes towards English learning.

The results are presented and interpreted in two parts: 1) participants' English skills after the research and 2) participants' attitudes toward the research.

Part 1: The participants' English skills after the project

This section reports the results of the two examinations: the pre-test and post-test to compare and examine the participants' progress in language skills before and after the project, as shown in Table 1-3 below.

Table 1 Overall scores, Mean, and Standard Deviation of the Pretest and Posttest

Tests	No. of Participants	Overall scores	Average scores	Standard Deviation
Pretest	22	50	13.91	1.93
Posttest	22	50	32.95	1.84



From Table 1, the average score of the pretest was $13.91 = (1.93)$, whereas that the average score of the posttest was $32.95 = (S.D. 1.84)$. It can be seen that the average score of the posttest (32.95) was significantly higher than the average score of the pretest (13.91).

Table 2 Overall scores, mean, and standard deviation of discrete skills of pre-test and post-test.

Skills	Pretest					Posttest				
	Listening	Speaking	Reading	Grammar	Vocubula	Listening	Speaking	Reading	Grammar	Vocabular
Overall Scores	10	10	10	10	10	10	10	10	10	10
Average Scores	1.68	2.05	3.23	2.95	2.95	5.18	6.64	6.68	7.00	7.75
Standard Deviation	0.99	0.65	1.07	0.79	0.79	1.30	0.85	0.78	0.76	0.74
Maximum	3	3	5	4	4	7	8	8	8	9
Minimum	0	1	1	2	2	3	5	5	6	6

According to Table 2, it was found that the average scores of each skill in the post-test were significantly higher than the average scores of each skill in the pre-test.

Table 3 Percentage of Average Scores of Discrete Skills of Pretest and Posttest

Skills	Pretest				Posttest			
	No. of SS Passed	% of Pass	No. of SS Failed	% of Failed	No. of SS Passed	% of Pass	No. of SS Failed	% of Failed
Listening	10	10	10	10	10	10	10	10
Speaking	1.68	2.05	3.23	2.95	5.18	6.64	6.68	7.00
Reading	0.99	0.65	1.07	0.79	1.30	0.85	0.78	0.76



Grammar	3	3	5	4	7	8	8	8
Vocabulary	0	1	1	2	3	5	5	6

From Table 3, it was found that, overall, in the post-test, all the participants could pass each language skill test equal to 100 percent, except for the listening test. Fifteen participants passed the listening test (68.18%) and seven participants failed the test (31.82%). However, the number of participants who passed the listening test (68.18 percent) in the posttest was higher than the number of participants who passed the listening test (no one passed) in the pretest.

Concerning the results shown in the above tables, it can be concluded that the participants' English skills improved after the additional activities of the study. Moreover, performance assessment revealed that they could apply what they had learned to produce their tasks. This means that teaching English through edutainment can encourage students to learn and help them to understand better.

Part 2: Participants' attitudes to the study

The author used a checklist to help observe participants' behavior and performance during class. The aspects of observations involved in learning and working in pairs or groups were happiness, participation, and cooperation. The ranking of the observations was divided into three scales: much = 3, moderate = 2, and little = 1. The interpretation of the average scores of the observation scores was: much (2.50 – 3.00), moderate (1.50 – 2.49), and little (1.00 -1.49).

The results of these observations are presented in Table 4.

Table 4 Mean and Standard Deviation of Behavior Observation

Aspects	X-bar	S.D.	Meaning
1. Happiness	2.97	0.03	Much
2. Participation	2.88	0.09	Much
3. Cooperation	3.00	0.00	Much
Whole aspects	2.95	0.06	Much

From Table 4, the results reveal that during class, all the participants enjoyed learning English through edutainment, could fully participate in the activities, and cooperated fully with



each other ($\bar{X} = 2.95$; S.D. = 0.06).

Moreover, data from the participants' learning logs were analyzed. They noted what they did, what they learned, how they applied, and their opinions in their learning logs. The results are as follows.

The majority of participants noted that learning English through edutainment could increase their confidence in learning English. They could learn English not only through books but through music, animations, or movies on the Internet. They stated that they could apply the knowledge they had learned in their daily lives and their normal English class. They opined that they enjoyed the class and wanted to learn more in a normal class.

The 22 participants responded to a questionnaire aimed at investigating their attitudes toward the study. The questionnaire was completed after the completion of the project. The ranking of attitudes was divided into five scales based on Likert criteria (Sukamolsa, 2008, p.45). The interpretation of the average score of the survey was based on Best's criterion (Thonglert 2000, p. 111) was: very satisfactory (4.50-5.00), satisfactory (3.50-4.49), undecided (2.50-3.49), unsatisfactory (1.50-2.49), and very unsatisfactory (1.00 – 1.49). The survey results are presented in Tables 5 and 9.

Table 5 Mean and Standard Deviation of each Aspect of the Project

Aspects	X-bar	S.D.	Meaning
1. Content	4.09	0.29	Satisfactory
2. Activities	4.27	0.46	Satisfactory
3. Material	4.09	0.29	Satisfactory
4. Evaluation	3.82	0.39	Satisfactory
Whole aspects	4.07	0.19	Satisfactory

Referring to Table 5, the four aspects of the project—content, activities, material, and evaluation—were wholly satisfactory to the participants. The average score was 4.07 and the standard deviation was 0.19. The aspect that had the highest average score was “activities” ($\bar{X} = 4.27$; S.D. = 0.46), whereas the aspect that had the lowest average score was “evaluation” ($\bar{X} = 3.82$; S.D. = 0.39).



bar = 3.82; S.D. = 0.39). When each aspect was considered, the results were as follows.

Table 6 Mean and Standard Deviation of Content

Statements	X-bar	S.D.	Meaning
1. The content was in accordance with the objectives.	3.86	0.56	Satisfactory
2. This content was interesting.	4.09	0.29	Satisfactory
3. The level of difficulty in the content was appropriate for your level of knowledge.	3.82	0.39	Satisfactory
4. The content was modern.	3.68	0.48	Satisfactory
5. The amount of content was suitable for the length of the time.	3.73	0.46	Satisfactory
6. You could apply the content to your daily life.	3.86	0.35	Satisfactory
7. The contents were satisfactory.	4.86	0.29	Satisfactory
Whole aspects	3.98	0.16	Satisfactory

From Table 6, on average, the content was satisfactory for the participants. The mean score was 4.09. The standard deviation is 0.27. According to the survey of the statements of the content, the participants opined that the content was interesting and had the highest average score which was 4.09 (S.D. = 0.29), while modernity of the content had the lowest mean score (X-bar = 3.68; S.D. = 0.48).

Table 7 Mean and Standard Deviation of Activities

Statements	X-bar	S.D.	Meaning
1. These activities were interesting.	4.41	0.50	Satisfactory
2. These activities can motivate you to learn.	4.32	0.48	Satisfactory
3. There are various types of activities.	4.09	0.29	Satisfactory
4. These activities could encourage you to do things creatively.	4.55	0.51	Very Satisfactory
5. These activities enhanced cooperative learning.	4.59	0.50	Very Satisfactory



6. Their activities were satisfactory.	4.27	0.46	Satisfactory
Whole aspects	4.37	0.23	Satisfactory

From Table 7, on average, the activities were satisfactory for the participants. The mean score were 4.27. The standard deviation is 0.46. According to the survey of the statements of the activities, the participants were fully satisfied with the activities that they could enhance cooperative learning and encourage the participants to do things creatively (X-bar = 4.59 and 4.55, respectively), whereas various types of activities had the lowest average score of satisfaction (X-bar = 4.09; S.D. = 0.29).

Table 8 Mean and standard Deviation of Material

Statements	X-bar	S.D.	Meaning
1. This material is of interest.	4.23	0.43	Satisfactory
2. This material is modern.	4.32	0.48	Satisfactory
3. Various types of materials are used.	3.95	0.21	Satisfactory
4. The features of the material were clear.	3.86	0.35	Satisfactory
5. The material can motivate you to learn.	4.27	0.46	Satisfactory
6. The material was satisfactory.	4.09	0.29	Satisfactory
Whole aspects	4.11	0.20	Satisfactory

From Table 8, on average, the material was satisfactory to the participants. The average score was 4.09. The standard deviation is 0.29. According to the survey of the statements of the material, the participants opined that the material was modern and it could motivate them to learn (X-bar = 4.32 and 4.27 respectively).

Table 9 Mean and Standard Deviation of Evaluation

Statements	X-bar	S.D.	Meaning
1. You were informed of the evaluation criteria before studying.	4.23	0.43	Satisfactory



2. The criteria for the evaluation were clear.	3.86	0.35	Satisfactory
3. There are various types of evaluation.	4.05	0.21	Satisfactory
4. The results of the evaluation were satisfactory.	3.82	0.39	Satisfactory
Whole aspects	3.99	0.15	Satisfactory

From Table 9, on average, the evaluation was satisfactory for the participants. The average score was 3.82. The standard deviation was 0.39. According to the survey of the statements of the activities, the participants satisfied the evaluation that they were informed the criteria before studying (the highest X-bar is 4.23) whereas the clear criteria for evaluation had the lowest average score of satisfaction ($\bar{X} = 3.86$; S.D. = 0.35).

Discussion

Regarding the checklist observation, the learning logs, and the survey results, it can be seen that the participants were satisfied with the project, which included content, activities, material, and evaluation. Additionally, they were very happy to study based on Stewick (1972) illustrated that in learning a language, learning the vocabulary of a new language is considered to be very important. Success in learning a foreign language partly depends on the ability to use the composition of the language concerned Jordan (1997) explored that it consists of sounds, structures, and phrases. They felt more confident about using English. Moreover, edutainment is not a boring and difficult class- it can attract them to like learning; most of them opined that learning English. They will be able to learn by themselves because movies, songs, and animations can be easily found on the internet. This means that they had a positive attitude towards English learning related the research Simanu (2021) indicated that participants demonstrated the ability to creatively and appropriately utilize vocabulary terms from the English language in their creations.

According to student interviews, using the tools was enjoyable for them, and the experience improved their learning related Silverman (2013) discovered that these results point to the possibility that Web 2.0 technologies could help ELLs acquire vocabulary more effectively, but additional study is required. However, from informal discussions, some of the participants were concerned about the evaluation. They pointed out that they enjoyed the activities via edutainment focused on Gee (2003) explored that they did not like the evaluation because it made them anxious.



Furthermore, some participants declared their intention to participate in the projects if they were implemented again. In addition, they would like to recommend a movie, song, or animation to the class.

In conclusion, the results reveal that 100 percent of the participants could pass the posttest, so they improved their English skills after the project. They would be more confident in using English Guido (2016) and be able to apply what they had learned in the normal English course. Moreover, all participants developed a positive attitude towards learning English. They began to believe that learning could take place through relaxing and enjoyable lessons Huang (1993) especially learning and working with others. In other words, they became active learners. Their positive attitudes led to their willingness to have more English lessons, which might eventually enhance their language learning.

Recommendation

The problems related to this research were as follows:

1. The lesson plan with material, and the tests had not been tried before the implementation.
2. There were many takes and other extra activities by the faculty during the second semester. Thus, some of the participants had to be absent to participate in these activities, so they missed some important inputs or content for performing tasks.
3. Some participants updated their tasks on Facebook very late, so others could not comment.

Suggestion

3. The lesson plan with materials and tests should be validated by language experts, and the reliability of the tests should be judged before implementation.
2. The due date for the submission of tasks must be fixed on a timetable.

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