Using Edutainment in Teaching Novel to Develop Secondary Stage Students' Creative Reading Skills

Nagwa Ibrahim Abd Allah Mohamed

Department of Curriculum & Instruction (TEFL),
Faculty of Education, New Valley University

Hanaa Elsayed Imam

Department of Curriculum & Instruction
(TEFL), Faculty of Education, New Valley
University

Mohamed Ali Mohamed Kassem

Department of Curriculum & Instruction
(TEFL), Faculty of Education, New Valley
University

استخدام التعلم الترفيهي في تدريس الرواية لتنمية مهارات القراءة الابداعية لدى طلاب المرحلة الثانوية

المستخلص:

هدفت الدراسة الحالية إلى تحديد مدى فاعلية التعلم الترفيهي في تدريس الرواية على تنمية مهارات القراءة الإبداعية لدى طلاب المرحلة الثانوية. تم اتباع التصميم شبه التجريبي في هذه الدراسة، تكونت عينة الدراسة من 60 طالبًا من طلاب الصف الأول الثانوي بمدرسة الهنداو الثانوية بمحافظة الوادي الجديد. أُجريت التجربة في الفصل الدراسي الأول من العام الدراسي 2023/2024م. تم اختيار العينة عشوائيًا وقُسمت إلى مجموعتين متكافئتين: المجموعة التجريبية (ن = 30) تم تدريسها باستخدام التعلم الترفيهي بينما المجموعة الضابطة (ن = 30) تم تدريسها من خلال الطريقة المعتادة في التدريس. ولتحقيق هدف الدراسة صممت الباحثة الأداة التالية: اختبار القراءة الإبداعية القبلي والبعدي والذي تم تطبيقه على طلاب المجموعتين؛ لقياس مدى تطور الطلاب في مهارات القراءة الإبداعية قبل وبعد العلاج التجريبي. أشارت النتائج إلى وجود فرق ذو دلالة إحصائية بين متوسط درجات طلاب المجموعة الضابطة وطلاب المجموعة التجريبية في التطبيق البعدي لاختبار مهارات القراءة الإبداعية لصالح المجموعة التجريبية. وبناءً على ذلك، تم التوصل إلى أن التعلم الترفيهي فعال في تطوير مهارات القراءة الإبداعية لدى الطلاب.

الكلمات المفتاحية: التعلم الترفيهي، الرواية، مهارات القراءة الإبداعية، المرحلة الثانوية.

Using Edutainment in Teaching Novel to Develop Secondary Stage Students' Creative Reading Skills

Abstract

The current study aimed to investigate the effectiveness of edutainment in teaching novel on developing secondary-stage students' creative reading skills. The quasi-experimental design was adopted in this study. The study sample consisted of 60 first-year secondary stage students at Al Hindaw Secondary School, New Valley Governorate. The experiment was conducted in the first semester of the 2023/ 2024 academic year. The sample was randomly chosen and divided into two equivalent groups: the experimental group (N=30) was taught using edutainment whereas the control group (N=30) was taught through traditional instruction. To meet the objective of the study, the researcher designed, validated, and conducted a pre-post creative reading test. The test was administered on the students of both groups to assess the development of students' creative reading skills before and after the experimental treatment. Results indicated that there was a statistically significant difference between the mean scores of students in the control group and those in the experimental group in the post-administration of the test, favoring the experimental group. Accordingly, it was concluded that edutainment was effective in developing students' creative reading skills.

Keywords: Edutainment, Novel, Creative Reading Skills, Secondary Stage.

Introduction

Nowadays, the world is experiencing a number of social and technological developments, as well as there is an international openness, a revolution in communications, and a multiplicity of knowledge sources. Consequently, education should be established in a manner that equips individuals and communities with necessary skills and abilities to confront the ever-evolving local and global challenges. In light of the demands of the 21th century, it is essential for education to develop some more aspects of English as a foreign language such as creativity. Developing creativity represents a major objective of Egypt's vision 2023 and the principles of sustainable development to prepare students capable of facing the rapidly challenging world. In the field of TEFL, creative reading has been considered a powerful tool for developing students' creativity.

Creative reading is defined as an intentional and inadvertent cognitive activity that assists the reader in understanding and predicting vocabulary items. Creative reading depends on a set of skills that the reader employs to interact with the reading text (Al Katnany, 2017). Creative reading is a form of reading that involves activities that enable readers to focus on what they read. Although this process is entertaining and thought-provoking, it does need some self-control (Kirmizi, 2017). Moreover, creative reading activities serve as a powerful means in fostering students' interest in reading and inspiring them to explore a wide range of texts. These activities are not limited to individuals but also thrive within group settings (Ruth & Marilyn, 2011). Creative reading has a positive impact on various aspects such as learners' motivation, engagement, higher-order thinking, and independent reflection (Rodirguez, 2014).

Researchers have indicated that creative reading can be classified into a number of subskills. For example, Shively (2011) divided creative reading skills into four categories: fluency, flexibility, originality, and elaboration. Similarly, Delacruz (2016) supported such classification of the previous classification. Whereas, Jordanous (2012) classified creative reading skills into fourteen components including, uncertainty, thinking and evaluating, active participation, and generation of results. Based on several previous studies that counted these skills such as Delacruz (2016), Al Katatny (2017), Abd Al Maseeh et al (2019), Barashed (2019), Kodah (2021), creative reading skills for teaching novel may include four main skills: fluency, originality, flexibility, and elaboration.

Teaching literary texts holds paramount significance within English language programs, particularly in the context of English as a Foreign Language (EFL). Its primary objective is to enhance students' overall language proficiency. Proponents of incorporating literary texts into English language programs glorify its virtues, recognizing its inherent and indispensable nature in helping students attain the intended goals of the program (Kassem, 2022). Novel, as a form of artistic expression, is extremely important in the field of literature and art. It creates an important

link between art and society, which is always evolving and changing. This interaction is crucial in shaping and influencing the evolution of literary theory (Rofi'I & Rafli, 2019). Instead of engaging in interesting and purposeful activities in class, teachers use the traditional way of teaching novels. Some teachers preferred information-based activities. They simply narrate the story, repeat, explain, ask questions, and give answers to students. As a result, the students aren't able to read novels creatively. Therefore, the current study sought to find an alternative approach to help secondary-stage students read novel with a creative and enjoyable mindset simultaneously.

One of the promising approaches in the field of literature instruction is edutainment. Adieze (2016) mentioned that edutainment comes from two words: education and entertainment. It uses different technological tools and content which is entertaining in principle and serves educational value. The edutainment modes include TV, music, radio, PowerPoint presentations, games, toys, and internet that can be used inside and outside the class. Edutainment activities are appropriate for all learners whether adults or young. In this regard, Ardianti et al. (2017) asserted that edutainment is an engaging learning approach that allows students to study without feeling pressured, and to increase their motivation to learn as well. This is supported by Amory (2007) who confirmed that edutainment improves the process of learning through imagination, innovation, and investigation. It develops critical thinking skills through problem-solving, challenge, and detection.

According to the renowned philosopher and educator Dewey (1938), as cited in Ahmed (2015), he astutely proclaimed, "If we teach today as we taught yesterday, we rob our children of tomorrow." This profound statement prompts us to ponder what actions teachers can take to foster the development of learners' creative reading skills, as well as the approaches they can employ to achieve this endeavor. One promising approach that holds great potential is the implementation of the edutainment approach. Furthermore, Muayyed (2018) mentioned that edutainment offers a lot of advantages for language learners: it provides an environment that stimulates cooperation and competition among learners and helps them to discover their problems, it supports collaborative learning where the teacher and the student have different roles. The teacher becomes a facilitator and a guide, while the student becomes the center of the learning process.

Context of the Problem

The feeling of the problem started with the researcher's observation. During teaching practice supervision, the researcher noticed that the students perceived novel as an insignificant study and they used to deal with it as extended reading comprehension and to concentrate mainly on memorizing the teacher's interpretation and to get the right answers of the questions. Furthermore, the students preferred memorizing the ready-made

interpretations of the novel to the attempt of developing their own interpretations. As a result, memorizing the ready-made interpretations that were provided by the teacher does not contribute to the development of students' creativity.

To document the problem, the researcher conducted a pilot study. A test of creative reading skills was administered on a group of first-year secondary school students (N=100 students) who were randomly assigned from four different schools in the New Valley Governorate to ascertain whether the problem was widespread or specific to a particular school. The test consisted of 17 questions. Results of the test revealed the poor performance of the students in different aspects of creative reading such as their inability to conclude the learned lessons from the literary text, inability to give a number of synonyms or antonyms of the chosen words, inability to generate unique ideas, inability to provide a title for the text, inability to provide an alternative ending to the literary text.

To reinforce the feeling of the problem, semi-structured interviews were conducted with 15 teachers and 30 secondary-stage students (see appendix A). Based on the interviews, the following remarks can be elicited: the time given to teach novel in EFL classes is not enough; students have problems in thinking, motivation, creativity, and organizing ideas; students do not have the opportunity to read creatively and express their own ideas because they depend on the ready-made interpretation of the novel; teachers adopt traditional methods in teaching novels encouraging learners to memorize the answers of the questions; teachers do underestimate the importance of creativity considering it as a waste of time; and students face difficulty in understanding the text and memorizing the names of characters.

Furthermore, the researcher revised some previous studies related to creative reading skills that assured that students face problems in developing creative reading skills such as Hassan (2018), Abd Al Maseeh (2019), Barashed (2019), Kodah (2019), Mohamed (2020), Mohamed et al., (2020), and Helwa (2020).

Questions of the Study

The current study sought to answer the following main question:

> What is the effectiveness of using edutainment in developing secondary-stage students' creative reading skills?

Furthermore, the following sub-questions were addressed in the current study:

1 What is the effectiveness of using edutainment in developing secondary-stage students' fluency?

2 What is the effectiveness of using edutainment in developing secondary-stage students' flexibility?

3 What is the effectiveness of using edutainment in developing secondary-stage students' originality?

4 What is the effectiveness of using edutainment in developing secondary-stage students' elaboration?

Hypotheses of the Study

1. There would be a statistically significant difference between the mean scores of the experimental and the control group students in the creative reading skills post-test in favor of the experimental group.

2. There would be a statistically significant difference between the mean scores of the experimental group in their performance of the pre-post-

   creative reading test in favor of the post-administration.

Delimitations of the Study

The current study was delimited to:

1- The study sample consisted of 60 students from the secondary stage at Al Hindaw Secondary School, Al Dakhla Oasis, New Valley governorate.

2- Some EFL creative reading skills required for the first secondary stage students namely: fluency, flexibility, originality, and elaboration.

3- Teaching *Treasure Island* novel using edutainment.

4- The experiment was conducted in the first semester of the academic year 2023- 2024.

Review of Literature

Edutainment can be described as an integral component of modern technology that facilitates the transfer of knowledge and provides students with opportunities to acquire new knowledge from alternative yet reliable sources. Embracing the concept of edutainment creates an interactive, fun, and stimulating learning environment for students (Anikina & Yakimenko, 2015). Edutainment is categorized into three groups: the first one is location-based edutainment which involves physical locations where learning experiences take place. It can be further divided into two kinds: interactive and noninteractive. In the first kind, students engage in playing games or interactive activities that are designed to educate while being entertaining. For example, interactive form exhibits in museums or educational games at science centers, whereas in the second kind, students observe and explore educational content without direct interaction. Examples include science shows, films, zoos, and museums where students can learn by observing. The second type of edutainment is that which spaced on content and objective. It focuses on providing informal education that enhances students' ability to manage their lives and gain experience through simulation. It aims to develop practical skills and knowledge. Examples include life skills workshops, simulations, and experiential learning programs.

The third type of edutainment is the one which is spaced by target group. This type takes into consideration the intended audience's specific

characteristics and preferences. It can also be divided into two categories: the first category is motivation-oriented which is tailored for students with similar interests or motivations, such as sports-themed educational programs or music-oriented learning activities. The second category is age-oriented which is designed for students of the same age group, taking into account their developmental stage and learning needs. Age-specific educational content can be delivered through various media (Moustafa, 2020).

In their study, Rusman, et. al (2019) added some characteristics of edutainment; it provides a relaxed environment where little children and young male teens can learn and obtain valuable and relevant knowledge, furthermore, it includes activities that promote psychological growth, and empower students to take roles involving situation simulation on their own Technology aspects that stress interactivity, the ability to react to user inputs, the ability to provide message content in a virtual environment, and the use of visual material such as sound, animation, video, writing, and pictures make up the provision of an environment. Those activities should involve problem-solving, exploration, dramatization, creation, experimentation, logic and critical thinking, discussion, planning, manipulation, and discovery.

In the current study, edutainment is used in teaching novel. Novel is defined by Muhammad (2019) as a narrative genre that attempts to capture the essence of life itself by offering a thorough depiction of human experience. It draws on historical underpinnings found in mediaeval and early modern romance, as well as the novella tradition. It is a lengthy and carefully woven tale that imaginatively dives into the depths of human experience, unfolding a connected chain of events with a wide cast of individuals within a defined context.

 There are two types of environments in teaching novels; the traditional and the electronic one. Zhen (2012) stated that teachers, in teaching novels, tend to use information-based activities instead of using interesting and meaningful activities in class. They tell the story, repeat, summarize, ask questions, and provide short answers. Novels are typically taught using the traditional mother-tongue technique, and teachers don't seek to find effective ways that aid in encouraging learning. As a result, teachers are recommended to inspire their students to read novels in a creative manner.

As long as creative reading is considered the main concern of the current study, it is defined by Ebrahim (2017) as the capacity to mention all the surrounding characteristics of any natural phenomenon, express opinions, suggest various titles of the novel, produce additional ideas that aren't mentioned in the text, and generate questions From another perspective, creative reading is defined as a cognitive process in which information is organized in unique ways to produce a new and original result. At this level, students use some mental processes such as comprehension, analysis, and assessment to create new works based on the

text. In essence, creative reading is based on accessing fresh mental imagery, fictitious components, and diagrams that go beyond the information supplied in the book itself (Alamsyah, 2023).

Recently, there has been a growing interest in developing creative reading while teaching literature for several reasons; it allows readers to gain a deeper understanding of their own learning process, employ a range of effective learning strategies to enhance their reading experience, and encompass the application, integration, explanation of ideas, and fostering a comprehensive understanding of the text (Isiksalan, 2018).

According to Ahmed (2018), creative reading skills develop students' ability to generate new sentences about what they are reading by turning ideas into language and providing them with creative thinking assignments. Students might use compensatory techniques like paraphrasing and creative expression to compensate for their lack of language proficiency.

Method

Design of the Study

This research adopted the quasi-experimental design of two equivalent groups; experimental and control group. The experimental group studied the novel according to the edutainment approach whereas the control group studied the same course using the traditional method.

Sample of the Study

Two classes were randomly selected from the first year at El Hindaw Secondary School (N=60) during the first semester of the academic year 2023-2024. They were divided into two equivalent groups. The students were aged between 16 and 16.5 at the time of conducting the study. The first group represented the experimental group (N= 30) and the second group represented the control group (N= 30). Independent samples t-test was used to assure the two groups' equivalence before the experiment. It was found that there was no statistically significant difference between the mean scores of the control group and the experimental group in their performance on the pre-test of creative reading skills.

Tools of the Study

Creative Reading Skills Test

For the purpose of designing the test, a checklist of creative reading skills was developed by the researcher to determine the most important creative reading skills of the first-year secondary students. The initial form of the creative reading skills checklist consisted of 25 subskills distributed at 5 main domains: fluency, originality, flexibility, elaboration, and summarization. The researcher submitted this checklist to a jury of TEFL specialists to determine: the degree of importance of each skill, the appropriateness of the sub-skills to the main creative reading skills, and the appropriateness of the skills suggested to the first-year secondary students level. According to the feedback, summarization as a main skill was deleted, as some jury members explained that this main skill was acquired in early stages. while others recommended removing certain indicators

such as "summarize the passage", "rephrase the text", and "suggest hypotheses to the text". Taking into consideration the valuable insights provided by jury members, the list was subsequently modified, resulting in the final version which consisted of 18 sub-skills distributed at 4 main skills: fluency, originality, flexibility, and elaboration. Based on the checklist, a test was developed (see appendix B).

The objective of the pre-post creative reading test was to measure the students' level in some creative reading skills before and after the experiment. The test consisted of 36 questions for 108 scores; the scores ranged from 1 to 3. The test was submitted to some TEFL specialists to ensure its validity. The jury members were requested to evaluate the appropriateness and clarity of test items to measure the target creative reading skills of the first-secondary students. The test was piloted on 35 female students from Mut Secondary School for girls in Al-Wadi Al-Jadid Governorate (the sample was selected from a different school than the one where the research sample will be tested, to prevent the transfer of test questions between students of both groups in the same school). This was done to calculate the test duration, internal consistency, verify the difficulty and ease indices of the test, and calculate the test's reliability.

After piloting the test, their results were analyzed to achieve the intended goal of the experimental survey of the test. There was a positive correlation between the value of each skill in the test and the total score of the test ranged between (0.3 to 0.8) at the level of (0.01), thus, all the skills are strongly correlated with the test. A rubric was designed by the researcher to provide specific criteria for evaluating the test responses. In this rubric, a total of 108 marks was divided among 36 questions. Each question had 3 levels (Exemplary= 3 marks, Competent=2 marks, Inadequate=1 marks). This rubric was submitted to the jury members to judge its validity for achieving the aim of the study with no suggestions for any required modifications.

**Edutainment Environment Design**

The researcher used the Nearpod website to design the novel chapters entertainingly. The first step to logging in, as a teacher, is using your account. Next, click on the first chapter, for example, and choose the option *"live participation"*.
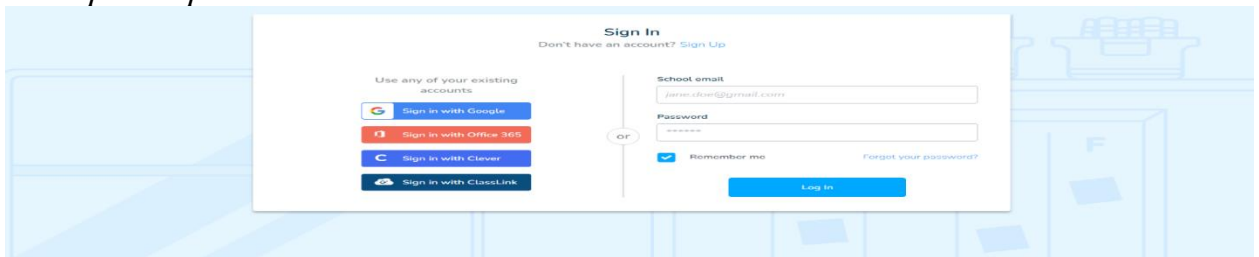
After that, the site will offer you some options to communicate with your students. Choose the appropriate one for you. Don't forget to copy the code appearing on the screen because it will be your students' passcode to the site.

Start showing slides to your students, but before moving from one slide to another, make sure that your students finish it.
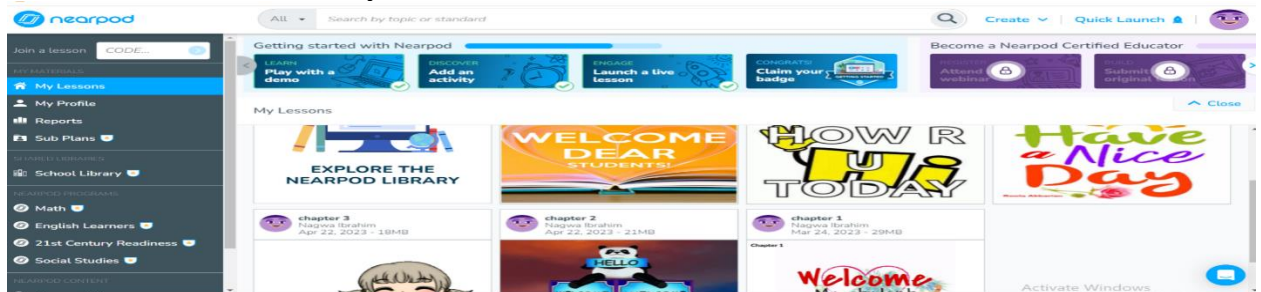
The Educational Design for the "*Treasure Island*" Novel Based on Edutainment on the Nearpod Website

The first stage was the analysis where the main problem of the research was identified as students' poor performance in creative reading skills. The cognitive needs of students were also examined, revealing that the first-year secondary school students who study the *Treasure Island* novel (for the first time using edutainment) had no background in dealing with the "Nearpod" website. Additionally. the pilot study highlighted the necessity for the development of creative reading skills. Therefore, a list of creative reading skills suitable for first-year secondary school students was prepared, along with the selection of appropriate teaching strategies related to edutainment. Communication with students ensured their computer skills and motivation for online learning while assessing the required capabilities and limitations for implementing the study at Al Hindaw Secondary School.

The second stage was the design which involved the following: Formulating the general objective as follows "using edutainment in teaching novel to develop the students' creative reading skills". Furthermore, in light of formulating the creative reading skills to be developed in this study, behavioral objectives were formulated for each chapter of the *Treasure Island* novel. Additionally, educational activities were designed to help students develop their creative reading skills using educational games and quizzes. After designing the learning activities, the novel content was designed to include some static and animated images. In addition, PowerPoint presentations that contain detailed explanations were used to present more images and videos that highlighted each chapter of the novel. The researcher also designed learning assessment tools in the form of educational games and quizzes in each lesson to measure the level of students' response and their understanding of the learning content, a test of creative reading was prepared as a final assessment of the course to

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determine the extent of development of students' creative reading skills when studying the *Treasure Island* novel using edutainment. To draw the steps that the student follows while interacting with the website, the researcher designed a scenario for the edutainment environment in a paper format.

Furthermore, the researcher designed most of activities electronically, using "Word Wall" and "PowerPoint" to create educational games, Aha slides website to create some quizzes, and also used some animated images from Google and some videos from YouTube. The content of the novel was presented in PowerPoint slides with some illustrated images for each slide. To present the novel chapters on the website, a personal account was created on the website through Google, and then the researcher designed the first chapter by adding an animated image to welcome students and encourage them to read the novel, then adding an open-ended question at the end as a prelude to the explanation. After answering the question, students send their answers written or recorded to the teacher, who then begins to discuss those answers. Then PowerPoint presentation slides that were already designed, containing the story and illustrative images, were added. After presenting the PowerPoint slides, it was time for activities, which were designed as educational games. This stage also included preparing the teacher's guide to enable the teacher to teach the *"Treasure Island"* novel to the first secondary stage using edutainment and preparing a student's guide that explains how to use the website and how to deal with it in each step, from logging in, accessing the course, and performing all activities.

The third stage was the development where the website was accessed on a pilot sample (35 students) in order to identify the difficulties that students may encounter during the application on the basic research group, as well as the clarity of activities and lessons, the safety of educational links, and testing the smoothness of communication with students via the website. Based on the feedback from the pilot sample, the non-functioning links were modified and activated. The website was also submitted to jury members specialists in the field of educational technology. The fourth stage was the implementation where students were trained on how to deal with the website.

Results and Interpretation

The First Hypothesis

The first hypothesis predicted that there would be a statistically significant difference between the mean scores of the experimental group and that of the control group in the post-creative reading test in favor of the experimental group. To validate this hypothesis, an independent samples t-test was used. The following table indicates the results of the differences between the means of the experimental and control groups in the post-application of the creative reading test.

Table 1. Differences between the mean scores of the experimental and control groups in the post-test of the creative reading skills

creative reading skills	The group	N	Mean	Std. deviation	T value	Sig.	Cohen's d
Fluency	Control group	30	12.2	2.592	19.600	0.01	5.061
	Experimental group	30	26.833	3.163			
Flexibility	Control group	30	8.767	2.402	14.612	0.01	3.773
	Experimental group	30	18	2.491			
Originality	Control group	30	8.667	2.057	14.140	0.01	3.651
	Experimental group	30	16.6	2.283			
Elaboration	Control group	30	8.367	1.884	16.831	0.01	4.346
	Experimental group	30	16.7	1.95			
Total	Control group	30	38	5.113	28.715	0.01	7.414
	Experimental group	30	78.133	5.698			

Table 1 shows that the mean scores gained by the experimental group were higher on the post-testing of the creative reading skills (78.133) than those obtained by the control group (38). "t" value was (28.715), which is significant at (0.01) level. These high scores of the experimental group on the post-testing could be due to the use of edutainment. Based on the previous results, the first hypothesis was accepted. Accordingly, results of hypothesis one provided an answer to the main question of the study as they indicated that edutainment would be effective in developing secondary-stage students' creative reading skills.

The Second Hypothesis

The second hypothesis predicted that there would be a statistically significant difference between the mean scores of the experimental group in their performance of the pre-and post-test of creative reading in favor of the post-administration. The following table compares the pre- and post-administration.

Table 2. Differences between the means scores of the pre-and post-test of the creative reading skills of the experimental group

creative reading skills	The group	N	Mean	Std. deviation	T value	Sig.	Cohen's d
Fluency	Pre test	30	11.533	2.837	16.239	0.01	2.965
	Post test	30	26.833	3.163			
Flexibility	Pre test	30	8.300	1.950	13.825	0.01	2.524
	Post test	30	18.000	2.491			
Originality	Pre test	30	7.767	1.305	20.717	0.01	3.782
	Post test	30	16.600	2.283			
Elaboration	Pre test	30	7.533	1.358	20.487	0.01	3.740
	Post test	30	16.700	1.950			
Total	Pre test	30	35.133	3.937	32.661	0.01	5.963

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	Post test	30	78.133	5.698			

Table 2 shows that there was a statistically significant difference between the mean scores of the experimental group in their performance of the pre- and post-creative reading test in favor of the post-administration. "t" value was (32.661), which is significant at (0.01) level. As a result, the experimental group did better in the post-creative reading test as a whole than in the pre-test. Based on the previous results, the second hypothesis is accepted. This result indicated that the edutainment approach had a positive effect on the experimental group's performance than the traditional method of teaching had. The effect sizes were measured according to Cohen's criterion, respectively (2.965, 2.524, 3.782, 3.740, 5.963), These values indicate a great influence.

Discussion

 The current study investigated the effectiveness of using edutainment in developing secondary-stage students' creative reading skills: fluency, flexibility, originality, and elaboration. The researcher used the post-test to compare the performance of the two groups; experimental and control group. Results of the study were encouraging as they showed that there was a statistically significant difference between the mean scores of the experimental group and the control group in their performance of the post-creative reading test in favor of the experimental group. This indicated that using edutainment had a positive effect on developing secondary-stage students' creative reading skills. That could be due to many reasons. One of these reasons was that edutainment is based on some major theories:

The first one was social development theory which facilitated teacher-student and student-partner communication to develop students' creative reading skills. By employing the scaffolding approach, the researcher assisted students in their Zone of Proximal Development (ZPD) by supporting their performance, enabling them to progress from an initial inability to perform a reading task or acquire specific skills to performing them independently. The ultimate goal of scaffolding was to guide students to a point where their performance becomes effortless, requiring no further instructional support, as they have fully grasped the necessary skills and concepts.

Being based on the experiential learning theory, edutainment gave students real experiences by emphasizing creative thinking and problem-solving rather than memorization. Students engaged in cooperative learning and learned from one another in a more semi-structured manner, as opposed to traditional classroom methods where students may have competed with one another or remained disengaged or unmotivated. Experiential learning was a type of active learning that provided students of all ages chances to participate in activities with teachers, other students, and resources that helped them develop and build their own mental structures.

The third one was activity theory, which offered a valuable perspective for analyzing the content of computer-based edutainment. It assisted the researcher in considering factors such as the students who read PowerPoint slides, engaged in a game, participated in an activity, watched a video on YouTube, and so on (subjects). The choice of object, influencing the design of edutainment, the instruments encompassing signs, rules, etc., and the principles underlying all development in computer edutainment were all taken into account. This applied to educational content designed for both individuals and groups.

Another reason that contributed to the effectiveness of edutainment was using different teaching strategies to accommodate different learning preferences, ensuring that each student had an opportunity to engage with the material effectively. The researcher employed a number of strategies such as predicting which proved to be an effective strategy that encouraged students to anticipate outcomes and think creatively about the subject matter, incorporating electronic games into teaching not only added an element of fun but also leveraged technology to enhance students' creativity. Imagination also played a key role in the learning process, fostering creativity and encouraging students to think outside the box. Dramatization was a powerful strategy that brought learning to life, allowing students to actively participate in the content and experience it in a more tangible way. Putting students in educational situations, such as simulations or real-world scenarios, provided practical context and helped bridge the gap between theory and application. These diverse teaching strategies catered to different intelligences and helped the researcher create an engaging classroom atmosphere. By incorporating a mix of prediction, electronic games, imagination, dramatization, and real-world situations, the researcher offered a well-rounded and comprehensive learning experience.

The interactive website "Nearpod" used in the current study had a positive impact on developing students' creative reading skills. The website facilitated adding some PowerPoint slides, links, educational games, quizzes, open-ended questions, and videos. Students were able to access a teacher's Live Participation presentation through a code. The researcher guided the class through the lesson, allowing students to interact with the media in real-time.

Recommendations and Suggestions for Further research

Firstly, generalizing the use of edutainment in all educational stages, utilizing age-appropriate programs and electronic environments that align with each age group, educational level, and available resources. Secondly, employing edutainment programs and environments in English language teaching based on cognitive methods, mental abilities, and prior knowledge, tailoring them to the specific needs of learners at different stages. Thirdly, emphasizing the inclusion of creative reading activities through entertainment in English language curricula at all educational stages, fostering a love for reading and improving learners' comprehension

and retention. Fourthly, establishing college programs that focus on training teachers in modern technological techniques for future school use, ensuring that educators are equipped with the skills and knowledge necessary to effectively integrate edutainment into their teaching practices. Fifthly, prioritizing the training of teachers in the design of interactive entertainment websites to engage learners in the English language, enabling them to create engaging and effective learning experiences.

Based on the previous research findings, the following research suggestions are proposed: firstly, the effectiveness of edutainment in developing critical reading skills for secondary-stage students. Secondly, the effectiveness of edutainment in developing creative writing skills for secondary-stage students. Thirdly, the effectiveness of edutainment in developing speaking skills for primary school students. Fourthly, a survey of teachers' and students' opinions on the educational programs and activities based on edutainment. Fifthly, a descriptive study of modern technologies and their role in teaching English as a foreign language. Sixthly, a training program for English language teachers to use entertaining learning websites.

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Appendix A
Interview Questions

First, Interview Questions for Teachers

1- Do you help your students to understand or interpret the literary text?

2- Do you focus on reading for enjoyment?

3- Do you help your students to comment on ideas?

4- How often do you teach novel each week?

5- Do you help your students to evaluate the text and give some learned
lessons?

6- Do you ask encouraging questions to motivate your students to read the text?

7- Do you engage your students in some edutainment activities such as
Role play, or watching videos, …….?

8- Do you use literal translation in teaching novel?

9- Do you use modern methods in teaching novel?

10 - Do you ask students to guess what will happen in the next chapter?

Second, Interview Questions for Students

1- Do you feel motivated to study novel?

2- Do you understand the purpose of studying novels?

3- Do you think reading novels is a useful part of the EFL curriculum?

4- Do you find difficulty in performing the literary analysis?

5- Do you engage in debates and discussions with your teacher and classmates in literary lessons?

6- Do you read the whole chapter or the summary of it?

7- Are you satisfied with the literary lessons?

8- Do you find any difficulty in understanding the literary text or memorizing the names of characters?

9- Do you have the opportunity to express your ideas about the text?

10-Which method do you prefer to be used in teaching novel?

Appendix B
Creative Reading Skills Checklist
The Initial Form of the List Before Being Judged

Skill	Subskills	Strongly disagree	disagree	Neutral or maybe	agree	Strongly agree
Fluency	- Give several synonyms and antonyms for the chosen words from the text.					
	- Conclude the learned lessons from the passage.					
	- Generate the largest number of ideas related to the text.					
	- express your opinion about a character or situation in the text.					

- Give as many results as possible for a particular situation stated in the text.

- Generate opinions from different perspectives.

Flexibility

- Give alternative suggestions for the title.

- Produce an alternative ending to the text.

- Suggest reasons for a certain phenomenon.

- Suggest alternatives to ideas and events mentioned in the text.

- Extract the purpose of the text.

Originality

- Recommend some solutions to a problem in the text.

- Generate unique ideas.

-Produce appropriate predictions in light of the text.

-Establish a novice opinion about the text.

Elaboration	- Suggest further details on the text. - Suggest hypotheses to the text. - Add new ideas to the text. - Add a new character to create new events. - Develop the main idea of the text by adding new ideas. -Suggest some causes and reasons for specific situations and events. -Connect between the beginning and the end of the text.
Summarizing	- Identify the main idea of the text. - Extract unnecessary information. - Identify some supporting ideas.

The final form of the skills list

Skill	Subskills
Fluency	- Give several synonyms and antonyms for the chosen words from the text. - Conclude the learned lessons from the passage. - Generate the largest number of ideas related to the text. - express your opinion about a character or situation in the text. - Give as many results as possible for a particular situation stated in the text. - Generate opinions from different perspectives.
Flexibility	- Give alternative suggestions for the title. - Produce an alternative ending to the text. - Suggest alternatives to ideas and events mentioned in the text. - Extract the purpose of the text.

| **Originality** | - Recommend some solutions to a problem in the text.
- Generate unique ideas.
-Produce appropriate predictions in light of the text.
-Establish a novice opinion about the text. |

| **Elaboration** | - Add new ideas to the text.
- Add a new character to create new events.
- Develop the main idea of the text by adding new ideas.
-Connect between the beginning and the end of the text. |