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Edutainment in English Language Classrooms: Learners' Listening Comprehension and Self-Concept

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Abstract. The current study investigated whether the provision of edutainment could contribute to improving listening comprehension and self-concept in the EFL context of Iran. To address this issue, two intact classes were assigned to the control and experimental group, each containing thirty students. This quasi-experimental study was implemented on the pre-test-post-test equivalent group design. The results of the pre-tests indicated that the participants of the two groups were homogenous regarding their proficiency level as well as their listening comprehension and self-concept. Quantitative data was collected using a listening comprehension test and Robson's (1989) self-concept questionnaire (SCQ) before and after edutainment implementation. Descriptive and inferential analyses of the collected data, over a 36 session-period, revealed that

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the experimental group significantly outperformed the control group on the scales of listening comprehension and self-concept which reflects that the use of edutainment appears to provide a unique opportunity for the students to improve their listening comprehension and self-concept. The combination of education and entertainment made learning more attractive, entertaining, and interesting. It gave the learners a new opportunity to acquire knowledge in an interesting informative way.

Keywords: Edutainment, EFL learners, listening comprehension, self-concept

1. Introduction

In recent years, the necessity of learning complex content as well as the opportunity to use innovative media at school, have led to the design of educational settings and environments by which learners can be motivated and actively engaged in the process of skill development (Bertacchini et al., 2011). Some researchers stress that motivation, which is associated with positive learning outcomes (Logan et al., 2011), is not well implemented in most educational courses. Especially intrinsic motivation is often neglected even if, in the "society of knowledge", different kinds of motivation for learning are increasingly demanded (Bilotta & Tavernise, 2012). Furthermore, in recent times, this need for activating motivation has been particularly relevant for the acquisition and increment of the young generation's literacy in science (Liu et al., 2011). Learning can involve learners' emotional-cognitive side, especially if subjects are properly motivated to carry on personalized and creative activities as the development of educational artifacts (Bilotta et al., 2011). Current advances in Information and Communication Technologies have provided novel tools and strategies for the learning of educational content in an entertaining way (Bilotta et al., 2008; Owston et al., 2009), as Games-Based Learning applications (Kiili, 2005; Paraskeva et al., 2010). Some of these tools have become cognitive amplifiers for supporting the educational process and the approach of the young generation to educational topics. This new kind of learning has been called "Edutainment", thanks to the mixture of the two terms "education" and "entertainment" (Bilotta, & Tavernise, 2009). Hence, in hands-on laboratories,

users have an active role in engaging education settings, learning by doing (Aldrich, 2005), and their participation has a positive emotional connotation (Astleitner & Wiesner, 2004). As some studies confirm, there is a significant effect of emotions on both mental effort investment and level of satisfaction (Um et al., 2011).

Edutainment means the combination of education and entertainment in the learning process (Corona et al., 2013). Technological programs and digital distribution have made it easier than ever for educators to create specialized edutainment content for learners to enjoy. Edutainment relies largely on visual material in narrative or interactive formats and is typically more informal and interactive than other teaching techniques (Buckingham & Scanlon, 2000). Research has indicated that the current generation wants multiple streams of information that include frequent interaction. We also know that fun activities can enhance inductive reasoning, problem-solving, and engagement (Conklin, 2012). Although a variety of edutainment technologies exist, this article focuses on Animations. Animations were chosen due to their accessibility and ease of use as well as their ability to enhance the student learning experience. The advantages of using audiovisual products in language teaching have been acknowledged in several studies. They show how exposure to visual and aural elements in films helps learners to widen vocabulary (cf. Kaiser, 2011; Webb & Rodgers, 2009), to learn certain pragmatic strategies in conversation, e.g., routines (cf. Lin, 2014; in Internet TV; Bruti, 2015; in films), and to develop oral skills in general (Dikilitas & Duvenci, 2009). But, more importantly, it also gives students the chance to "see the 'language in use'" (Harmer, 2007, p. 308). This allows them to see how paralinguistic elements are used in different contexts and cultures, broadens their intercultural communication competence, and leads them to listen to various accents. In addition, it helps them become more aware of non-verbal cues (e.g., gestures, facial expression, gaze direction, physical proximity, as well as the use of pauses and intonation patterns) and of how they contribute to integrating or supporting the verbal message. Indeed, in teaching contexts, the film has been described as "an authentic source material (that is, created for native speakers and not learners of the language)" (Kaiser, 2011). Besides, positive self-concepts are impor-

tant for students' social and emotional development. Self-development is an important developmental task during adolescence and young adulthood (Arnett, 2015). As adolescents and young adults gradually develop their sense of self, it is necessary to form a clear and integrated sense of self and view themselves in a positive light (Kawamoto, 2020). All things considered, the area of self-concept and listening comprehension would benefit from the examination of edutainment practices. Consequently, the present study seeks to address the effect of using edutainment on EFL learners' listening comprehension and self-concept.

1.1. Statement of the problem

Listening comprehension constitutes a major problem for second language learners, but little is known about the relative contribution of different factors to listening comprehension. Since there are still only very few studies in this area by comparison with studies focusing on the relationship between reading and vocabulary, there is a need for studies that can fill the gap in our knowledge about the specific contribution of generic and discrete-point measures of language ability to explaining listening (Wang & Treffers-Daller, 2017). In Iran, English is commonly learned as a foreign language. Before they enter university, students learn English for six years during guidance school and high school. The primary focus of the English courses that these students experience is on language structure, vocabulary, reading comprehension, and translation skills. Listening is neglected in the syllabus. As a result, when these learners are suddenly exposed to audio material at the conversation level, they face a lot of difficulties before they develop the essential listening skills. This necessitates research on the listening problems of these learners (Nowrouzi et al., 2015).

Moreover, research has indicated that the current generation wants multiple streams of information that include frequent interaction. Researchers also know that fun activities can enhance inductive reasoning, problem-solving, and engagement. In fact, some researchers stress that enjoyment and motivation, which are associated with positive learning outcomes in many studies (Curry, 1991; Logan et al., 2011; Pintrich & Schunk, 1996), are not well implemented in most educational courses. In recent years, the necessity of learning complex content as well as the op-

portunity to use innovative media at school, have led to the design of educational settings and environments by which learners can be motivated and actively engaged in the process of skill development (Bertacchini et al, 2011).

1.2. Theoretical framework of the study

Mayer's (2005) cognitive theory of multimedia learning provides an ideal theoretical framework to investigate multimedia learning and the cognitive processes involved in L2 learning. Mayer (2005) provided empirical evidence supporting his theory and contended that learning in multimedia environments is facilitated when the information is presented through the verbal and visual channels in a way that doesn't overload the working memory such as presenting information by accompanying words and pictures instead of only words, placing words and pictures near rather than far from each other, presenting them simultaneously instead of successively, and so forth.

Mayer and other cognitive researchers argued that multimedia supports the way that the human brain learns. They asserted that people learn more deeply from words and pictures than from words alone, which is referred to as the multimedia principle (Mayer, 2005). Multimedia researchers generally define multimedia as the combination of text and pictures and suggest that multimedia learning occurs when one builds mental representations from these words and pictures (Mayer, 2005). The words can be spoken or written, and the pictures can be any form of graphical imagery including illustrations, photos, animation, or video. Multimedia instructional design attempts to use cognitive research to combine words and pictures in ways that maximize learning effectiveness. Mayer's cognitive theory of multimedia learning is rooted in the field of cognitive psychology which is the study of mental processes using empirical methods. Cognitivism is generally consistent with a philosophy of rationalism; its central tenet is the belief that learning is a function of internal mental processes that are best described through an information processing model. Mayer's theory is founded on the multimedia principle which stated that "people learn more deeply from words and pictures than from words alone" (Mayer, 2005, p. 31). His goal in developing the theory was to understand the best way to design mul-

timedia instruction to produce meaningful learning experiences which Mayer described as a "deep understanding of the material" (Mayer & Moreno, 1998, 2003, as cited in Sorden, 2005, p. 272).

1.3. Research objectives

Undoubtedly, technology holds great potential for improving the way that people learn. With a combination of text, sound, graphics, and animation, computer technology enriches education in such a way that traditional teaching media such as books, video, tape recorder, class discussions, role-plays, and so forth might look irrelevant and tedious (Okan, 2003). The present study follows two main objectives. The first objective is to investigate the effect of using edutainment on EFL learners' listening comprehension. The second objective is to examine the effect of implementing edutainment on EFL learners' self-concept.

1.4. Research questions

The present study sought to answer the following research questions:

1. What is the effect of edutainment on EFL learners' self-concept?

2. What is the effect of edutainment on EFL learners' L2 listening comprehension?

2. Literature Review

Education is an influential and humanizing process by which learners' body, mind, and character are strengthened, the goals of positive psychology mirror the goals of education. There is no doubt that education can be a means for expanding accumulated knowledge, values, and skills to make learners capable, competent, and wise in the face of the challenges of life. Higher education is an important and specialized form of human capital, which can cause public growth (Diener & Patterson, 2011). In a word, both positive psychology and positive education seek to promote general well-being, life satisfaction, and happiness across a broad spectrum from individuals to institutions' global life. The main consequence of the application of PP to education is to create a fresh and happy learning climate in class where individual learners can use the shared information according to their talents and views; the second

principle, which is at least as crucial as the first, is to promote a climate at educational settings that will foster intellectual, emotional and physical "wellbeing" in students; to prevent the potential academic and general problems before they occur or reoccur (Gilman et al., 2009).

Information and communication technologies (ICT) play a significant role in all aspects of modern society. ICT has changed how we communicate with each other, how we find needed information, work, conduct business, interact with government agencies, and how we manage our social lives. As ICT affects everyday lives, it also impacts macroeconomic growth, which in turn further affects society by enabling infrastructure and standard of living improvements (Roztocki, 2019). Among these applications, entertainment will differentiate ICT applications in the private and personal market from the office. Comprehensive research and development on ICT applications for entertainment will be of utmost importance for the promotion of ICT use in the home and other places for leisure. So far engineering research and development on entertainment has never been established on large scale in academic communities. On the other hand, entertainment-related industries such as video and computer game industries have been growing rapidly in the past, and today the entertainment computing business does outperform the turnover of the movie industry. For example, entertainment robots are drawing the attention of young people; the event called Robo-Cup has been increasing the number of participants year by year. Entertainment technologies cover a broad range of products and services: movie, music, television TV (including upcoming interactive TV), video player, the voice on demand VOD (including music on demand), computer game, game console, arcade, gambling machine, internet (e.g., chat room, board and card games, multiuser dungeon MUD), intelligent toy, edutainment, simulation, sport, theme parks, virtual reality, and upcoming service robots.

The field of entertainment computing focuses on users' growing use of entertainment technologies at work, in school, and at home, and the impact of this technology on their behavior. Nearly every working and living place has computers, and the great majority of children in industrialized countries have computers in their homes as well. In practice, modern E-E initiatives involve designing a campaign strategy that con-

sciously incorporates the use of entertainment across platforms such as radio and TV dramas, comedies, music, animation, participatory theater, interactive websites and Web novellas, and video games, to address issues such as health disparities, to change social norms, to promote social justice and human rights, and to advocate for social change (Singhal et al., 2004). For instance, Tinka Tinka Sukh (Happiness Lies in Small Pleasures), a radio-based EE campaign in India in the 1990s, was successful in advocating for gender equality, promoting norms of smaller-sized families, and decreasing substance abuse among the rural communities where it was broadcast (Papa et al., 2000). Similarly, a TV-drama-based campaign in Bangladesh, Shabuj Chaya (Under the Green Umbrella), increased health knowledge and promoted the use of modern contraceptive methods and visits to health clinics (Do & Kincaid, 2006). In the context of health disparities, a study by Murphy et al. (2015) found that a narrative-based field study in the United States was successful in eliminating cervical-cancer-screening related health disparities that existed in the population at baseline. The narrative was particularly successful among ethnic minority groups, with Mexican American women who watched the narrative film significantly more likely to have gotten a Pap test or scheduled one compared to other ethnic groups in the study or those who were exposed to a non-narrative film with an equivalent message. Another study among Spanish-speaking viewers of a Spanish-language telenovela in the United States similarly found it to be an effective medium for conveying breast cancer messages. The impact assessment was based on a triangulation of data from focus groups, a national telephone survey, and an analysis of call attempts to the 1-800-4-CANCER helpline featured in a public service announcement accompanying the program. Not only was there a significant increase in call volume to the helpline because of exposure to the program and public service announcement, but the survey also indicated significant gain in story consistent knowledge and behav ioral intentions among both female and male viewers. The focus groups underlined findings from the survey that male viewers were likely to gain new knowledge and were significantly more likely to recommend that women have a mammogram after viewing the storyline, while the program served to reinforce exist-

ing knowledge and intentions among the female viewers (Wilkin et al., 2007).

As an illustration of impact at a macro level, one of the longest-running E-E multimedia campaigns, Soul City in Africa, is credited with not only mobilizing community action against domestic violence but also the eventual enactment of domestic violence legislation in South Africa through corresponding media, public, and policy advocacy. For an overview of the geographic spread of E-E interventions and issues tackled since the 1980s, see the article by Story and Sood (2013) in a special issue on E-E. Interestingly, a meta-analysis of specifically health-related EE interventions found that, irrespective of the channel of delivery, geographic location of intervention, and the specific health issue, E-E narratives' effects on health outcomes-as measured by knowledge, attitudes, intention, and behaviors-was small but significant (Shen & Han, 2014). However, the two significant moderators on outcomes across all the studies that emerged were research designs (field studies vs. experiments) and exposure time (multiple episodes vs. one episode; Shen & Han, 2014).

Communication is intrinsically multimodal, since various semiotic resources are intertwined, and all contribute to the meaning-making process in each situational context so both verbal and non-verbal cues are crucial to interpret a message fully. Since the pioneering and seminal work by Kress and van Leeuwen (1996) and Lemke (1998), there has been extensive research on multimodality, which has become a significant issue (cf. Jewitt, 2014; Norris, 2004; O'Halloran, 2011), especially nowadays concerning the features of the new communication media. Indeed, as pointed out by Kress (2003), there has been, on the one hand, the broad move from the now centuries-long dominance of writing to the new dominance of the image and, on the other hand, the move from the dominance of the medium of the book to the dominance of the medium of the screen. In this way, visual and aural elements also play an important role in the representation of reality. This has had a strong impact on educational techniques, so much so that the concept of "multi-literacies" was introduced in 1996 by the New London Group (New London Group, 1996), formulating a pedagogic agenda in response to the changes in the

communicative and representational landscape.

In teaching contexts, the film has been described as an authentic source material (that is, created for native speakers and not learners of the language) (Kaiser, 2011; Sherman, 2003). Even though some scholars defined it as "written-to-be-spoken-as-if not-written" (Gregory & Carroll, 1978), and "oralidad prefabricada" [Eng. prefabricated orality] (Chaume, 2004, p.168), several recent studies have demonstrated the similarities between film language and spontaneous face-to -face conversation, in terms of authenticity and spontaneity (Bonsignori, 2013; Kozloff, 2000). The same holds for TV dialogue, which is a subtype of "scripted/constructed dialogue" written to sound natural and believable (Bednarek, 2010). It features specific narrative and semiotic elements that are not remote from those characterizing films, but which are limited by broadcasting time and modality. Even textbooks may not be enough, as in the case of medical communication textbooks compared to which spoken language shows a great amount of deviation (Nagy, 2010).

3. Methodology

3.1. Participants

To test the hypotheses underpinning the research model, two intact classes of intermediate female students at an English language institute were assigned to one experimental and one control group (30 students in each group). All the students were informed of the research study on the first day of classes, and all the participants confirmed their willingness to take part in the study. To ensure that the participants of the study were at almost the same level of English proficiency, the researchers applied the Oxford Quick Placement Test (OQPT) at the first session of the project. Oxford Quick Placement Test (OQPT) was used to have almost homogenous groups. Participants were 10-15 years old and had roughly the same English language learning experience concerning the number of years they had received EFL instruction. The students were reassured that participation in the project was voluntary and unrelated to their school issues. Before data collection, participants were informed of the research purposes and consent was obtained from students and teachers before the start of the study.

3.2. Instruments

The current study is a quantitative study on the implementation of edutainment to increase the learners' listening comprehension and self-concept. This study was implemented on the pre-test-post-test equivalent-group design to collect the quantitative data. To check the validity of the instruments, they were piloted on a sample of 5 intermediate English students like that of the main study. According to the results of the pilot study and regarding the opinions of some experienced instructors of TEFL, the questions were analyzed and changed to increase the test reliability and validity.

3.2.1. General language proficiency test

Students took the Oxford Quick Placement Test (OQPT), which is widely used in research to measure general language pro?ciency because it gives information about students' language ability. The OQPT is a written test that consists of 60 items. The OQPT measures L2 learners' English vocabulary knowledge such as word meanings, collocations, synonyms and antonyms, and phrases, and learners' grammar knowledge such as tense, passive voice, and counterfactual knowledge. The maximum score students can obtain is 60.

3.2.2. Listening comprehension test

The listening part of Developing Tactics for Listening (part 3) was used to measure participants' listening comprehension. It is a standardized English test that is widely used in institutes to measure the students' English levels in listening comprehension and consists of multiple-choice items, fill-in-the-blank items, and true-false items.

3.2.3. Self-concept questionnaire

The self-concept questionnaire (SCQ) designed by Robson (1989) was used to assess participants' self-concept questionnaire. The questionnaire included 30 items to which participants responded using a five-point scale ranging from1 (strongly agree) to 5 (strongly disagree). The questionnaire was translated into Persian to avoid the risk of misunderstanding or misconception. The overall Cronbach's alpha for the questionnaire was 0.840 which demonstrated good internal consistency of the scale.

3.3. Research design

In the current quasi-experimental study, two intact classes were assigned to a control and experimental condition. To begin, all participants were given the self-concept questionnaire to complete, followed by a listening comprehension test. In the control condition, participants received the conventional instruction without receiving any edutainment activities. In the experimental condition, participants received clips on the topic of health and medicine. In this quantitative quasi-experimental design, the independent variable was edutainment, and the dependent variables were learners' listening comprehension and self-concept.

3.4. Procedure

The study was undertaken at a private English language institute located in Kerman, Iran. One class acted as an untreated control group (n = 30; C Group), and the other class received the treatment (n = 30; E Group) over a 36 sessions program. The use of the control group and a pretest facilitated the exploration of the size and direction of selection bias. After ensuring that the groups were homogenous in language proficiency, attempts were made to provide the two groups with equal opportunities in terms of class time (an hour and a half for each session), and the number of sessions (3 sessions per week). During this period, the learners in the control group were given the same tasks done in the experimental group except being exposed to Edutainment (treatment of the study). Three nights during the week (at a scheduled time) the teacher sent the participants (experimental group) different clips on a special topic via a group created in What's App. Comprehensibility of the movie clips was piloted on a sample of 5 intermediate English students like that of the main study. They were also checked by three English language teaching experts. The feedback guaranteed the clarity and comprehensibility of the clips. The films were selected based on the discourse domain they represent, namely Health and Medicine (Table 1). They were carefully watched, and 94 clips were cut, choosing sequences where specialized discourse is at play and where different genres are portrayed. Every clip lasted a maximum of 4 min. These multimodal corpus sequences provide the opportunity to examine and interpret modes that are not present in current English textbooks, which makes the present multimodal corpus

a valuable and useful tool for educational purposes. The participants were thoroughly instructed in class on what must be done. After watching the clips, the students were asked to be online at a specific time for about 20 minutes to express their free reflections on the clips. Finally, after three months, progress was evaluated by comparing the listening comprehension and self-concept of the control and experimental group.

Table 1: The multimodal corpus of film clips

Domain	Title	Genre	Clips
Health & Medicine	Once upon a time..life (1987)	Animation	30
	The Osmosis Jones (2001)	Animation	30
	Inside out (2015)	Animation	34

4. Results

A basic quantitative research design was adopted to collect and analyze the data in the present study. To identify whether a significant change occurred in the listening comprehension of each group between the beginning and the end of the study, the researcher conducted paired samples t-tests and independent t-test. The result of paired sample T-Test analysis did not show a significant difference in the mean scores for the pre-test (M=67.08, SD=5.69), and post-test of the control group (M=66.46, SD= 5.55), t=2.30, df=29, p ¡ 0.05. But the result strongly confirmed a significant difference in the mean scores for the experimental group in the pre-test (M=68.46, SD=5.75), and post-test (M=77.70, SD=5.65) t=-11.45, df=29, $p < 0.01$, and the effect size was ES=1.62 and r=0.630.

The result of the independent T-Test analysis did not show a significant difference in the mean scores for control (M=67.08, SD=5.69), and experimental group (M=68.46, SD=5.75) in pre-test, t=-1.04 df= 58, $p < 0.05$. But the result strongly confirmed a significant difference in the mean scores for control (M=66.46, SD=5.55), and experimental

group (M=77.70, SD=5.65) in post- test, t=-8.64, df= 58, $p < 0.01$, and the effect size was ES=2.01 and r= 0.708.

Table 2: Paired sample T-Test of Listening comprehension

Time	*N*	Mean	*Std.* Deviation	*T*-Test	*df*	*P*-Value
C-G pre-test	30	67.08	5.69	1.29	29	0.2
C-G Post test	30	66.46	5.55			

Time	*N*	Mean	*Std.* Deviation	*T*-Test	*df*	*P*-Value
E-G pre-test	30	68.46	5.75	-11.45	29	0.000
E-G Post-test	30	77.70	5.65			

The result of paired sample t-test analysis did not show a significant difference in the mean scores for the pre-test (M=85.05, SD=11.20), and post-test of control group (M=82.86, SD= 9.31), t=2.30, df= 29, $p < 0.05$. But the result strongly confirmed a significant difference in the mean scores for experimental group in pre-test (M=87.14, SD=12.20), and post-test (M=117.16, SD= 4.13) t=-13.35, df= 29, $p < 0.01$, and the effect size was ES=3.68 and r= 0.878.

Table 3: Independent T-Test of Listening Comprehension

Time	*N*	Mean	*Std.* Deviation	*T*-Test	*Df*	*P*-Value
C-G pre-test	30	67.08	5.69	-1.04	58	0.3
E-G Pre-test	30	68.46	5.75			

Time	*N*	Mean	*Std.* Deviation	*T*-Test	*df*	*P*-Value
C-G post-test	30	66.46	5.55	-8.64	58	0.000
E-G Post-test	30	77.70	5.65			

The result of the independent t-test analysis did not show a significant difference in the mean scores for control (M=85.05, SD=11.20), and experimental group (M=87.14, SD=12.20) in pre-test, t=-0.76, df= 58, $p < 0.05$. But the result strongly confirmed a significant difference in the mean scores for control (M=82.89, SD=9.31), and experimental group (M=117.16, SD=4.13) in post- test, t=-20.46, df= 58, $p < 0.01$, and the effect size was ES=5.01 and r= 0.931.

Table 4: Paired sample T-Test of Self-concept

Time	*N*	Mean	*Std.* Deviation	*T*-Test	*Df*	*P*-Value
C-G pre-test	30	85.05	11.20	2.30	29	0.03
C-G Post-test	30	82.89	9.31			

Time	*N*	Mean	*Std.* Deviation	*T*-Test	*Df*	*P*-Value
E-G pre-test	30	87.14	12.20	-13.35	29	0.000
E-G Post-test	30	117.16	4.13			

Table 5: Independent T-Test of Self-concept

Time	*N*	Mean	*Std.* Deviation	*T*-Test	*df*	*P*-Value
C-G pre-test	30	85.05	11.20	-0.76	58	0.4
E-G Pre-test	30	87.14	12.20			

Time	*N*	Mean	*Std.* Deviation	*T*-Test	*df*	*P*-Value
C-G post-test	30	82.89	9.31	-20.46	58	0.000
E-G Post-test	30	117.16	4.13			

5. Discussion

As mentioned earlier, the present study investigated the effectiveness of implementing edutainment in EFL classes. By administering a questionnaire and conducting a test, quantitative data were gathered. Regarding the first research question-How can edutainment affect EFL learners' self-concept-the results of this study presented in Tables 4 and 5 contributed to shed light that implementing edutainment can boost the self-concept of EFL learners. The improvement in the self-concept of the experimental group in this study is positively related to a sense of meaning and consistency in life (Bigler et al., 2001), and the formation of commitment in self-development (Schwartz et al., 2011). The findings of this study indicated that through the exploration of edutainment, the students can accept and integrate their characters, which facilitates adaptation to any new environment. Based on the findings of this study, the first research hypothesis indicating the fact that using edutainment can positively affect EFL learners' self-concept is confirmed.

Regarding the second research question-What effect does implementing edutainment have on EFL learners' listening comprehension-the results in Tables 2 and 3 revealed that edutainment affected the learners' listening comprehension. The results of this study in line with some other studies (Conklin, 2012; Dachner & Polin, 2016) suggest that providing students the opportunity to create content enhances the learning process. As can be seen, the results supported the acceptance of the second research hypothesis indicating the fact that using edutainment positively affects EFL learners' listening comprehension. The advantages of using audiovisual products in language teaching aligned with the current study have been acknowledged in several studies. These show how exposure to visual and aural elements in films helps learners to widen vocabulary (cf. Kaiser, 2011; Sherman, 2003; Webb & Rodgers, 2009), to learn certain pragmatic strategies in conversation, e.g., routines (cf. Lin, 2014; in Internet TV; Bruti, 2015; in films), and to develop oral skills in general (Dikilitas & Duvenci, 2009). But, more importantly, it also gives students the chance to "see the 'language in use". This allows them to see how paralinguistic elements are used in different contexts

and cultures, thus also broadening their intercultural communication competence, and listening to various accents. Indeed, in teaching contexts, the film has been described as "an authentic source material (that is, created for native speakers and not learners of the language)" (Kaiser, 2011, p.233; Sherman, 2003).

6. Conclusion

In this study, the researcher focused on an area that has been largely neglected in EFL contexts. This study has investigated whether the use of edutainment to deliver film clips can impact learners' self-concept. Using a quasi-experimental research design with two groups of intermediate learners in Iran, a significant improvement was found in the self-concept for the experimental group but not for the control group. Indeed, the combination of education, technology, and entertainment makes learning more attractive, entertaining, and interesting. It gives new opportunities to acquire knowledge interestingly, allowing trained students with different abilities to acquire information on the same level as the number of traditional students. Thus, current advances in Information and Communication Technologies have already provided novel tools and strategies for the learning of educational content in an entertaining way (Owston, Widerman, Sinitskaya Ronda, & Brown, 2009). You can find no research study without limitations. Thus, the outcomes of the current work should be interpreted considering some limitations. According to the rules and regulations of the school, the researcher was not permitted to divide learners into two groups through random assignment procedures. This is exactly what the nature of quasi-experimental research is referred to, using existing classes. Although there were no substantial differences evident between conditions at pre-test, feasible effects of selection cannot be eliminated. Another common limitation in this sort of study is that it's unclear how long our intervention results are sustained. It would be inherent to take repeated measures in the future to examine the impact of computer mediation as time goes on.

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