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Studying the Effect of a Computer-Based Edutainment Programme on Developing EFL Listening and Speaking Skills

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Abstract

The current study aims at integrating educational tools with the traditional sources of entertainment. This combination has been called ‘edutainment’. In this the language learning resources is a system being developed to provide educational interactivity for normal digital aids. The method has been to begin with highly entertaining materials.

This method is somehow different from that which is used in many traditional language learning tools. In the language learning, for example, the teacher classically begins with a set of ‘things to be learned’ in a syllabus (grammatical forms, listening skill, reading skills, vocabulary, speaking skill, and so on), and then he attempts to make this syllabus more entertaining and motivating the learners in different ways. If the material is presented in an enjoyable and motivating way, so much the better than the traditional ways that make the learners have enjoyment for using and understand the materials.

Method The purpose of this study is to present the importance of the edutainment method and the effect of using a computer-based edutainment program to develop listening and speaking skills.

The study includes statement of the problem that a computer-based edutainment (CBE) is not applied up now a day and the methods of teaching English depend highly on teachers presenting the information and giving lectures. So there is a real need to apply new ways of teaching.

Section one

1.1 Statement of the problem

Motivation considers the key factor which affected in achievement and educational attainment and language acquisition in learning a foreign or a second language . Most learners who have a strong motivation usually are able to achieve greater proficiency in the foreign language that they are learning (Pae and Shin, 2010:21). The aim of this study was to discover the benefit of applying edutainment methods in the first intermediate class students in a listening and speaking in classroom. The use of an edutainment learning will affective for developing the abilities of learners of English language in memorizing the vocabularies and growth their motivation, assurance in using the target language and save them to engage with the language. In addition, from the researchers' personal experience in teaching English as a foreign language to intermediate and secondary schools and in college grade, it appears that the traditional way and memorizing method of teaching causes the students to lose confidence and motivation to communicate in the target language. These facts have encouraged the researchers to present a Study of the Effect of a Computer-Based Edutainment Programme on Developing EFL Listening and Speaking Skills for the students in in intermediate grade.

1.2 The Aims of the Research

The study aims at investigating the following :

1- The Effect of using a (CBE) as a new approach on developing listening and speaking skills to first intermediate class students.

2- Find out the effect role of a (CBE) on listening and speaking on student's achievement in the experimental group (EG).

3- Find out the differences among the students' level at Al Mutawarra secondary school in Tikrit.

1.3 The Limits of the Research

The present study is limited to first intermediate students at the Al-Mutawarra Secondary School for Girls and Al-Khansaa Secondary School for Girls at the academic year(2017-2018).

1.4 The Hypothesis of the Research

The study **hypothesizes** that there is a positive effect of using a (CBE) on the students' achievement, or there is no effect in teaching by a(CBE).

1.5 The Value of the Research

The value of this study is that there is a strong need of educating English teachers of using edutainment method in their classroom setting to improve the listening and speaking skills for their students in English language.

Section Two: Theoretical Background

2.0 Literature review

The term “edutainment is a derived word that states a mixture of entertainment and education or marriage of education with entertainment” (Colace,etal.,2006:74). It is a combination of education and entertainment was coined in 1990s. In 19th century all students' book are examples of edutainment, readers were used to read the letters of the alphabet and words by colorful scenes.(Abdalla,2003:2).

This term was used in 1973 by Robert again it was used in 1957 by Daniels. Then in 1983 the term edutainment was used to describe a package of software games for the Oricl and spectrum microcomputers in the UK. Most edutainment games seek to teach players using a game-based learning approach.(Ibid)

2.1 The Concept of Edutainment

Shulman and Bowen (2001:82) define edutainment as encouraging enjoyable learning in a way of interacting and communicating, discovering by producing learning consciousness, effect and mistake.

“Edutainment is applied in order to teach learners how they should use their own knowledge, analyzing things that they learn. Combining things that they perceive or evaluating things that they learn” (Charsky,2010:177-198).

2.2 Types of Edutainment

Kowit et al (2006:66) divided edutainment into four groups as follows:

1- Location-based edutainment which can be divided into two groups:

a- interactive and participatory where students can participate in a game, and

b- non-interactive and observer where students can just be sit down and discovering (movie, museums and zoos).

2- Edutainment by purpose and content consists of informal education like information about learners' life, control and experiences.

3- Edutainment by target group includes learners who have same interest and age.

4- Edutainment by type of media contains:

a-Edutainment on Tv includes :comedic drama, historical drama, sketch comedy, skills and travel.

b-computer edutainment included: game types, quiz role ,play, method.....

c-Edutainment on the internet included: tele-teaching and tele-learning system and web-based educational system.

d-Interactive television: which use the advent of digital tv to provide the interactivity via software and hardware and connect with other telecommunication systems. (Abdalla,2015:3-4).

2.3 The Work of Edutainment

Fossard (2008:19) defines edutainment as “using methods and orders that attract learners' attention in order to provide learners 'individual development in learning environments’”. The work of edutainment are as follows:

1- Keeping learners entertained during the learning process and leading them to longer learning time. Also the wish to learn (play) to get better result is the basic premise of edutainment .

2- Today the way that edutainment is implemented in language learning is through games or videos . The contents of these are already interest the learners.

Here are examples of English learners:

-English Attack

This type use short videos of block buster movies or music videos to teach English. The motivating system that is based on lets the learners earn points by completing tasks and games.

-English Central

This type also use videos to teach English vocabulary and pronunciation. Videos that categories such as business, travel, social etc. English central also features a voice recognition, feature that helps learners to work on the pronunciation.

-Voxy

It is a mobile application that delivers content based on your personal interests. You learn new vocabulary in context and from latest headlines. Also there are features that deliver related vocabulary based on your location, like in a pharmacy or supermarket.

(Fair languages. Com/edutainment-and-learning-english-whats-it-all-about/)

2.4 Edutainment Approaches

Okan (2003:255-264) states that the central objective of edutainment is to interest students' thoughtfulness and to let him/her focusing on actions and can teach the materials through learning. Edutainment approaches explained as follows:

1- Attractive the Role and Interaction

Consuming is designated as an knowledge developing from communication of subjects(students) and objects (invention, an occasion, an knowledge, a learner etc. In edutainment taking a role of interaction like in a game , students are expected as consumer and it is assumed that contribution can be enlarged by containing entertaining to course's content and the materials of the students and they can be successful students if they are including the theory of learning and have an essential concordant role.(Ibid)

2-Drama (Dramatization)

Educational drama can be defined as execution, an occasion , condition or the problem that a group of students is dramatized it obverse of the other students. After students watching the dramatization, they can be able to discuss the occasion at all ideas. The way of acting takes an active role in increase reaction and abilities. Drama is defined as "a teaching technique providing students with learning by experience in which situation how they behave. It improves students' problem solving and communicating ability and dramatization technique comprises two types formal drama and natural drama" (Demirel,1998:61).

3-Story (Simulation)

Kucukahmet (2005:196) mention that teaching any material has a good effect on the outcomes of learning.

Teaching material can be increased students' participation when it is prepared with the technique of creativeness.

In this method, the students can contain into dynamic discussions and even they can connect themselves with the real life actions using in classroom with the "method of simulation and narration". "Simulation method" is defined as a system which delivers producing an event like a actual one and learning it to students.

4- Educator and Classroom Atmosphere

Educator lesson is the factor that affect students' achievement and is taking a view for the students into explanation about the subjects which is relating to the lessons and dealing with their views and thoughtful. In terms of providing feedback in teaching and learning processes this is an important principles. The teacher's role is to encourage students to contribute passively into activities in the class and taking a quiet atmosphere in class that students who have emotional impact success positively.(Ibid)

5-Edutainment In Computer Environment

According to Buckingham and Scanion(2001:281-299), "edutainment in computer environment is defined as a mixed type based on formats like games, stories and visual materials. The purpose of edutainment in computer environment is to attract learners' attraction and to retain their attraction by tying their feelings to computer monitors thanks to animation colored vividly".

6-Edutainment with TV Programme

On TV there are educational programs for all age groups: for preschool children, young people, adults and senior viewers.

Televisions' educational programs (TEP) are not considered as independent educational material but as supplementary material. Programs are often viewed for pleasure. TEP can be divided into three categories based on their organizational teaching goals:

- Programs for those in school age are often support formal learning.
- Programs to be alternatives for traditional formal learning which are tied to place and time
- Programs to allure viewers to other forms of education and training.

2.5 Technology in Language Education

The use of technology is one of the most important factors and more effective for teaching language. 'Tape- recorder, video, TV, computer, mobile applications and internet' have been used in technology reinforced language teaching they are being part of language education. (Dudeney& Hockly ;2009: 7) state that the use of technology in the classroom is becoming increasingly important, and it will become a normal part of ELT practice in future for many reasons :

-“ Younger learners are growing up with technology, and it is a natural and integrated part of their lives. For these learners, the use of technology is a way to bring the outside world into the classroom. And some of these younger learners will become teachers themselves .

-English, as an international language, is being used in technologically mediated contexts .

-Technology, especially the Internet, presents us with new opportunities for authentic tasks and materials, as well as access to a wealth of ready- made ELT materials. It can give learners exposure to and practice in all of the four main Language skills: speaking ,listening, writing and reading.

-Technology is offered with published materials such as course books and resource books for teachers and it offers new ways for practicing language and assessing performance.”

2.5.1 The concept of the computer

The computer is an important machine. By using this machine , the life be easier because it is used in our lives to fulfill many works. It is used in our life in many and different sides, such as banking, education, weather forecasting, social managements and various hobbies. The computer can be defined as "a fast general purpose electronic device for storing and manipulating symbols". (Chandler,1984:111).

Al-Hamash (1998:99) defines computer as "a magnificent device that opens the way for the bright future prospects of man".

2.5.2 Teacher and Student Roles in Computer-based English Lessons

The computer-based learning method made a big change in the teaching/ learning process. As a result, the elements of the educational situation adopt a different trend when dealing with English lessons based on computer programs.

Teachers' Role in Computer-based Procedures

In many EFL contexts, the English language teacher is the main manager that s/he provides communication practice and opportunities; for s/he is the main resource person for the students seek information on and about the target language. The teacher also controls the input of learning. With the introduction of computer-based programmes into the classroom, pupils have more independence in selecting

what, how much and how fast they want to learn. Thus, teachers need to adjust to this change. They are required to practice new roles such as facilitator, guide, advisor, and helper to the pupils .

Nunan (1988:2) states that: It is impossible to teach learners everything they need to know in class because it is little class time therefore it must be used as effectively as possible to teach the aspects of the language which the learners themselves think to be most immediately required, thus increasing the value of the materials and student motivation. The teachers become guides as they construct the activities .

-Students' Role in Computer-Based in teaching English

pupils were familiar for getting the information from their teachers .They were completely passive learners of English; “however, they carry different roles when dealing with computer CDs. learners must negotiate meaning and assimilate new information through interaction and collaboration with each other than the teacher and can communicate and interact outside of the classroom. Pupils must also learn to interpret new information and experiences on their own terms. However, because the use of technology students can become more active participants in the class because class interaction is not limited to that directed by the teacher. Moreover, more shy students can feel free in their own students-centered environment. This will raise their self- esteem and improve their knowledge” (Sharma, 1998:32)

2.5.3 Computer Assist Language Teaching

The role of computer in education is as follows"

1- a medium but it is depended on the teacher in many ways , it does not have the ability to create educational material without a human to direct it (Ahmed-etal,1985:2-3).

2-The computer is found in laboratory or in a special designed area of a library. Also it may be found in a student's home. Many teachers insisted that by adopting computers, many students will develop their language skills.

3-The computer can be used as the mainstay of a course or for back up, revision, extension, reinforcement, or a variety of other purpose.(Ibid).

4- By this machine students can communicate with other students visually by displaying text, graphics, or video images on a screen. Also it present sound in the form of speech, music or other audio output. It gives the opportunity to many students to get benefit from the material that designed or selected by the teacher without his/her presence (Ibid:4).

2.5.3 The Computer for Teaching the Four skills

Willets (1992:1-3) explains that Computers and new technologies can be used in teaching the following four skills.

1-Listening :

There are some programs about listening comprehension activities giving a good listening guide prepared for the student.

2-Dialogue:

Dialogues can be used in developing speaking skills. The teacher can used interactive dialogues to practice with other students. The students can use internet to speak with other students all over the world, they can communicate and translate their ideas and thoughts.

3- Reading :

It can be develop by using computer programs word level reading skills are enhanced by activities. To practice reading at the sentence level computer programs provide

practice in ordering words within a sentence, text reconstruction or ordering sentences within a paragraph.(Ibid).

4-Writing

Wiazowski(2001:1) points out that "some word processor are bilingual and provide online assistance with dictionaries , spell checkers and grammar, word processor can be used for practicing writing skills by manipulating the text for improving spelling by devising exercises that involve spell check features".(Ibid:4).

2.5.4 Advantages of the computer

Holmes (1996:1-3), ELs(1984:224), Ahmed(1985:6-7) and Phillips(1986:6) mentioned many advantages of computer.

- 1- Computers can present materials in various ways, ex: they can use various colors type face, and sizes of letters etc.
- 2- Computer can use information from floppy disks , hard disks, CD-ROM, etc.
- 3- Computers can give immediate feedback if they are programmed to do so.
- 4- Computers have a clock that is useful in various ways.

2.5.5 A computer and the Teacher's Role in education

A computer is a servant and aid. It's role in education is a medium that keeps the pupils away from threading the teacher position, it does not mean that a computer can take the role of the teacher completely. A computer is dependent on the teacher that is why computers are un able to create an educational material without a human who directs it (Al-Janabi,2000:18).

Also students need a teacher to encourage and direct them and to solve some learning difficulties (ibid).

2.6 Listening

Brett (1995:48) defined listening as "the interaction between sound unit(s) accompanied by certain situational clues and a listener. The listener takes and interprets these sound units that tied to each other according certain rules of syntax, morphology and intonation patterns within the context of situational clues. Listening is an active process that involves a complex web of cognitive procedures".

Also Brett (1995:49) mentions that 'listening' is "a key second language skill, it is vital for language acquisition, and its development is of prime concern to language teachers". He adds that "listening assumes increased importance not only because is it a key language and communication skill in its own right, but it also provides a channel through which new language can be received and become intake" (Brett, 1997:39-53). The significance of listening in learning foreign language is unquestionable. Through the response of listening, we are capable to assume and products language. Brown (2001: 247) points out that "listening competence is universally larger than speaking competence" and he asked "is it any wonder, then, that in recent years the language teaching profession has placed a concerted emphasis on listening comprehension."

Most people when they were in school are training their listening skill by doing listening activities. Listening activities may be an effective way of training their listening skill but the teachers need to keep the activities useful or their students might get uninterested. By relating listening with games, teachers might be increasing the chances of the students achieving their goals to prevent them from getting uninterested, and by keeping them interested. There are many examples of a good listening games in the textbooks of the primary and preparatory Iraqi schools, the most famous game that everyone knows it "Salman says" where the teacher plays the role of Salman and gives the pupils directions, for example by saying: "Salman says jump", or "Salman says sit down or stand up" and then pupils should have to do

that direction. If Salman only says “jump” and does not assign the phrase “Salman says” at the front of each order then the other pupils are not be invented to follow the direction. Because of this, pupils need to listen carefully in order to know when to follow Salman’s directions and when to ignore them. This game can also be used to teach any vocabulary and phrases for all the pupils.

2.6.1 Teaching Listening by Using CALL

Other **disadvantages** include the high cost of the hardware, lack of quality software, and the necessity of additional training both for instructors and users.

If a student wants to develop good communication skills, he has to be a good listener. To be a good speaker requires being a good listener and a good communicator. In fact, communication starts with listening .

The teachers need to create a communicative environment based on real-life situations, authentic activities, and meaningful tasks that promote oral language. By using this method, students will have the opportunity of communicating with each other in the target language. Thus, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.

2.6 Speaking

“Teaching communication is very important because of the fact that it plays such a big part of knowing a language. The communication is changeable in real life, students must get the chance to practice exactly that and not just to read premade conversations. In order to achieve this, the curriculum suggests games as a good method” (Aðalnámskrá grunnskóla. Erlend mál. 2007:8). The designer must be awareness for the importance of teaching communication because some teachers seem to be lacking when it comes to actually teaching students to communicate and interact with each other. Students imitate their teachers and when they do not use the target language inside the classroom it should not surprise that many students do not

use it. “Games could be helpful in solving this problem because they call for communication, and they emphasize fluency instead of accuracy, which should encourage students to communicate because when the emphasis is on fluency students usually do not receive much criticism although they might make errors. Fluency is an important skill to practice because it is what is needed in the real world, and in that sense it could be said that games provide a necessary connection between the classroom and the real world” (Hadfield.1990:v). Hadfield (1999:8) states that games in general might emphasize fluency and the category of speaking games can be divided into two main categories. Those categories are: ‘linguistic games and communicative games’. The two categories aim towards teaching speaking in the target language and they put emphasis on different things. But linguistic games emphasize on the goal of speaking correctly which is fluency when the learners are playing communicative games.

2.7 Previous Studies

1-Fallata (2012)

This study aims at exploring the importance of “using edutainment methods with adult English learners in a reading and vocabulary class”.

The questions of this study are as follows:

- 1- Would the using of an ‘online learning tool’ “Qizlet” helping the learners of language in memorizing vocabularies and increasing their confidence level of motivation in consuming the language and save them involved the adults in a reading and vocabulary in a five class?
- 2- What are other edutainment activities that adult English language learners enjoy in reading and vocabulary classes?
- 3- How will using edutainment methods affect student's engagement in reading and vocabulary acquisition?

The limits of this study involved only two classes of level 5 students at a single English language institute, therefore, generalization of the findings can be limited.

The results showed that applying edutainment methods in vocabulary instructions were attractive, encouraging and provided the students assurance to interact in English as their L2. The analysis of the results shows that the normal sources for the experimental group was upper than the normal for the control group. This provides that using of the online vocabularies game is an effective edutainment method in teaching reading and vocabulary to learn English as L2 by the adults.

2- Das (2015)

This study highlights on the different kinds of activities, through which English can be taught in a fun way to the first generation learners. As the main aim of language games. The term edutainment means a hybrid genre that relies heavily on visual material, on narrative or game like format, and on more formal, less didactic style of address. The term edutainment promises both fun and learning together.

The research questions of the study are as follows:

- How does edutainment work?
- To what extent does the usage of edutainment facilitate learning English vocabulary?

The limits of this study is five different types of games are chosen keeping on mind the background and the level of the students. The materials are gathered from different authentic sources and are nicely graded.

The sample of this study 30 first year students of Engineering, who are not fluent with the English language and who feels shy to speak in front of the sample. They belong to the age group between 17 and

The procedures of this study are as follows:

The game are played individually , in Paris and in groups. Each game was played for two days so that students get the better understanding of the language. Preparatory time is provided to the learners as they are exposed to the following types of activities for the first time the game as follows:

- Quiz time (individual work)
- Drawing class (pair work)
- Tell a story (individual work)
- Let's talk (pair work)
- What a situation (group work)

The results of this study is that the main aim of the games was to make learners speak in English. The result of these games showed that student who had the inhibition to speak informal of the class due to their lack of vocabulary and knowledge of the English language took interest in participating in the game.

2.8 Discussion of the Previous Studies

All the previous studies reviewed earlier in this section deals with the effect of using edutainment method in teaching English language by the different kinds of activities through which English can be taught in a fan way, though they differ in one way or another in their aims, sample, results and the procedures that are adopted to achieve the intended objectives, by they enrich the current study.

- Aims

The aim of the present study is similar to that Fallata's study (2012) in explore the benefits of using edutainment methods with adult English learners in a reading and vocabulary class. This study also, is similar to Das (2015) that highlights on the

different kinds of activities, through which English can be taught in a fun way to the first generation learners.

- Sample

Concerning the kind of the samples, each of the previous studies includes a certain kind of subjects. Fallata (2012) includes the collecting data of (31) students in institute English language of the adults in Northern California, which Das (2015) made different types of activities and the sample. Finally, in the present study the researchers have taken first intermediate school students in Tikrit Governorate as a sample of the study.

- Procedures

In Fallata (2012) who used the online game called Quiz Let as an edutainment method. While Das (2015) use different types of activities such as Quiz time, drawing class, telling a story, let's talk and what a situation. Finally in this study the researchers used watching a film and listening to a story.

- Results

The previous studies have showed different findings, Fallata (2012) concludes that using edutainment method in vocabulary instruction was attractive, encouraging and getting the students assurance to interact in English, which Das (2015) finds out that the main aim of the games was make learners speak in English fluently especially for the students who had the inhibition to speak in formal of the class due to their lack of vocabulary and knowledge of the English language took interest in participating in the game. Finally, the findings that the researchers have come up with have been used to enrich and reinforce the design and construction of the study.

SECTION THREE

PROCEDURES

3.0 Introductory Note

In order to achieve the aims of the study and test its hypotheses, an experiment has been conducted. This section is surveying the procedures adopted in carrying out the empirical part of this research. More specifically, it sheds light on the following points:

1-Experimental Design.

2-Population and sample.

3-Equivalence between the experimental and control groups.

4-Instructional materials.

5- Construction of the test, its validity and reliability, item analysis procedures, and

6-The statistical methods used in fulfilling the aims of the study.

3.1 Experimental Design :

According to Christensen (1980:35), the term ‘experiment’ refers to an objective observation of a phenomenon which is made to occur in strictly controlled situation in which one more factor is varied and the others are kept constant.

The term ‘design’ on the other hand, refers to the outline plan, or method conceived in an attempt to obtain an answer to the research questions. Hence, it is crucial that the design should be an appropriate one as it determines the possibility of obtaining valid, objective and accurate answers to research questions (ibid:158).

In order to achieve the aim of this study the ‘Posttest Only Control Group Design’ is adopted as shown in table (1). This design should include the following steps :

- 1- Selecting two groups of students at random and assigning them to experimental group whom they are the first year students at Al-Mutawarra Secondary School for Girls and control group whom they are the first year students at Al-Khansaa Secondary School for Girls.
- 2- Administering the independent variable (Teaching listening and speaking skills according to a computer – based edutainment) only to the experimental group.
- 3- Teaching the control group the same material (without using a CBE)
- 4- Post-testing for both groups of students, the type of the experimental design implemented in this research is called the ‘Posttest Only Control Group Design’.

Table (1)

The Post-test of Control Group Design

<u>Pretest</u>	<u>Independent Variable</u>	<u>Posttest</u>
Experimental group -----	With CBE	Posttest
Control Group -----	Without CBE	Posttest

This design is better than some other designs because no interaction effect of pretesting and treatment can occur. In this design, only the experimental group receives the independent variable. After that, the two groups are tested and their scores are compared to ascertain the effect of the independent variable. If the

experimental group scores are greater than those of the control group, the difference is attributed to the treatment variable effect (Issac and Michal,1977:42).

3.2 Population of the Study :

The population of this study includes the first intermediate students at AlMutawarraSecondary School for Girls as an experimental group and Al-Khansaa Secondary School for Girls as a control group in Tikrit / Saladin Governorate . The whole population of the current study are (80)students during the academic year(2017-2018).

3.3 The Sample of the Study :

Sample refers to any small group or population of individuals which is selected to represent a population (Best and Kahn, 2008:13). The sample of the study consists of (80) students whom are randomly chosen from the first intermediate students of Tikrit Secondary School for Girls. The sample is (40) students in class (A) have been chosen for the (EG) and the other (40) in class (B) for the (CG)

3.4 Instructional Materials

Textbook of the first intermediate has been chosen to be taught by using a CBE programme. Two units are covered within the period of the experiment. The researchers have adopted recent resources which depends on a CBE in teaching the two skills (listening and speaking).

3.4.1 Construction of the Test

In teaching any language construction there should be a test which follows the teaching process in order to elicit some samples of language learners’ oral and written performance as well as listening and speaking ability to understand what learner can and cannot do in the language (Elaine,2008:184).

The test Scores were used to equate the experimental control groups to describe relative skill at this task prior to the application of the teaching methods to measure what the students have gained from the application of the experimental and control teaching methods (Best&Kahn,2008:292).

In order to achieve the aim of the test , the researchers have constructed an achievement test based on the subject matter, that is determined at the beginning of this research which is teaching the (EG) by using CBE programme and the (CG) by using the traditional way. The specific aims of the study as in table of specification (1) is developed in which behavior and the content of the test are specified.

Table (2)

Table of Specification

Level	The content	No of items	Scores
Recognition	Recognize the suitable type of keywords and vocabulary in the film in computer	10	20
Recognition	Recognize the suitable choice item according the material in computer	10	20
Production	Recognize the True false question /use synonymous by listening to a story in the DVD in the laboratory	10	30
Production	Recognize the suitable word or phrases with the suitable	10	30

	picture by showing them in the computer		
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The researchers have designed a written and oral tests of four questions, two questions recognition and the others production .They deal with choosing the suitable vocabulary . The first question is to recognize the suitable words .It consists of (10) items. The second question is about choosing the suitable item according the material in computer . It also consists of ten items.

The second part of the test is the production It is also consists of (A) and (B) . (A) consists of five words to give the synonymous. (B) consists of five items to complete according to the parts of (True false question) use synonymous by listening to a story in the DVD in the laboratory . The second question also consists of (A) and (B), (A) is consists of five sentences. Students should be knowing whether the sentence is true or false and correct the false sentence . Then (B) also consists of five sentences to give the suitable combination of meaning (synonymous of the word) and answer the question to choose the suitable word or phrase with the suitable picture by showing them in the computer.

The test is constructed to measure learners' participation and progress at the end of classroom work and to reflect the objectives of this study . A good test is one which serve a useful purpose in terms of the goals of learning (Namaral,2000:6).

3.5 Instructions

The instructions of both the (EG) and (CG) started in 2017-2018. The (EG) had been taught the material according to CBE programme in which the main job is to encourage communication among participants, and to use the language in real life situations .

Students had to use the language to be able to comprehend, manipulate, and the other should answer. They were given different activities and asked each other, and to

make small groups inside the class in which one should ask, they had to co-operate and find the suitable solutions for them.

Concerning the teaching of the material , i.e. by using traditional methods , the researcher taught them and they just took notes and asked the teacher whenever necessary for getting things clarified and explained. At the end of the period of instruction , the final refined version of the test as had been applied to find out the level of achievement of both groups .

3.6 The Plan of the Study

Teaching English, like teaching any subject, requires lesson plans. Many books and curricula provide advice on teaching English learning materials. However, sometimes, teachers are required to create their own lesson plans when teaching ESL or EFL .

The plan of the current study is consists of goals , objectives , materials ,development and practice according to computer – based edutainment programme . The title is unit four and unit five lesson plan sample .The description is that our lesson plans are standards-based. All lesson plans are geared for busy teachers who need quick and concise lesson plans. The Subject is Teaching the two units according to CBE programme . The grade is first class at intermediate level .

The goals are represented by in language in real-life situations, emphasizing comprehension , fluency , production and accuracy. Also people learn language best, inside or outside a classroom, not by regarding the language as an object of study, but by using it as a medium of communication. While objectives are given a set of information about the meaning, classes ,classifications of word and the important of teaching English . Then discussing the types, difficulties in learning English. According to the materials the researchers use English language textbook (English for Iraq) and through questioning both students’

background Knowledge of classroom communicative English language and students' prior knowledge will be established.

3.7 Test validity

Macky and Gass (2005:369) state that validity is the extent one can make correct generalization based on the results from a particular measure.

The tester can be explicit about what is to be tested to conform that the test demonstrates true use of the particular ability to be measured (Madsen,1983:179).

Test validity is defined as the degree to which a test measures what it claims to be measure. If a test claims to measure the ability to read French , then it should test that ability (Brown,1988:101).

Validity is one of the most important features of the test ,by which we can figure out that the test can measure what it is designed for or supposed to measure . For Bachman (1990:25), validity is the most important quality of a test interpretation or use, or the extent to which the inferences of decisions we make on the basis of test scores are meaningful, appropriate, and useful .

Finally, the purpose of validation is to find out that the test meets the aims that are supposed to be measured (Underhill,1987:8).Validity can be divided into three subdivisions; content, construct, face, and empirical validity (Bachman and palmer,1996:38).

A-Content validity

Content validity, according to Bell(1981:20), :” is concerned with what is being tested ;as for the rest , they are concerned with the extent to which the measurement is satisfactory.“

Content validity is defined as the extent to which a test or measurement device adequately measures the knowledge, skill or ability that it was designed to measure(Mackey and Gass, 2005:352).

Gronlund (1985:59) mention that content validity is “process of determining the extent to which a set of test tasks provides a relevant and representative sample of the domain of tasks under consideration.”

On the other hand , content validity can be defined as essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviors to be measured (Weir,1990:25).

B- Face validity

Face validity refers to the degree that a test looks right and appears to measure the knowledge or abilities what it claims to measure (Mousavi,1999:12).

Weir(1993:19) states that a test should be familiar and easy with which the validity of the content is recognized. In other words, it is the particularity of the test by applying the test on learners to produce very informative and objective comments about test performance(Underhill,1987:106).

Banks (2005:123) states that some people use the term face validity only to refer to the validity of observers who are not expert in testing methodologies. It is necessary to note that the test is judged valid by all the jurors with more than 80% agreeing. In the light of the jurors’ opinions the test items gain face validity.

For achieving both the content and face validity of the test and to guarantee that the items are satisfactory in assessing the students’ level of achievement in English language in CBE programme it has been presented to a jury of (6) members from different universities and departments . According to jury members judgments , all the items are valid and acceptable.

The jury members are:

- Assist. Prof. Dr. Nagham Qadoori Yahya, College of Education for Humanities/ Tikrit University.

-Dr. Hdeel, Kamil . Instructor (Ph.D.) College of Education for Humanities/ Tikrit University.

-Dr.Najwa Yaseen (Ph.D.) College of Education for Humanities/ Tikrit University.

- Assist Prof. Marwan Mizher (M.A.) College of Education for Humanities/ Tikrit University .

-Amal Nasser Frag. Instructor (M.A) College of Education of Ibin Al-Rushed Baghdad University.

-Enas Falah (M.A.) College of Education for Humanities/ Tikrit University.

-Ebtisam Mohammad (M.A.) College of Education for Humanities/ Tikrit University.

3.8 Scoring Scheme of the Achievement Test

Scoring scheme is the way according to which the obtained results are in interpreted properly. The whole mark given to the test is 100 which distributed between two kinds of the test, the recognition level and the production level.

The test of both groups is divided into two types: production and recognition. With production test , the mark is (60)and it is distributed between (2) questions:

Question number (1) contained A and B. A included five items each of them was scored (3) marks, so the total would be (15) marks the same would be done with (B), which also contained five items. Each of them was scored out of (3) marks, so the total would be (15) marks too .

Question number (2) also contained A and B. A contained five items each of them was scored (3) marks .So the total would be (15) marks. The same would be done with (B), which is also contained (5) items each of them scored out of (3) marks, the total would be (15) marks too.

In the recognition part , the test consisted of two questions, was out of (20) marks the total would be (40) marks . Both the production and recognition marks would be (100) marks.

3.9 Statistical Tools

The following statistical means were used in order to analyze the collected data:

1-T.test for two independent samples: this procedure is used to find out the significance of differences between the experimental and control groups on the following :

A: Age of the subjects

B: Students Parents' Academic Level

T =

Where:

=The mean of the experimental group

=The mean of the control group

N1= the size of the experimental group

N2=The size of the control group

=The variance of the experimental group

=The variance of the control group

SECTION FOUR

4.1 Comparison of the (EG) and (CG) in Pre-test and Post-test Scores at the Recognition Level.

In order to determine whether there is a significant difference between the two mean scores of the (EG) and the (CG) in the total scores of the post-test, the researcher has compared the mean scores of both groups .

The mean of the (EG) is (22.62) and the mean of the (CG) is (19.53). It is found that the t-value is (2.54) as compared with the critical value (2.000) this , there is a significant difference between the two groups and there is a clear progress in the performance of the experimental group who was taught by A CBI as compared with the control group who has been taught by using the traditional method of teaching as shown in table (3).

Table (3)

Comparison of the (EG) and (CG) in pre-test and post-test Scores at the Recognition level.

Group		Mean	SD	DF	T-Value	T-Table	No. of Samples
Ex	Pre	21.56	6.87	51	1.63	2.000	40
	post	22.62	6.79	51	2.54		40
Co	Pre	19.57	5.49	50	1.63	2.000	40
	post	19.53	5.51	50	2.54		40

4.2 Comparison of the (EG) and (CG)in Pre-test and Post-test Scores at the Production Level.

In order to determine whether there is a significant difference between the two mean scores of the (EG) and the (CG) in the total scores of the post-test, the researcher has compared the mean scores of both groups .

The mean of the (EG) is (19.94) and the mean of the (CG) is (13.00). It is found that the t-value is (3.35) as compared with the critical value (1.96) this indicates that there is a significant difference between the two groups and there is a clear progress in the performance of the experimental group who taught with **CBE** programme as compared with the control group who has been taught by using the traditional method of teaching as shown in table (4).

Table (4)

Comparison of the (EG) and (CG)in Pre-test and Post-test Scores at the Production Level.

Group		Mean	SD	DF	T-Value	T-Table	No. of Samples
Ex	Pre	17.56	6.67	51	3.35	1.96	52
	post	19.94	7.74	51	4.94		52
Co	Pre	13.25	6.38	50	3.35	1.96	51
	post	13.00	6.46	50	4.95		51

4.3 Comparison of the (EG) Pre-test and Post test Scores

4.3.1 Comparison of the (EG) Pre-test and Post-test Scores at the Recognition Level

In order to determine whether there is no a significant difference between pre-test and post-test scores, 't' test formula for independent samples was conducted. The pre-test value of (EG) is (21.56) and (22.62) for the post-test. The 't' test is (0.79) this indicates that there is asignificant difference between the pre-test and post-test scores in recognition as compared with 't' critical value which is(2.000) which mean that T-table is lower than the t-value.

4.3.2 Comparison of the (EG) Pre-test and Post-test Scores at the Production Level

The 't' test formula is used to find out the difference in the mean scores at the production level in the pre-test and post-test scores. The pre-test value of the production is (17.56) and that of the post test is (19.94) .The 't' test value is (1.68) this indicates that there is a significant difference as compared with 't' critical value which is (2.000), as shown in table (5). The mean of the pre-test indicates that the students are not familiar with CBE programme because they have not taught in the university level.

Table (5)

Comparison of the (EG) Pre-test and Post-test Scores at the Recognition and Production Level

Table with 9 columns: Group, Level, (blank), Mean, SD, DF, T-Value, T-Table, No.ofSample. It contains data for Experimental group at Recognition level, comparing Pre and Post test scores.

Experimental	Production	Pre	17.56	6.67	51	1.68	2.000	40
		Post	19.94	7.74				

4.4 Discussion of the Results

According to what the study have come up with in the last sections, we can say that the (EG) is better than the (CG) in their performance. Therefore, our hypothesis concerning the learning English as a foreign language (EFL) which demands learning and practicing language in meaningful context is accepted and is more appealing to both students and teachers than learning isolated bits of language through extensive memorization and drilling by using computer based edutainment programme.

The mean of the (CG) is (13.00) and (19.53) at production and recognition levels. This does not mean that teaching vocabularies without CBE programme is inefficient or it has totally negative effects. But the variations in scores that we have got indicate that the acquisition of vocabularies by CBE programme with the (EG) is more beneficial than the traditional method.

From the analysis of the collected data, it is found that the mean scores of the experimental group is (19.94) and (22.62) at the production and recognition levels which are higher than the mean scores of the control group.

This indicates that the achievement of the experimental group is better than that of the control group. It can be concluded that this experiment turned out to demonstrate significantly more learning effect for CBE programme . Learners who are taught English language CBE programme are more successful than those taught English without it.

The obtained results of the conducted experiment may be to the following reasons:

1- With the application of the CBE programme, the instructional material offers opportunities for students to express their ideas, thoughts and experiences.

2- CBE programme gives students an opportunity to make a personal use of language items that have been presented to them without the direct control of the teacher.

3- It is found that CBE programme is an enjoyable method which enables students to learn English through enjoyment.

4- Conclusion

Edutainment plays a very important role in making foreign language acquisition a positive experience for English language learners. The results of this study indicates that the use of edutainment methods in listening and speaking that improved the students development and increased their level of motivation , confidence in using English and helped them stay engaged and focused during the class period .Edutainment is effective method of instruction that can encourage English language learners learn a new language. Computer-based communication technology provides tools for language learners to improve their language skills. Learners are exposed to numerous software programs to improve their reading, listening, speaking skills and grammar knowledge. Texts and visuals are aids to language processing when appearing in conjunction with the aural text. The motivational aspect of video is as an benefit for language teaching. Collective media improve target language processing, therefore interpretation idea more directed and evident for the process of language acquisition . The Internet offers teachers and students an impressive amount of materials and interaction potentials to improve their language teaching and learning.

Both teachers and students need to be prepared a new roles and use the accessible technology in suitable ways, for the successful combination of the online environment in language courses.

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