

INTRODUCING EDUCATIONAL ENTERTAINMENT IN THE ENGLISH LANGUAGE CLASSROOM

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ABSTRACT

The profession of teaching English is becoming more challenging than ever with issues of low proficiency and poor performance among our students becoming more rampant. There is a demand for teachers today to attract unmotivated students, captivate their attention and keep them engaged in class. Such a situation has prompted the researcher to experiment with an approach known as 'edutainment.' Edutainment is a form of education, in line with a learner-centred approach, which is designed to be entertaining, in order to keep learners interested and engaged. In the study, the following research questions have been addressed: 1) Can learner satisfaction be achieved with edutainment? 2) What are the edutainment materials and activities that engage learners in the classroom? 3) How will using the educational entertainment methods enhance the process of acquiring English? A study was conducted on approximately 190 students from Universiti Sultan Azlan Shah in Kuala Kangsar, who were taking the Academic English course. The researcher has exploited various sources of entertainment in providing various linguistic input and implemented the concept of edutainment in English lessons for 1 semester when teaching the target students. She then surveyed and observed the responses of the students as well as the outcome of their performance in assessment. Several benefits have been observed. Firstly, many of the forms of entertainment stimulated audio and visual learning. Secondly, it promoted second language learning in a natural and effortless way. In a survey to get the students' feedback, the majority of the students responded that they enjoyed the lessons, and some respondents even mentioned that the uniqueness of the method piqued their interest. Thirdly, it has been noted that the performance of USAS students in assessment, improved dramatically for the target semester upon the implementation of the edutainment method. This study suggests that motivation and enjoyment in language learning play very important roles in improving language learning. Teachers need to be creative and innovative in designing in-class activities or out of class assignments that are related to students' interest and enable them to acquire subconsciously.

Keywords: Education, Entertainment, Learner Satisfaction, Engagement, Motivation

1 INTRODUCTION

1.1 BACKGROUND

The profession of teaching English is becoming more challenging and demanding than ever with issues of low proficiency and poor performance becoming more rampant. Since one of the common complaints by students is that the English lessons conducted by certain teachers are not interesting enough, there is a demand for teachers today to attract uninterested students to attend their classes without skipping, captivate their attention and keep them engaged in class. Young people today who are carefree and happy go lucky expect more entertainment in the classroom. As a result, even adult learners demand that entertainment is also brought to the classroom. This places additional demand on teachers to play the role of entertainers besides being educators. Strangely enough, students' evaluation of a teacher's performance is also largely evaluated by how entertaining their classes are. If their classes are entertaining, the students are satisfied. If a teacher's classes are not fun, they are not satisfied. Customer satisfaction is crucial for an institution and customer satisfaction is usually measured quantitatively using scores from feedback surveys. Since no teacher wants to get a low score, every teacher needs to do whatever it takes to satisfy their clients. A teacher who is considered a performing teacher is one who is able to make his/her classes enjoyable.

The last time the present researcher learned with entertainment was in the kindergarten and lower primary school where her teachers used songs and games. Using entertainment is essential for lower elementary learning in the nursery because children have much shorter attention span. After that, for many years, the researcher learned with the traditional method. However, instead of depending on her teachers to provide instruction in an entertaining way, she found her source of educational entertainment outside the classroom. The researcher and some fellow English language teachers could relate to the concept of educational entertainment in their own English language acquisition experience. The researcher used to read English novels as a hobby from childhood and went through adolescence listening to songs, watching movies, dramas and sitcoms in English. She attributes her acquisition more towards learning in a fun informal way compared to the formal English language classroom. In the researcher's observation of the early language acquisition stage of her 2 years and 9 months old son, she noticed that he learned alphabets, numbers, colours, shapes, etc. much more effectively simply from enjoying nursery rhyme videos.

The situation and experience mentioned have prompted the researcher to experiment with an approach known as 'edutainment.' The word 'edutainment' is a blend of 'education' and 'entertainment.' The person who created and first used this term was Robert Heyman in 1973 while producing documentaries for the National Geographic Society (Aksakala, 2014). Nevertheless, educational entertainment is not a novel concept. It has existed for many long years. It began in the form of parables and fables, the use of music to aid memory and the passing of ancient oral traditions. Many children's books in the 19th century were prime

examples of edutainment, with readers being drawn in by colourful scenes which were used to teach them letters of the alphabet and words. Children's story books were also used as vehicles for moral and social lessons. In the 1990s, however, the edutainment industry exploded, and became much more diverse. In addition to interesting reading materials, edutainment may also manifest in many other forms such as games, television shows, movies, animations, computer software, outdoor activities, educational visits and others. With multimedia technology, much of what edutainment can offer through audio and video is accessible over the internet. It can be seen that edutainment is too broad, with various types of materials, catering to various types of clients and used in various subjects or courses.

Edutainment is a form of education, which is designed to be entertaining, in order to keep people interested and engaged (Oxford Dictionary, 2015). The goal of edutainment is to educate learners and clients by keeping them delighted. Proponents of edutainment suggest that such an approach is necessary for the audience to absorb the knowledge imparted. Otherwise, they will tune out (Tuan & Doan, 2010). Edutainment is introduced and implemented in language teaching based on the theory that students need motivation to be engaged. When language lessons are fun, students are motivated to be involved. It is also based on the idea that language should not be learned from a conscious attempt to analyze and study the structure. According to Stephen Krashen (1982), students should acquire their second language in the same way as children acquired their first, that is to acquire language subconsciously rather than consciously attempting to learn and memorize the rules. Edutainment provides a less taxing way of learning language.

Learners need activities which have the motivational power to make learning fun to meet their demands. This cannot be done with the traditional school-based learning. In edutainment, learners are not directed to focus on the rules of language, but on such activities that provide meaningful and fun context in a way that students are motivated naturally to engage in them. The objectives are kept hidden in the activities driven by exploration, discovery and adventure in interactive edutainment (Korkmaz, 2012).

In talking about teaching English, we can compare it with the analogy of making a child eat vegetables. Eating vegetables is not something appealing to children. Yet they need to eat them because they provide one of the basic nutritional needs for a child's healthy growth. To make children eat vegetables, parents need to prepare the vegetables in ways which make them delicious by mixing them with other ingredients. Learning grammar and writing skills may be boring to students, but they are important to improve their communication skills in English. The teacher has to make the lessons attractive to students by including interesting materials and activities.

The researcher has experimented with the edutainment method in conducting an English course of integrated skills for academic purpose. This is a higher level English course for those who have passed the intermediate level. The syllabus of the course is geared to prepare students to take the MUET (Malaysian University English Test). The nature of the course seems to be difficult, serious, dull and in need of some enlightenment.

The purpose of this study is to develop the edutainment format and to find out how edutainment enhances students' learning besides just providing fun or reducing boredom and dryness. The researcher wishes to observe whether edutainment goes beyond simply sugar coating what learners perceive as bitter medicine to swallow. The study also addresses learner satisfaction and performance upon the implementation of edutainment.

1.2 STATEMENT OF THE PROBLEM

The notion of having entertainment during lesson time may raise the eyebrows of certain parties. Critics of edutainment fear that when students are deluged with the entertainment aspect of a lesson, they may focus less on the achievement of the main educational objectives and learning will be at risk. It is like when a parent wants to make her child eat a broccoli salad, she tries to make the broccoli appealing by mixing it with some tasty food that s/he may love like mashed potatoes and pieces of chicken, cheese, sausage, etc. but instead of eating the target food -the broccoli, the child eats everything else. In the end one has not achieved the main purpose - to gain something important, which are the vitamins, fibre and other important nutrients that the child should get from the vegetables and in the case of education, the knowledge and skills from the lessons conducted .

Critics of Krashen's theory argue that it is nearly impossible to expect adult language learners who have passed the critical period to acquire a language subconsciously in the same way as children do unless they are in a special environment that enables them to do so, such as being in a native speaking country. Many second language learning situations happen in the classroom and adult learners need to make conscious attempts, especially when they need to acquire higher level language skills. Students today need to undergo high level national and international language examinations such as MUET and IELTS. Can educational objectives be fulfilled if edutainment is implemented?

The attitude of certain students also poses a big challenge to themselves and the teachers. Although students need to feel motivated, positive attitude towards the target language and the process of learning it also plays an important role for learners' success (Larsen-Freeman & Long, 2014). For many students who would otherwise be uninterested in learning, their only motivation may well be entertainment. If they are not enjoying themselves, if they are not having fun, they cannot learn. Criticism towards edutainment is that it can inhibit their learning since there are parts of second language learning which require conscious effort.

1.3 RELATED LITERATURE

There is a large body of research on cognitive development that provides a theoretical framework for why entertainment materials can be used to impact classroom learning.

The following are the cited reasons:

A) To create positive feelings and emotions while learning.

Edutainment helps put the students in a “good mood” prior to a lecture/lesson (Duverger & Steffes, 2011). It attracts learners’ attention and supplies permanence of learning by rousing of learners’ feelings. The combination of education and entertainment increases learners’ excitement and enthusiasm to absorb information that is hard (Aksakala, 2015). According to Pasawano (2015), the emotional process is important to achieve learning efficiency because it has a direct influence on remembering. The findings of the research study conducted by Fallata (2012) revealed that using edutainment methods in vocabulary instruction gave students confidence to communicate in English as their second language.

B) To present new material and concepts in an interesting context (Duverger & Steffes, 2011).

C) To increase retention.

Duverger and Steffes (2011) have found that showing videos at the beginning of class could increase retention significantly by an average of 6%, which for many students might correspond to half a grade increase. However, careful preparation and embedding of the video within the flow of the content delivery is important. Using videos only for the sake of entertainment, although affecting mood state in a positive way, does not change retention in a significant manner and seems to marginally decrease retention.

D) To ease the internalization of difficult topics.

According to Aksakala (2015), it makes internalizing the difficult topics easy with the methods of visual simulation.

1.4 RESEARCH QUESTIONS

Can learner satisfaction be achieved with edutainment?

What are the edutainment materials and activities that engage learners in the classroom?

How will using the educational entertainment methods enhance the process of acquiring English?

1.5 OBJECTIVES

1. To study the learner satisfaction of students who receive edutainment in the classroom.
2. To identify the types of materials and activities that learners find engaging.
3. To find out how using edutainment methods may enhance the acquisition of English.

2. RESEARCH METHODOLOGY

2.1 METHODOLOGICAL PRINCIPLES

This research used the principles and the concepts of TREND to implement edutainment in the classroom. This concept was used earlier by Pasawano (2015). TREND is an acronym based on 5: Technology, Relax, Enjoy, Need and Design.

Technology

‘Technology’ is to apply various technologies to enhance learning, such as software, internet, multimedia, etc.

Relax

‘Relax’ refers to the relaxation element where students can learn with minimal stress and anxiety.

Enjoy

‘Enjoy’ is to provide ‘learn + do + pleasure’ by incorporating the information and the knowledge with various types and sources of entertainment.

Need

‘Need’ is teaching management focusing on the needs of various learners:

- 1) Visual learning, which includes using visual materials such as illustrations, animations and other media sources.
- 2) Auditory learning (learning by listening) refers to tasks that involve listening; for example, listening to songs and dialogues from movies.
- 3) Kinaesthetic learning refers to learning from physical involvement such as playing games and participating in simulation and role-plays.
- 4) Individual learning (self-learning) means learners learn by themselves both in the classroom and outside.
- 5) Group learning (learning by working together as a group) refers to situations which learners work with friends.

Design

'Design' is a variety of environments designed, such as the arrangement of tables and chairs and the decoration of the classroom.

2.2 RESEARCH PROCEDURES

The following research methods were used:

Observation

The researcher observed students' reaction, progress and performance in the language activities and noted them. Comparison was noted between the target group and control group.

Survey

Both open-ended and close-ended feedback was gathered.

Tests

Tests constructed by the researcher as well as the ones administered by the university were used.

2.3 PARTICIPANTS

An experiment was conducted on approximately 190 students (most of whom were females) from Universiti Sultan Azlan Shah (USAS). They were pursuing the Academic English course. Students in USAS, who are mostly from rural or semi urban areas are generally weak in English, although there are a few excellent students who are proficient. However, the students are improving with various efforts made by the teachers of the English Department to help them. The researcher experimented with 8 groups of students. 3 groups were the control group while 5 groups were the treatment group. There was no intentional distribution of classes in the experimental group and control group. It was coincidental that some groups could not receive the treatment due to certain unavoidable constraints. Each group consisted of around 30 students. All are of similar proficiency level, followed the same syllabus and were taught by the same lecturer.

2.3.1 Control group:

Students in the control group did not receive any different treatment. Lessons with them went on in the traditional way although modern technology was used, with fewer entertainment elements and the researcher provided sufficient practical training of language use. Lessons were mainly skills- based with many exercises. The delivery of content here was in the straight to the point style because of time constraint. Many students here were not able to attend many of the classes because they had to participate in many non-academic programmes organized by the university. With reduced meeting sessions, the researcher was not able to conduct time consuming methods and activities that the edutainment approach requires.

2.3.2 Experimental /Treatment group:

Table 1: Edutainment methods in lessons for experimental group

EDUTAINMENT METHOD	LESSON
Media (inspirational and thought provoking songs , lyrics, videos, movie clips and full movies)	<p>READING (of lyrics and parts of scripts)</p> <ul style="list-style-type: none"> - Comprehension - Vocabulary - Figurative language - Metaphors <p>GRAMMAR (tenses)</p> <p>LISTENING Comprehension</p> <p>SPEAKING</p> <ul style="list-style-type: none"> - Prompt for group discussion on important topics (e.g. family values, preserving the environment, education issues, etc.) <p>WRITING</p> <ul style="list-style-type: none"> -Prompt for essay writing based on issues and lessons from movies.
Games	<ul style="list-style-type: none"> - Vocabulary and word building - Grammar (various topics)
Outdoor lesson	<p>Practical information gathering task for oral presentation and writing project paper.</p> <p>Revision of topics</p>

Note: For more information, please refer to Appendix 1 for sample lesson plans and Appendices 2 and 3 for sample exercises designed based on edutainment.

The table above summarizes the edutainment methods used for the experimental group. For this group, the researcher conducted theme based lessons on important issues concerning the students and the community, the type of topics usually discussed and assessed in oral and written exams such as education, environment, family, cultures, places, science and technology, social problems etc. For each theme, the researcher exploited various sources of entertainment for language input and practice such as movies, videos and songs. In using the media, movies and songs were carefully selected to make sure that they were clean, had quality language use, minimal slang and non-standard version of the language. The dialogues from movies were used to teach vocabulary, idiomatic expressions, grammar and listening comprehension. Lyrics from songs were used to teach vocabulary, comprehension, critical thinking, inferencing skills, metaphors and figurative expressions. The benefit of songs is that the language of songs is often poetic and showcases a broad grammatical, syntactic and lexical range of expression. Songs have repeated words and phrases that students can pick up. It also enables them to acquire pronunciation. Relevant games and activities were also conducted such as card games, board games, online games and other mind challenging games. To practice speaking, the researcher included dramatization in the lessons by encouraging students to perform plays. Outdoor activities were given such as scavenger hunt, and educational visit for information gathering and research tasks.

Edutainment may be implemented in two ways: to introduce the content or skills to be learned or reinforce what has been learned. Whatever edutainment activities that were conducted, it was made sure that they prepared students for on-going and final assessment (which were constructed based on course objectives), besides just adding entertainment.

The rationale for implementing edutainment is it is theorized that edutainment promotes second language learning in a natural and effortless way. When entertainment makes language learning relaxing, stress free and engaging, whereby students just enjoy stories, movies, songs, games, etc. without consciously attempting to analyze the rules and memorizing the vocabulary, they subconsciously pick up the repeated words phrases and structures. Many studies have shown that language learning happens more successfully if it is done subconsciously. Language learning through edutainment enables students to acquire language subconsciously.

2.4 RESEARCH TOOLS AND METHOD OF ANALYSIS

The tools include a combination of the tools designed by the researcher and the tools of the institution. The purpose of this combination is to confirm and validate the findings.

The following research tools were used:

1. Open ended feedback (researcher)
2. Student satisfaction survey (institution)
3. On-going assessment (researcher)
4. Final assessment (researcher and institution)

2.4.1 Open ended feedback

After two to three weeks of introducing the edutainment approach, students were asked to give their written feedback on the lessons. During the feedback session, they were to express their views, comment on their learning experiences as well as give their suggestions for improvement. Their responses were analysed qualitatively by summarizing the main points from their comments.

2.4.2 Student satisfaction survey

At the end of the semester, students were asked to evaluate the lessons by rating their level of satisfaction from No. 1 to 5, with number 1 being Very Unsatisfactory to Number 5 being Very Satisfactory. The survey had items on lesson delivery, content, engagement and interest among others. The results of the survey were analysed quantitatively by calculating the percentage of the overall score given by respondents in each group (please refer to Appendix 4 for sample of the feedback survey form).

2.4.3 On-going assessment

Throughout the semester, students were given on-going assessment through their coursework. Course work included written assignments such as writing a novel review and a project paper towards the end of the semester. Originality was observed in the written assessment. For speaking, oral presentation had to be done based on the project paper. Students also had to perform a role play. In the evaluation of oral presentation and role play, fluency was observed. For their mid-term test, they were tested on reading comprehension, vocabulary and essay writing. Their performance in their on-going assessment was observed and noted (Please refer to Appendices 5-8 for samples of testing tools.)

2.4.4 Final assessment

The final assessment was conducted at the end of the semester. There were questions to test different skills- reading comprehension, grammar, sentence construction and essay writing. The questions were constructed by the researcher, sent for internal and external vetting and revised after the vetting. The topics in the assessment were based on common themes such as education, places, etc. The overall score and grade comprised the on-going assessment and the final assessment added together. The percentage of students with each grade from A to F was calculated. The performance of the students from the experimental/treatment group and the control group was compared.

3. FINDINGS AND DISCUSSION

3.1 OBSERVATION

In conducting this study on implementing purely edutainment in English lessons for one semester, several benefits in the learning process of English study skills were observed. For lessons which are technical, edutainment methods were especially needed to grab students' attention as it is suitable for warming up, and a good jump start to prepare students for learning the complex topics. It also provided interesting setting to engage the learners. It was also needed to reinforce what has been taught to prevent students from drifting away. Many of the forms of entertainment stimulated audio and visual learning. Auditory and visual learners would find edutainment more influential in learning. Students were able to pick up the repeated words, phrases and structures from mere exposure. In this way, learners had a better chance of acquiring and internalizing the language subconsciously. In addition, edutainment also provided a positive classroom environment. This is because students and teachers learn and teach happily, without any sense of dread or anxiety.

The outcome of students' language performance from both the experimental and control group was noticed. Students from the control group did not show much progress in comprehension, what more production. Throughout the semester, they were always over dependent on bilingual instruction, and they were unable to understand instructions. As for the experimental group, at the beginning, most of the students seemed awkward. In the middle of the semester and towards the end, they showed progress. They were able to speak confidently and smoothly in group discussions and oral presentations. They also showed progress in writing whereby they were able to develop ideas and demonstrate originality in essay writing tasks. In their test, they showed good reading comprehension skills, knowledge of vocabulary and grammar, especially in simple tenses and subject-verb-agreement.

Researches to date have signified various advantages of integrating entertainment into our language teaching which are recapitulated as follows:

Learners will better remember the language they learnt through activities that emphasize meaning (Tuan &Doan, 2010).

Edutainment enables students to develop physically, socially, emotionally and cognitively besides being able to enjoy and have fun through competitive or cooperative activities without departing from the goals and rules.

Edutainment activities provide a comfortable environment in which learners are more motivated to take risks in language practice.

Teachers and parents recognized that some edutainment activities like games can support valuable skills development such as strategic thinking.

3.2 Open-ended feedback

During the feedback session, the majority of the students responded that they enjoyed the lessons because of the interesting learning methods which involved lively, exciting and engaging activities. The edutainment method was also said to reduce their stress and anxiety in learning and give them joy in learning. Following are some verbatim examples of excerpts of their responses, both in English and Bahasa Malaysia:

It's fun and very interesting subject I've ever learn.

Saya rasa seronok untuk datang ke kelas sebab saya enjoy kelas dengan madam. Saya tak rasa stress pun.

What I like about the Academic English lessons are the style of teaching in class different compared to other lessons.

Moreover, the lecturer provide us with many fun activities that always keep us alive in class.

What I like about the Academy English is way teaching very interesting and different than other lecturer.

I like academic English very much. So many activity I was joined in this class. I became excited to be in this class because I can learned my academic English joyfully

I like Academic English lessons. Because during classes we do something different. My teacher is a creative person, so I like to study more with her.

I like the way we learn and get the lessons. It's more relax and excited. It's really good when we tried so many things in our class.

Saya suka subjek ini kerana subjek ini mempunyai cara belajar yang efektif seperti menonton cerita dan aktiviti luar kelas.

Besides having enjoyable learning experience, students also responded that the method made their learning of the language easier. It made them able to understand the content better and improve their vocabulary and gain more knowledge. Following are examples of excerpts:

Many activities are joyful and knowledgeable. The class is not boring and it is happening.

I like the ways that lecture teaching me. I enjoyed this class and I can learn many new words in this class.

There are variety of activities in Academic English lessons that make the class more exciting and it makes us easier to understand English better

Learning based on watching a movie can also attract student to stay focus and easy understand.

3.3 Student satisfaction survey score

Table 1 : Control group

GROUP	SCORE(%)
1	72%
2	82%
3	75%

Average: 76%

Table 2 : Experimental group

GROUP	SCORE(%)
1	88.79
2	87.24
3	91.77
4	88.86
5	87.83

Average: 89%

Tables 1 and 2 report the scores of the student satisfaction survey. It can be seen that students from the experimental group were more satisfied with their lessons compared to the students in the control group. The lack of satisfaction of the control group is probably because these students had more learning anxiety in their learning experience since Academic English is already a challenging subject. The typical curriculum which involves putting pressure on the students and maybe setting unrealistic targets without empathizing with the students also did not help them reduce the anxiety. The students in the experimental group were more satisfied probably because the lesson had entertainment elements to lighten their stress and motivate them to enjoy learning the subject despite its level of difficulty.

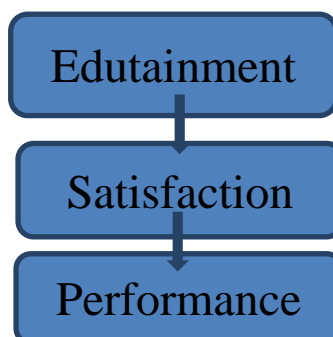
3.4 Performance in Assessment

Table 3: Comparison of Performance Between Students

Scale of marks	Grade	Control Group(%)	Treatment group(%)
85-100	A	1. 4	3.36 (More students
80-84	A-	4.3	5.88 with good or
75-79	B+	0	8.4 satisfactory grades)
70-74	B	10	16.8
65-69	B-	11. 4	14.28
55-64	C+	21. 4	29.1
50-54	C	30	13. 4
Below 50	D to F	21. 4	8. 4 (Lower failure rate)

Table 3 shows the comparison of the performance between the students from the experimental group and control group. It reports the percentage of students with each scale of marks or grade. It can be seen from the table that the percentage of students with good or fair grades, that is B- and above is higher in the experimental group. The experimental group also has lower percentage of failures.

The findings of this study on the effectiveness of edutainment are similar to another related study conducted in Clintondale High School in Detroit. The school changed its method by using edutainment. One example of the edutainment method used was in which students were given homework and assignments based on short instructional videos which were available for them to watch at their own leisure and pace. If they wanted to, they could even access the information from the videos before class. This method raised the average performance of students by two grades.



Referring back to both the data of satisfaction score and performance, it can be noticed that the higher the satisfaction, the better the performance. The lower the satisfaction, the lower the performance was. The level of satisfaction was influenced by the introduction of edutainment. Learners who received edutainment were generally satisfied and those who did not receive

edutainment were less satisfied. Learner satisfaction is important for successful learning. Learners get satisfaction from lessons which are enjoyable. This satisfaction eases their learning process and motivates them to perform better. Most learners who are not satisfied, who do not enjoy their lessons and find them drudgery would face challenges in giving their commitment towards learning and this has implications on their performance.

4. LIMITATIONS OF STUDY

This study has a few limitations. Firstly, although the researcher observed and noted the performance of students throughout the semester from the beginning till the end, she did not give any formal pre-test and post-test. So, it cannot be safely concluded that edutainment directly influenced the performance of the students. However, from the result of surveys, the researcher could observe the cause-effect relationship between edutainment and learner satisfaction, which has an important role to play to provide a good beginning to successful learning. So, in this study, edutainment had an indirect influence on performance, through the provision of learner satisfaction. Secondly, the distribution of the experimental group was not even with more groups in the experimental group. This was due to an ethical reason of fulfilling job responsibility to provide the best for as many students as possible. The researcher could have tried the new method on all groups that she was teaching, but coincidentally not all groups were able to receive this special treatment because of certain time constraints.

5. CONCLUSIONS AND SUGGESTIONS

In addressing the concerns of the critics of edutainment, the researcher can confidently conclude that edutainment can be implemented for content or skill of any level, nature or difficulty provided that edutainment materials are carefully selected to meet the overall objectives, provide quality language input, stimulate meaningful interaction, discussion and critical thinking. Using entertainment only risks learning if no attention is drawn to the language in the entertainment source and no language use is exploited for learning purposes. For example, it would of course be pointless and a waste to use class time to let students watch an English movie just for the sake of 'enjoyment' without drawing attention to the dialogues, vocabulary, grammar rules, etc. or without giving any relevant language exercises.

It can also be summarized that the concept of the modern approach of edutainment relates back to the following traditional theories, some of which were advocated by Krashen (1982):

1) Learning process should be engaging.

In the ancient times and in remote areas, despite lack of technology, teachers could still engage students through stories and songs. After all, edutainment is not a new concept. It dates back to the ancient times.

2) Students need to have motivation

Motivation plays a crucial role in successful language learning. Motivation is often categorized into intrinsic and extrinsic motivation. The motivation of Malaysian students to learn English is to fulfil their graduation requirement and be employed in companies that require basic English proficiency. That is extrinsic motivation. They have been advised or needless to say 'pressured' many times to brush up their English if they want to have a better future since English is the international language. Since it is said that intrinsic motivation (driven by internal rewards for one's gain) has more influence, teachers should also attempt to make students intrinsically motivated, rather than making them feel they are forced to learn for external benefit.

3) Students need to be exposed to the target language in authentic materials. Materials like movies, songs, stories and jokes are authentic.

4) Language should be acquired, rather than learned.

In his *input hypothesis*, first proposed in an article published in 1977, and expanded upon in later years, Stephen Krashen has made the distinction between *learning*: the conscious, traditional language learning process in the classroom; and *acquisition*: essentially how we, as children, picked up our first language. Krashen believes that learners should acquire second languages in the same way children acquire their first.

In a famous documentary called "A child's guide to learning languages" produced by BBC Horizon in 1983, Krashen says that acquisition is "where the action is." In every successful example of language-learning, be it an infant mastering a first language, or an adult learner of English scoring a band 9 on the IELTS test – the reason for their success is that they have 'acquired' rather than 'learned' the language.

What are the practical implications of Krashen's ideas for the classroom? Having looked at the advantages that children have over adults when it comes to learning languages, we can draw certain conclusions about what the conditions that make for a successful learning environment are. First, since language should be learned through exposure, class time should be taken up with as much comprehensible input as possible. Second, classes should be stress-free environments where students are encouraged to relax and acquire the language by having fun with it.

Teachers need to be creative and innovative in designing in-class activities or out of class assignments that are related to students' interest and enable them to acquire subconsciously without making conscious effort. Youngsters nowadays and in the past have been growing up with entertainment such as movies, pop culture and games. So why not exploit familiar materials that students are already used to when teaching language rather than using materials heavy with texts, activities and rote exercises? Furthermore, television, movies, music and other media outlets have a profound influence on learning. Research suggests that the media and pop culture may be the most important means through which children are educated (Zorica, 2014.) If our main objective is to teach students 'language' based on common themes why should it matter whether or not our teaching and learning materials and approach comply with what is the norm in formal education? Moreover, many entertainment materials do have educational values. The teacher needs to use discretion in selecting the right ones for learning and enjoyment. Would it not be more beneficial if we mix learning and fun rather than focus on routine activities?

Sometimes, we may think, why should we make a big effort to please the students by providing them the most interesting materials and activities? Is it within the teacher's job scope to entertain adult students? When we try to make our lessons

entertaining, it is not just about pleasing the students. We as teachers will also enjoy conducting our classes. Initially, it will be heavy and time consuming to prepare the lessons, but we can always reuse or adapt them for new classes. Although the preparation before the class is painstaking, the implementation in class will be less so.

The drawback of the edutainment approach is it takes up a lot of limited class time and most teachers are rushing to 'finish the syllabus.' Most students in USAS are already slow in accomplishing language tasks. In such a situation, priority should be given to the process of successful learning than the completion of the syllabus. It is better to concentrate on fewer important topics which students would end up retaining than to cover all topics in the syllabus and have students not absorbing much of each.

Another drawback, which makes certain teachers reluctant to use the edutainment approach, is the cost of some of the entertainment materials, especially audio-visual and multimedia materials. Most teachers take their own initiative to get entertainment materials at their own budget despite not earning such a handsome wage. Perhaps institutions can support their staff by investing on such materials to be provided at resource centres and utilized by teachers.

The edutainment approach is worth serious consideration by the stakeholders- teachers, students, parents and the relevant authorities in the light of the results of this study as it is beneficial for all involved.

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