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## The Use of English Attack Strategies in EFL Class

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**Abstract.** English Attack is an English language learning resource designed for today's digital generation of EFL/ESL learners. It combines exercises on short-format video clips from the latest movies hit, T.V series, documentaries and music videos, learning games, and social networking functionalities-all within a motivational personalized coaching ecosystem. English Attack is appropriate for all levels of English language learners and complementing class-based and teacher-led English language instruction. English Attack aims to revolutionize English language learning by leveraging the power of online entertainment. Learning units consist of exercises based on authentic, current short-format entertainment content. Learners retain vocabulary they encounter in the learning units by practicing it repeatedly across a range of learning games. New technologies are changing the way we live, work, play, communicate and learn. Keeping and adapting to the evolving needs of today's organizations is challenging. In the current research we aim at implementing English Attack techniques to reach learners and deliver content. English Attack creates real innovation in English language learning by promoting discovery and learner autonomy instead of the traditional linear lesson based on these changing methods; and focusing on "learning by doing". Our approach uses short session on line entertainment to encourage frequent digital immersion in real everyday English, with fresh content. English Attack is a branch of Edutainment which encourages personalized learning. It provides better understanding of theoretical subjects, enhances creativity and visualization and transforms conventional classrooms to smart classrooms. Understandably, learning is an ongoing process, as it requires dedication and constant repetition. If the process is enjoyable, students will be curious to know more. Thus, when education and entertainment are combined to pursue academic achievement, it becomes considerably easier for teachers to impart knowledge, simply because the learning process is more enjoyable.

**Keywords.** English Attack, Strategies

### 1. Introduction

#### 1.1 The problem and its significance:

New technologies are changing the way we live, work, play, communicate and learn. Keeping up with these changes and adapting to the evolving needs of today's organizations is challenging.

English Attack aims to revolutionize English language learning by leveraging the power of online entertainment. ( Aitchison, 1987: 87 )

Various researchers show that vocabulary acquisition is one of the most important needs of English language learners. Words, like facts, are difficult to remember out of context.

There are many ways to build vocabulary through practicing them in conversation, reading good books, looking through newspapers and magazines, watching T.V and videos or radio stations, and listening to books and lectures on tape.

Discovering the common roots of words, language learners soon understand the meaning of unknown words they have never seen before, derived from the same root. English Attack is not only useful, effective and interesting but it is also a fast word attack strategy.

Learning effectiveness is enhanced by lessons that are always situated in long-term memory and can only be achieved by repeating the content learned enough at appropriate intervals. This is achieved by encouraging repetition of the learned items through a series of learning games that are stimulated by video and photo content to the site.

Errors should not be penalized but seen as an attempt to solve the task, as in video games, when they are perceived as a natural consequence.

Practicing communication skills is most encouraged by interactions with others. This is achieved by active participation and communication of students from the English Attack's social networking of users who are learning English.

Educational Entertainment is a medium which educates students through entertainment. It is a way of teaching, as students having fun at the same time. The aim here is to design educational activities which teach and entertain at the same time.

Entertainment has a positive effect on students' motivation to learn and play a significant role in determining how much information they can retain. Edutainment can help reduce students' dependency on traditional ways of writing, as they will be eager to tackle most of the assignments by themselves

### 1.2 The Aim:

The current research aims at implementing the attacking strategies that lead to help students become independent and fluent.

### 1.3 Definition of Basic Terms. :

**Attack:** The aggregate of skills which aid an individual to utilize any one technique or combination of techniques to recognize and master the meaning of new words as the need arises. This involves the use of visual characteristics of words. (<https://journals.sagepub.com> )

**Strategy:** An adaptation or complex of adaptations( as of behavior, metabolism, or structure) that serves or appears to serve an important function in achieving evolutionary success; a careful plan or method.( Merriam-webster Dictionary, 2007: 111 )

## 2. Theoretical Background

The following section deals with the theoretical background which concerns Educational Entertainment and English Attack with its variations.

### 2.1 Historical Perspective:

English Attack aims to revolutionize English language learning by leveraging the power of online entertainment-driven, immersive English language experience optimized for frequent exposure and motivation of learners.

Entertainment Learning was founded in 2009 and is headquartered in Paris. Its first online service was developed in partnership with a range of English professionals, and emerged from large -scale worldwide Beta testing in 2011.

English Attack is a 100% environmentally-focused online resource for improving English as a second and foreign language skills, and is designed with the teen and young adult (15-26 ) ELL learner in mind. It focuses on video using clips from movies, T>V shows, music videos, and the news. (Jang, 2011: 1)

In 2010-2011, English Attack! Platform has been a finalist and/ or winner in a number of European and French technology start-up competitions, including PLUGG ( It is one of the better conferences in Europe, is held 11 March in Belgacom Surf House inBrussels It is a one-day conference with a clear focus on celebrating entrepreneurship and innovation and raising global awareness for those European start-ups in the Web/Mobile 2.0 field that stand out in the crop), Tech Crunch Paris ( The all-in-one business planning platform for finance and revenue), Seedcamp Paris( Office Hours Pais is a new format, where startups have the opportunity to spend 10-15 minutes with Seedcamp and key inventors and mentors to discuss your startup 1-2-1. Seedcamp Office Hours holds every Aprilin Paris ) and The Next Web in Amsterdam (is Europe's leading tech conference that brings together industry leaders and tech enthusiasts to share insights and innovate on what'snext in tech).English Attack! Has been accepted into the Paris Innovation Bourse cluster of innovative technology start-ups. English Attack is a member of IATEFL (International Association of Teachers of english as a Foreign Language), TESOL (Teaching English to Speakers of Other Languages), and TESOL France.

Creating an e-learning platform dedicated to English Language learning to immerse learners in Anglophone language and culture was desired. The English Attack founders envisaged a platform to be used by each student, as a complement to other forms of training, but the same time to be also adopted as a training resource by schools, universities, language training centers and companies.( <https://assist-software.net> )

Competence is determined by regular exposure to authentic spoken English. The frequent exposure is enough to motivate students to use the service regularly through pleasant content units based on topics of general interest. For instance, a local movie running in theaters, or providing visual dictionary vocabulary on a major news event.

Learning effectiveness is enhanced by lessons that are always situated in a specific context, have a short duration and are illustrated by a video or a selection of photos

2.2 Educational Entertainment : Education often does not come to mind in conjunction with entertainment, but that is exactly what entertainment is - education with the goal of making learning enjoyable. In the classroom, edutainment takes the form of media, games, toys, and experiences that mix fun and learning to motivate students.

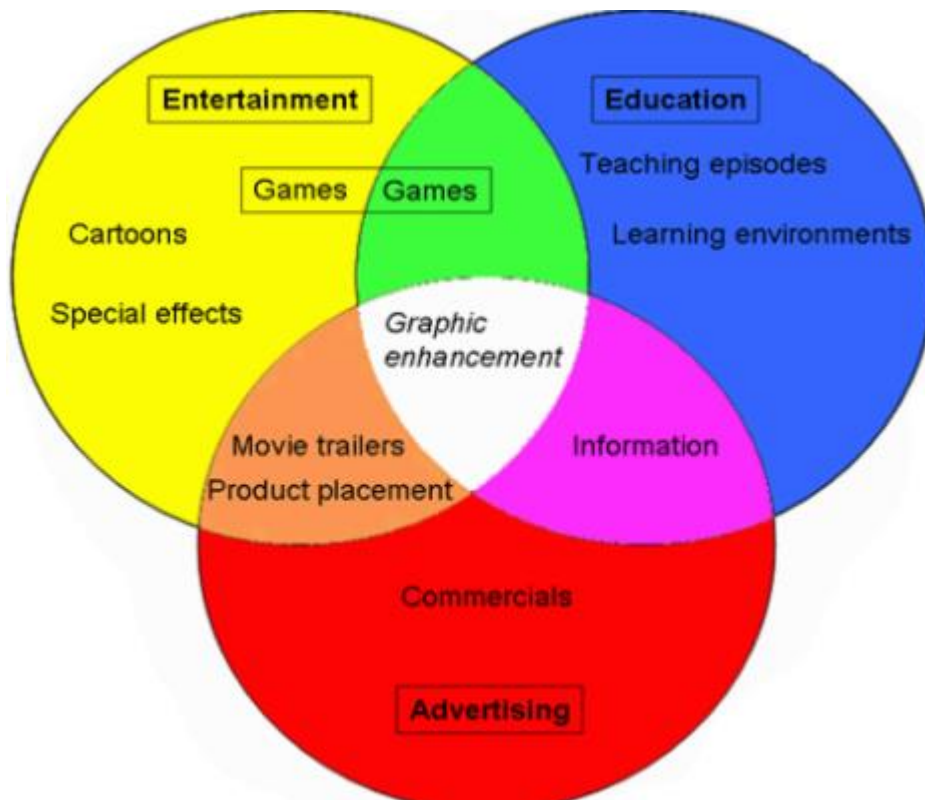
entertainment-Education is a communication strategy that aims to alleviate a social issue or educate the public through a custom-tailored piece of entertainment. It is defined by a set of techniques and methodologies which all aim to use various levels of mass media tocommunicate social and behavior change.

Entertainment boosts the level of activity for students. It motivates them to work hard and dedicate themselves to the learning process. Entertainment provides the students with a fresh mind to accommodate new ideas through the learning process.

Edutainment is the use of entertainment media with educational and developmental objects. Edutainment can take the formof movies, television shows, documentaries, social media campaigns, music,and games.

In early childhood education, students are programmed to learn through imagination. Therefore, entertainment would be an excellent addition to this learning level, whereby students can learn more about the world around them in a fun environment. ( See Diagram 1)

Diagram 1 (The Relation Between Education and Entertainment)



2.2.1 Edutainment Overview : Edutainment, both inside and outside the classroom, helps to make learning fun . American illustrator Peter Catalanotto coined the term in the 1990s while teaching students about writing and illustration. The practice of combining education and entertainment became widespread in the United States after John Dewey, a philosopher and educator, encouraged experimental, engaging methods of teaching to promote student excitement in learning.

Television shows as ( Sesame Street ), ( schoolhouse Rock ) , and ( Mr. Rogers' neighborhood) are considered to be contemporary examples of edutainment programming. So the concept of edutainment is not new.

As of 2009, entertainment-education is defined as : “a theory-based communication process for purposely embedding educational and social issues in the creation, production, processing and dissemination process of an entertainment program, in order to achieve desired individual, community, institutional, and societal changes among the intended media user population” .

Today , teachers use novels, movies, interactive museums, board games, and toys to teach a specific subject or lesson. Edutainment also has applications beyond the classroom setting. Groups in the United States, United Kingdom, and Africa use entertainment to educate

populations on social issues such as substance misuse, immunization, and teen pregnancy. (American University's School of Education Online )

Besides engagement and focus, edutainment:

- Inspires learners
- Helps them get the most of the learning experience
- Is highly effective and resource-efficient
- Improves performance on the job
- Attracts the millennial workforce at corporations

Consequently, Edutainment can be defined as :

- The act of learning through a medium that both educates and entertains .
- Any of various media such as computer software, that educate and entertain.
- A form of programming ( cinematic, television, live action, and games,

especially computer games ) that provides both education and entertainment. ( See Diagram 2 )

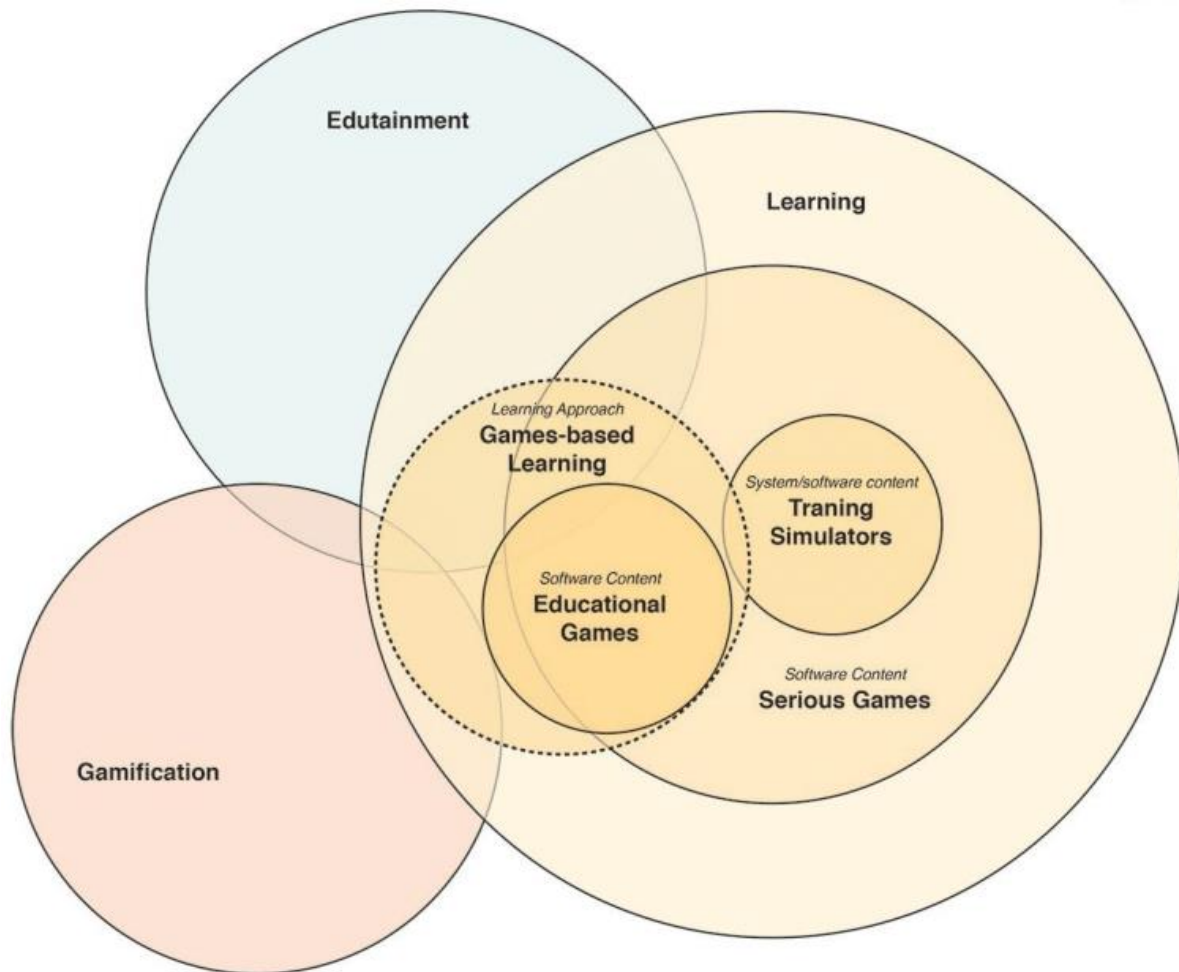
Students nowadays have been raised on the fast-paced edutainment in a media environment that specialized in short messages and multimedia. Good online information should be incorporated deeply with instructional media to convey the instructions in multi- motivating ways.

They can be designed to incorporate many thoughts and plans that students have in terms of design and interaction. Mixing clear construction and containing outlines, examples, exercises, self-assessment tests from which learners can select will supply the widest capacity for learners.

Using interactivity is essential for learners' progress. This is represented by a series of interactive exercises inspired from multimedia, screencasts, and other kinds of animated media which require a high demand on short-term memory as text, graphics, audio, and motion should be processed simultaneously.

Psycho-Edutainment is a new area of global multimedia market. It is an inevitable event. This innovative multidisciplinary multimedia field that emerges at crossroads of existing multimedia fields ( i.e. education, entertainment, and edutainment ) and a new area- psychology- is the only scientifically viable framework for the development of human intellectual creativity.

Diagram 2 ( Edutainment )



2.2.2 Mixing Education and Entertainment : Teachers can use education and entertainment together in various ways such as toys, games, media, and experiences. These methods simultaneously entertain and educate students.

Presenting games during the school day is a valuable method to add entertainment to learning.

Jigsaw puzzles are among the most classical games that entertain through teaching. They help dexterity, spatial relations, and logical thinking. Preschool teachers usually use jigsaw puzzles with their young learners, but older students can do them to improve their memory and increase their attention span.

Chess is another game that can make learning enjoyable. Students who play chess have improved reading scores, memorization, math scores, and creative thinking, according to Best Schools.

Other traditional games for edutainment include :

- Settlers of Catan
- Risk
- Scrabble
- Stratego

Aside From tangible games, online games can also create a fun learning environment. Websites such as CoolMath4Kids use video games to teach a variety of math and problem-solving lessons. Students can also visit websites for scratch, a free programming language, to learn programming language while creating their own interactive games and animations.

Like games, toys are another easy add to the school day. A famous case in point are legos, a well-known construction toy popular among adults and children alike. Building models with legos increases a student's creativity, motor and engineering skills, reasoning, and spatial recognition. Lego models include the Statue of Liberty, Eiffel Tower, The White House, and Big Ben, among others.

Teachers can apply lego construction to lessons in architecture, fine art, and robotics. They can also use them to add a hands-on component to lessons in engineering, history, and government.

Educators have used film and television for edutainment since the 1940s. Shows such as Sesame Street, Dora the Explorer, and Teletubbies shifted children's television toward edutainment.

Fictionalized movies about history, as well as documentaries, can also be powerful tools to teach students about important events while keeping them engaged.

Gamification is using elements of gameplay, such as competition, scoring points, and following rules, to foster engagement. It has become a widely used edutainment tool in the classroom. Edutainment promotes learning, while gamification rewards learners at each step. Together, they boost motivation and encourage learning.

Telling stories is entertaining...and educational. Storytelling is a way of engaging your students with educational programs through empathy and representation.

When a learning course uses a story and your students recognize themselves in the characters, you will pay their attention. Stories always have a hero, a problem, obstacles, and victory-or, on occasions, defeat.

With edutainment, Devices and tools that are accessed easily by students are used regularly, such as :

- YouTube, which can be used as a channel for video lessons
- Smartphones and tablets, which can be used by students to learn with quiz-based gaming applications

2.2.3 Social Impact Entertainment ( SIE ) : is a variety of mainstream entertainment forms, predominantly films and TV, that intend to have social impact next to great entertainment value.

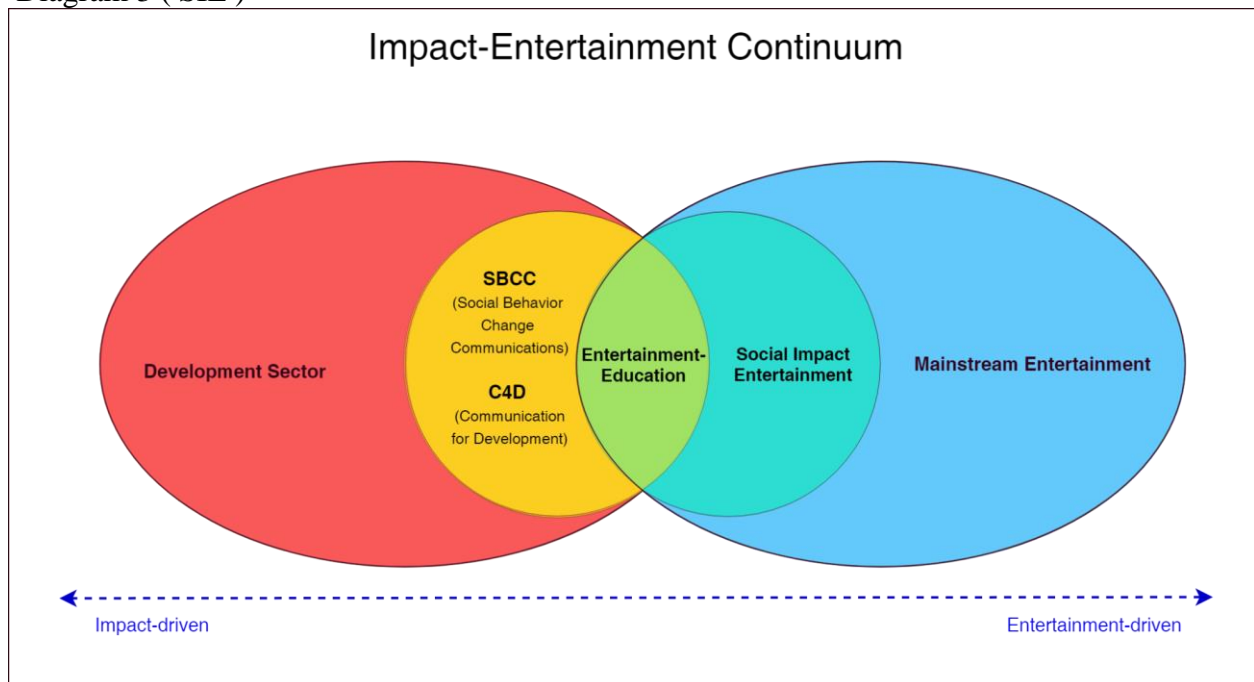
As it is presented in ( Entertainment- Education, 2012 ), the practitioner in this field are predominately producers and directors who want to add a "social surplus" to their entertainment, as contrasted to the field of Entertainment-Education which often starts out with a social change directive and then creates the entertainment around it.

A focus in the field is the study of actual effects ( impact measurement ), While the predominant interest is still to create entertaining, profitable content and work within the ecosystem of commercial film production and distribution. A common theme in the field of SIE is that mainstream film production companies employ so -called "Impact Producers" who specialize in impact-oriented distribution campaigns, screenings for legislators as well as impact measurement and evidence-building.

Social Impact Entertainment is taught at a few universities and has taken foot with a handful of institutes, most notably University of Southern California's Norman Lear Center and UCLA TFT's Skoll Center for Social Impact Entertainment.

SIE has a different approach to generating impact when compared to Social and Behavior Change Communication ( SBCC), namely putting story and characters first, and shaping the impact around an existing intellectual property-rather than creating it from scratch for the sole purpose of impact. ( see Diagram 3 )

Diagram 3 ( SIE )



SBCC is the systematic application of interactive, theory-based, and research-driven communication process and strategies to address tipping points of change at the individual, community, and social levels.

2.4 Word Attack: Word Attack is the application of sound-letter correspondence rules to decode unfamiliar words. It is the aggregate of skills which aid an individual to utilize any one technique or combination of techniques to recognize and master the meaning of new words as the need arises.

Word Attack strategies are ways that help learners to decode, pronounce and understand unfamiliar words. These strategies empower learners, much like giving them clues to solve a puzzle.

2.4.1 Word Attack Skills : Word Attack skills are the ability to convert graphic symbols into intelligible language. Reading skills come from the following as claimed by Evergreen Learning Center :

1. Seeing language as made up of units of sound and units of meaning
2. Seeing print as letters symbolizing sounds, words, and discourse units of language such as sentences, paragraphs, and quotations.

3. Seeing relationships of ideas and the ability to infer, evaluate, and conclude ( This is both a goal of reading and a skill )’

The order of recognition for a fluent reader may go back and forth from recognizing letters to recognizing words, phrases, or even larger segments. For new readers, whether recognition begins with the letter or the word depends on the way they learned to read. As fluency is gained, each reader develops his or her own strategies and interplay of skills. Proficiency in one skill aids proficiency in another.

Word Attack Skills can be :

1. Seeing the component parts of words.

2. Blending these parts into new words.

3. Recognizing syllable patterns.

4. Recognizing symbols for vowel sounds.

5. Recognizing symbols for tone and other suprasegmental features.

6. Recognizing capital letters ( upper case ) and knowing when to use them.

7. Recognizing punctuation and how it affects reading for meaning and expression.

8. Recognizing the use of space to mark word breaks and paragraphs.

9. Using the above skills simultaneously with comprehension and critical reading skills.

2.4.2 Word Attack Strategies : Word Solving Strategies- also called word attack strategies help students decode, pronounce, and understand unfamiliar words. They help students attack (decode) words by letters, syllables, or meaningful parts. They can be summarized as follows :

- a. Starting with the first letter, and saying each letter-sound out loud.

- b. Blending the sounds together and trying to say the word.

- c. Looking at the word to make a connection between its spelling and its sounds.

- d. Trying to substitute another sound. ( See Diagram 4 )

3 Text Attack Skills : There are eight text attack skills which are designed to practice to:

.understand syntax .when we read the text, we actually read long sentences and may find difficulty in understanding specific syntax which lead to lack in comprehension . Here we can use these skills :

1. Identifying the cohesive elements and finding out what each refers to.

2. Rewriting the sentence as two or more sentences by removing co-ordination conjunctions such as and, but, or.

3. Finding the nouns and removing any items following them refer to the same group

4. Looking for nominalization within the text

5. Recognizing the verbs and using the technique of asking through question words to find the subject and the object.

6. If any participle, infinitive or preposition clauses/phrases are not distinguished yet, the use of “who/what does what” technique is acceptable to find out where they fit in.

2.5 Word Decoding : Decoding is the ability to apply one’s knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives students the capacity to distinguish familiar words quickly and to figure out words they haven’t known before. Although students may sometimes figure out some of these relationships on their own, most of them benefit from explicit instruction in this field. Phonics is one approach to reading instruction that teaches students the principles of letter-sound relationships, how to sound out words, and exceptions to the principles.

Decoding is essential to reading. It allows students to figure out most words they've heard but have never seen in print. The ability to decode is the foundation upon which all other reading instruction—fluency, vocabulary, reading comprehension, etc.... are constructed. There are many decoding activities as :

- a. Using Air Writing as a part of learning process. Asking students to write the letters or words they are learning in the air with their fingers.
- b. Devising images to match letters and sounds
- c. Specifically practice decoding
- d. Attaching images to sight words
- e. Weaving in spelling practice.

2.6 **Lingua Attack** : Lingua Attack responds to the language learning problems of higher education institutions. In standalone mode, students make rapid progress on a gamified platform offering them exercises in short format corresponding to their levels and interests.

The Lingua Attack platform is designed for language instruction and practice in secondary education establishments, in higher education, and in language institutes.

Based on current, authentic content and totally complementary to in-class learning, the Lingua Attack Platform enables learners to practice and deepen their foreign language skills in the most motivating way possible.

Lingua Attack is an extension of English Attack, the online platform that has helped over a million users to improve their English with engaging lessons and games based on real-world material from thousands of video clips.

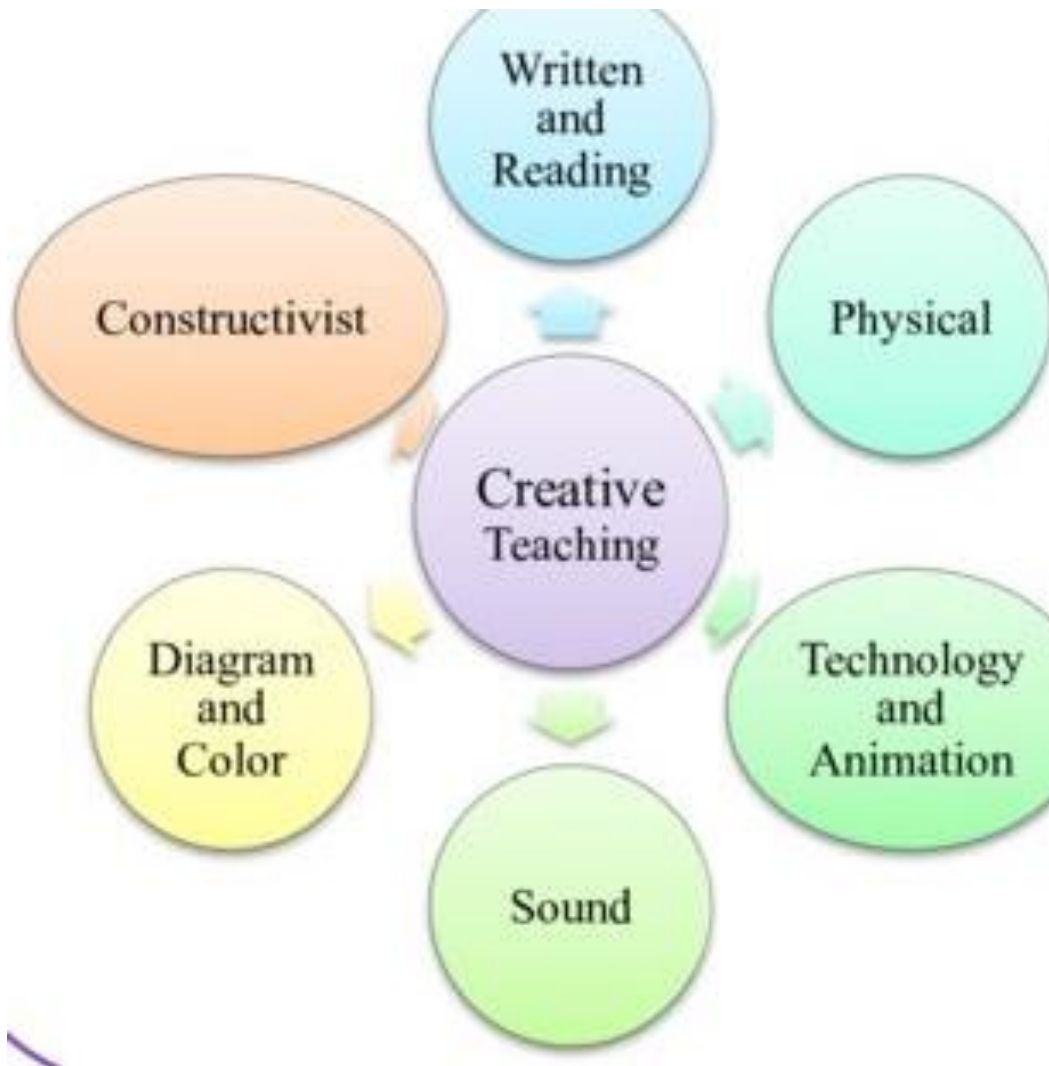
Lingua attack actually is a language-learning application designed both for autonomous learning or for learning under the supervision of a trainer.

This platform was designed having in mind the impaired people ( visual and hearing disabilities) to help them to learn new languages

2.7 **English Attack** : English Attack is a fun, motivating resource to get students using English outside the classroom. Students can watch music, videos and clips from films, documentaries and T.V Series whilst learning new vocabulary and practicing their listening skills.

After being introduced to some key vocabulary, students watch the clip and then answer some questions to check their understanding of the clip. There are a series of activities to practice the key vocabulary and students can watch the clip as many times as they like and also check out the transcript of the clip. ( See Diagram 4 )

Diagram 4 (English Attack Components)



#### 2.7.1 English Attack strategies :

Storing newly acquired languages in long-term memory can only be achieved by repeating the content learned enough at appropriate intervals, This is achieved by encouraging repetition of the learned items through series of learning games that are stimulated by video and photo content to the site. The following strategies are adopted :

1. Visual clues : The first thing we notice about a written text is any kind of accompanying image. For example, it might have a photograph, a chart, a graph , a map or even a table of figures. This will often act as a useful point of focus for students as it helps them predict what the text will be about.

2. Shape and Layout : text with an overt shape( typically formal texts such as letters and reports ) help students to recognize what kind of text is, which helps build their schema before reading. It also allows for exercises which draw students' attention to the conventions for layout or to how the writer organizes the content.

3. Overt title : A text with an overt title is like a text with a good photograph. You can use it with students to make predictions about the content of the text. In emails, a clear subject line is the equivalent to an overt title.

4. Overt openings : Some texts don't have overt titles but they do use opening sentences or phrases that indicate what kind of text it is and its purpose

5. General meaning : Before any further textual analysis, I see if the text lends itself to reading for gist so that I can set some general gist comprehension questions. This is particularly necessary if the text doesn't contain an overt title or overt opening.

6. The writer and reader : With some texts it is useful to ask students to identify the writer and reader. For example, in the case of a department report, students can say who wrote it and who received it.

7. Detailed information : Having analyzed the text for its general purpose and meaning, comprehension questions are prepared to help students search for and understand more detailed information within the text. This is especially true of long texts.

8. Fixed expressions : Having understood the content of the text, I can start to analyze language which students might be able to use in their own writing. Formulaic texts often make use of fixed expressions.

9. Lexical sets : Texts that are related to very specific areas of industry may not fit into a typical pattern or fixed expressions but they usually have their own specific lexis. As with lexical sets, certain texts might contain frequently-used grammar.

10. Grammar : As with lexical sets, certain texts might contain frequently-used grammar. For example, in the recommendations section of an educational document, you might see the ( it is + passive form structure commonly used; i.e. it is recognized, it is recommended, it is advised....) help students to discover this grammar in the text and identify its form, meaning and use.. (<https://oupeltglobalblog.com> )

2.7.2. English Attack Techniques : English Attack generates strong learner motivation via current ,authentic content ( clips from movies, T.V series, music, videos, T.V news); a videogame-like reward ecosystem; and participation in a worldwide social network of learners of English,. Fresh, tropical content is added daily.

2.7.2.1 Word Attack Skills : They are also known as decoding skills . They are used to make sense of printed words. Simply put, this means being able to recognize and analyze a printed word to connect it to the spoken word it represents. These skills are a must to transition children into successful readers.

2.7.2.2 Word-solving Strategies ; They help students decode, pronounce, and understand unfamiliar words. They help students attack ( decode ) words by letters, syllables, or meaningful parts

2.7.2.3 Multisyllabic Word Attack Strategies : They are used to make students recognize common affixes , vowel teams and common word roots in isolation.

2.7.2.4 English Attack strategy Examples :

1. What should I do when I don't know a word ?
  - a. Look at picture clues
  - b. Sound it out
  - c. Is it a word family -at ?

- d. Does it make sense ?
- e. Make a good guess or ask for help.
2. S-t-r-e-c-hit out
- Sound out the word s-l-o-w-l-y
3. Chunk it up : Look for chunks in the word that you may know.

Fantastic

4. Get your mouth ready to make your beginning sound .
- 5." Turtle read" through each sound.
- 6.. Blend your beginning sound into your vowel.

T a p/ta

7. Make your vowel sounds and decide where to chunk your word to read.

M a s / c o t

V c c v

8. Look for patterns that you know. Circle or underline them.

W i t c h

9. Attend to each sound in the word. All the way to the end.

L u c k

### 3. Procedures

This section presents the procedures adopted in implementing the experimental part of the paper. It focuses on the following points :

1. Description of the test
2. Population and sample selection;
3. The test instruments; and
4. Statistical means used for analyzing the data.

3.1 Description of the test : The test is divided into two activities ; Practice Games and Videocaps.

a. Practice Games : They are the heart of the English Attack learning approach, which recognizes that new vocabulary that you are exposed to needs to be seen at least 8 times in order to have a chance of being retained in long-term memory.

Learners with a valid booster pass can look over a grid of video boosters and photo vocabs they have already played; we choose one to review; selecting from a range of practice games with which to refresh their memorization of the vocabulary; and we try to beat their previous best score on that particular learning unit.

b. Videocaps : Each video is preceded by a snapshot of the vocabulary which will be encountered ( from six to eight items ) and a summary of the video. Learners can then view the video pausing, rewinding and replaying as often as they like-before starting the comprehension part of the exercise sequence.

At each stage of a video booster, the learner continues to have access to the video resources and benefits from immediate feedback or correct/ incorrect answers; and intermediate scores.

At the end of the video booster, Students receive a breakdown of their intermediate and total scores. The points that the students score allow them to move up the evolutionary leader of English.

### 3.2 Features of the Test:

3.2.1 Validity of the test : Validity is the degree to which it measures what is supposed to measure. It is dependent on the measurement measuring what it was designed, and not something else instead. ( Brains, 2011:105 )

Two kinds of validity are considered important: content validity and face validity . Consequently, both kinds have been adopted for the purpose of this paper

3.2.2.1 Content Validity : It refers to the extent to which a measure represents all facts of a given construct. For example, a depression scale may lack content validity if it only assesses the affective dimension. An element of subjectivity exists in relation to determining content validity, which requires a degree of agreement about what a particular personality trait such as extraversion represents. A disagreement about a personality trait will prevent the gain of a high content validity . ( Pennington, 2003 : 37 )

To ensure content validity, much attention has given to the content of chosen videogames, films and T.V shows and series used for the purpose of the paper aims

3.2.2.2 Construct Validity: It is the degree to which a test or other measures assesses the underlying theoretical construct it is supposed to measure.it purports to measure.It refers to a test's ability to measure and explore the difference between divergent and discriminant validity. ( Williams, 2003 : 3 )

### 3.3 Reliability of the test :

Reliability of the test refers to the consistency of a research study or measuring test.

There are two types of reliability-internal and external reliability.

Internal reliability assesses the consistency of results across items within a test. External reliability refers to the extent to which a measure varies from one use to another. ( Beck,et al,1996:71 )

To assess reliability, there are four methods: Split halves, Kuder-Richardson method ( to estimate internal consistency or homogeneity). Equivalent Forms method and the-Test reTest- method (for external reliability).

The method used in this research is theTest-reTest Method. According to this method, the test is reliable when the scores of the two administrations are correspondent, or there is a little difference.

The test has administered to a sample of 12 students twice within a two weeks interval. After applying Person Formula, the results indicated that the correlation coefficient of reliability was (0.777).

### 3.4 Test Administration :

The researcher has implemented a program designed for the English Attack approach on a sample of 25 students from the department of Plastic Arts/ the College of Fine Arts/University of Baghdad.They are selected randomly from the second stage.

The videos selected are from the following movies, T.V shows and video games :

X-Men I,Star Wars, Shrek I, Top Gear, The Insider.

1. X-Men is an American superhero film series based on the Marvel Comics superhero team of the same name. 20th Century Fox obtained the film rights to the team and other related characters in 1994 .X-Men is a 2000 American superhero film directed by David Hayter from a story by Singer and Tom DeSanto. The film depicts a world where an unknown

proportion of people are mutants, whose possession of superhuman powers makes them distrusted by normal humans. It focuses on mutants Wolverine and Rogue as they are brought into a conflict between two groups that have radically different approaches to bringing about the acceptance of mutant-kind: Charles Xavier's X-Men, and the Brotherhood of Mutants, led by Magneto.

2. Star Wars is a compilation of five of the best Star Wars video games: Star Wars Battlefront, Star Wars: Jedi Knight II: Jedi Outcast, Star Wars: Knights of the Old Republic and Star Wars: Republic Commando. Star Wars is a Japanese video game released in 1987 that is an adaptation of Star Wars: Episode IV A New Hope. A side-scrolling platform, the game was released for the Famicom console, and takes liberties with the movie's storyline

3. Shrek I is an American media franchise made by DreamWorks Animation, loosely based on William Steig's 1990 picture book of the same name. It includes four computer-animated films: Shrek (2001), Shrek 2 (2004), Shrek the Third (2007), and Shrek Forever After (2010) with a fifth film in development. A short 4-D film, Shrek 4-D, which originally was a theme park ride, was released in 2003. The plot is about a green ogre named Shrek discovered his swamp has been "swamped" with all sorts of fairytale creatures by the scheming Lord Farquaad, Shrek sets out with a very loud donkey by his side to "persuade" Farquaad to give Shrek his swamp back. Instead, a deal is made.

4. Top Gear is a British motoring magazine and factual television program, designed as a relaunched version of the original 1977 show of the same name by Jeremy Clarkson and Andy Wilman for the BBC, and premiered in October 2002. The program focuses on the examination and reviewing of motor vehicles, primarily cars, though this was expanded upon after the broadcast of its earlier series to incorporate films featuring motoring-based challenges, special races, timed laps of notable cars, and celebrity timed laps on a course specially designed for the relaunched program. The program drew acclaim for its visual and presentation style since its launch, which focused on being entertaining to viewers, as well as criticism over the controversial nature of its content. The program was aired on BBC Two until it was moved to BBC One for its twenty-ninth series in 2002.

5. The Insider is an American syndicated newsmagazine television program that was distributed by CBS Television Distribution. The program premiered in first-run syndication on September 13, 2004 and ended in September 2017, as a spin-off of Entertainment Tonight, which originated the concept as a segment that took viewers "behind closed doors" and gave them "inside" information on stories and topics of interest from throughout the entertainment industry.

### 3.5 Entertainment Learning Units :

a. Video Boosters : Learners can choose from hundreds of one to three minute clips from movies, T.V series, news channels and music videos, enhanced with exercises and resources. Helps build vocabulary, oral and written comprehension.

b. Photo Vocabs : Contextually associating words with pictures creates a much stronger link in learner memory, helping them to better retain the learned vocabulary.

c. Learning Games : With vocabulary, if learners use it, they do not lose it. By using acquired English Language Vocabulary terms in online games, learners achieve the drill-like repetition which will facilitate later recall, but in a fun context. (Richmond, 2017:40)

### 3.6 Lesson Plan :

A lesson plan designed by Muir and Tom Spain has been adopted. It supplies lesson plans based on short videos, especially clips from television series for teachers of advanced students. (C1&C2). ( Donaghy,2014 )

a. Description : Students will introduce themselves to the class using their own voice. This exercise will serve as a tool to practice pronunciation and vocabulary. Students will get to know one another through their presentation. This will take one 49 minute class period.

b. Objectives : Students will: 1. Introduce themselves to class in English. 2. Practice pronunciation in English. 3. Learn new vocabulary.

c. Materials: 1. A computer for each student. 2. Handout with necessary vocabulary using videocabs.

d. Activities : 1. Teacher tells students to use their own words to describe the selected material that they have seen. 2. The teacher shows the class the basic questions they must answer in their presentations. 3. Teacher goes over the vocabulary words that are selected by students. 4. Students create an audio-visual presentation concerning the videocabs they have dealt with. 5. Discussion concerning the selected materials are done in the class

### 4. Final administration of the Test :

Practice with games based on expressions from video booster exercises and vocabulary from photo vocab dictionaries, as well as irregular verbs. English Attack's comprehensive range of learning games lets you reach the level of repeat exposure required for long term memorization.

Assessment test is based on short videos and evaluates students' English language skills as per the levels defined by Common European Framework of Reference for Languages.

a. Attack the word : 1. Is there a small word hiding in a big word ? 2. Are there comparable words ? 3. Do you see a word you already know ? Shark, Shrek, Shake. 4. Is there a suffix ? cautious. ( Because of the complex nature of the English Language, students need to recognize a set of strategies to decode words. Attack the word is an approach that gives students these strategies. Students learn to identify small words hiding in big words, suffixes and prefixes, compound words and noticing word parts that they already know.

b. Visual Charts : 1. Look at the scene for clues. 2. Start to pronounce the odd word said by the character . 3. Skip over the underlined word to finish the sentence. 4. Look for parts that are equivalent to the mute words. 5. Think about the meaning of the given materials.

c. Analysis:

Based on fluency ability groupings in relation to standardized assessments of related skills ( e.g., phonemic awareness, word recognition, vocabulary, comprehension, and general ability ) . Each skill is given 20 marks, so the whole test is measured out of 100. The students are referred to as numbers. The students are distributed into four teams during data analysis.

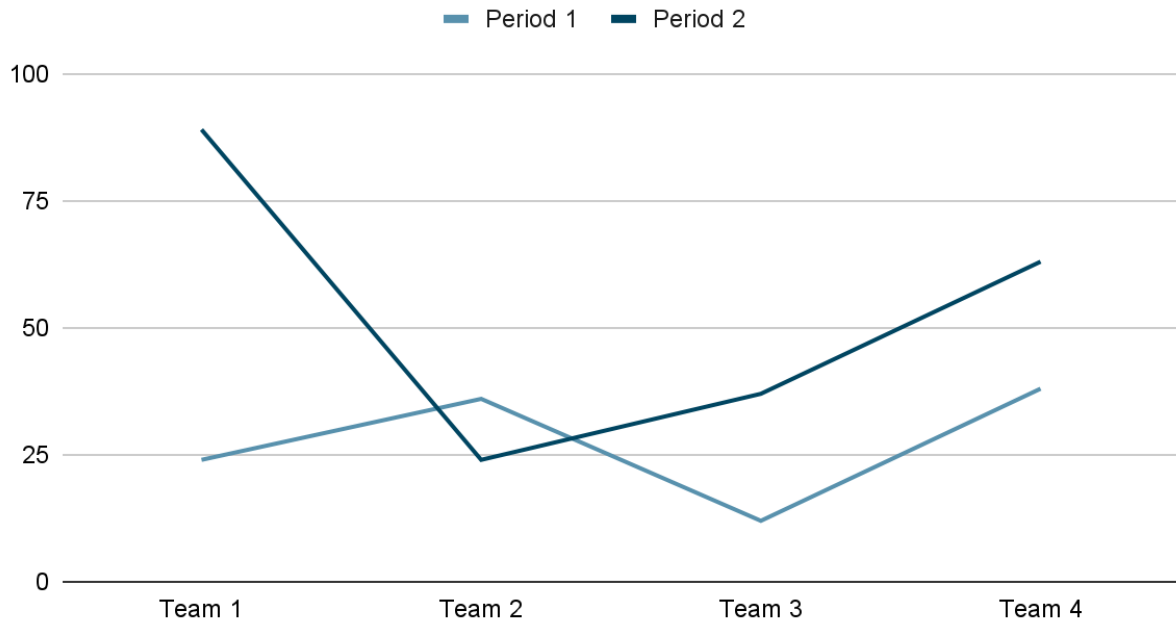
The results are shown in the following table :

No.	Phonemic Awareness	Word Recognition	Vocabulary	Comprehension	General Ability	Total
1	15	13	14	15	14	71



2	16	15	15	16	16	78
3	17	17	16	16	16	82
4	11	11	12	12	10	56
5	13	12	13	14	13	65
6	14	14	14	13	13	68
7	17	17	17	18	16	85
8	15	15	15	16	15	76
9	13	13	12	14	14	66
10	15	17	16	15	15	78
11	12	11	10	12	11	56
12	14	15	15	16	15	75
13	10	10	10	11	11	52
14	12	12	12	10	10	56
15	10	10	10	10	10	50
16	11	12	11	11	10	55
17	15	15	14	14	14	72
18	11	10	10	10	11	52
19	15	15	15	15	16	76
20	17	17	17	15	16	82
21	11	11	11	11	11	55
22	17	15	15	15	15	77
23	12	11	10	10	10	53
24	14	12	14	12	14	66
25	18	18	17	17	16	86

## Points scored



According to the results obtained above we notice the following :

1. Concerning phonemic awareness , the degrees are between 10 and 18. This means that the ability of students to speak and listen according to the techniques used is good.
2. Concerning word recognition, the degrees are between 10 and 18. This means that the students' ability to distinguish words syntactically and semantically is good.
3. Concerning vocabulary, the degrees range between 10 and 17. This refers to their ability to memorize and follow up the words they are listening to.
4. Concerning comprehension, the degrees are between 10 and 17. This points to the students' ability to read accurately and communicate with the given information.
5. Concerning general abilities, the degrees range between 10 and 16. This referred to individual intellectual abilities that differ from one person to another.

#### 4. Results, Conclusions and Recommendations :

4.1 Results : The main aim of this paper is to help students become fluent and leverage the power of online entertainment. The program applied to students focused on five important abilities : phonemic awareness, word recognition, vocabulary, comprehension, and general abilities . The test that the students have been exposed to shows that the achievements are so close, which means that students have equal responses concerning these abilities.

4.2 Conclusions: The conclusions reached in this paper can be summarized as follows:

1. Movies, video games, and television shows can provide students with much more than just great entertainment. English speaking versions can also be a hugely valuable way to develop language skills in an enjoyable way.
2. This approach uses short session online entertainment to encourage frequent digital immersion in real everyday English with fresh content.

3. Learning from movies is motivating and enjoyable. Movies provide authentic and varied language. They also give a visual context. The visuality of a movie makes it an valuable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context.

4. Incorporating entertainment media into the learning process is one way of improving the quality of learning for student's benefit. There has been a long-standing relationship between education and entertainment.

4.3 Recommendations : The following points are recommended for tackling entertainment as a learning/ teaching method :

1. The use of learning games that provide repeated exposure to the new vocabulary. Learners can practice with games that are generated dynamically each time a new content unit is played.

2. Focusing on subtitles are a great idea that students can check the meaning of a word or can pause the movie and repeat a sentence selected from the screen that they would like to learn

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