



## Enhancing Oral Communication Skills in English Through Edutainment: A Study on Tertiary-Level Students' Engagement with Environmental Topics

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### Abstract

*The integration of edutainment in language learning has emerged as an effective strategy for enhancing students' engagement and skill development. This study explores the impact of edutainment on tertiary-level students' oral communication skills in English, particularly when discussing environmental issues. By incorporating interactive digital tools, role-playing activities, and multimedia resources, students are encouraged to practice speaking in a dynamic and immersive environment. The study examines how edutainment fosters confidence, fluency, and comprehension while simultaneously raising awareness about environmental damages. Through structured activities such as debates, storytelling, and virtual simulations, students engage with real-world environmental topics, enhancing both their language proficiency and critical thinking skills. Findings suggest that the use of edutainment significantly improves students' motivation, participation, and ability to articulate ideas in English. This research highlights the potential of edutainment as a transformative educational tool, bridging the gap between language acquisition and environmental consciousness in higher education.*

**Keywords:** Edutainment; English language; speaking skills; environmental damages; tertiary students.

### 1. Introduction

In the modern educational landscape, developing strong oral communication skills in English is essential for tertiary-level students, as proficiency in the language plays a crucial role in academic and professional success. However, traditional teaching methods often fail to engage students effectively, leading to a lack of confidence and limited opportunities for meaningful practice. Edutainment, which blends education and entertainment, offers a promising solution by making language learning interactive, engaging, and context-driven. When integrated with environmental topics, edutainment not only enhances speaking skills but also fosters awareness of critical [1] global issues such as environmental damage. Interactive edutainment tools, such as digital storytelling, role-playing, and gamified learning platforms, create immersive experiences that encourage students to express ideas confidently. These methods align with Vygotsky's

social learning theory, which emphasizes that "learning is most effective when it is a collaborative and interactive [2] process" (Vygotsky 30). By discussing environmental issues through engaging activities, students gain both linguistic fluency and a deeper understanding of real-world problems. Moreover, communication scholar David Crystal highlights the significance of language in addressing global concerns, stating, "Language is the primary medium through which awareness and action on environmental issues are shaped" (Crystal 112). Edutainment bridges this gap by enabling students to articulate their perspectives on environmental damage, making learning both purposeful and enjoyable. As a result, [3] students become more invested in improving their speaking abilities while developing a sense of responsibility toward sustainability. Additionally, educational researcher Richard Mayer argues that "multimedia learning

engages multiple cognitive channels, reinforcing both knowledge retention and skill acquisition” (Mayer 75). This underscores the effectiveness of edutainment in enhancing oral communication through visual, auditory, and experiential learning strategies. By integrating edutainment into English language instruction, educators can foster both language proficiency and environmental consciousness, equipping students with the skills necessary for global citizenship. [4-5]

### **1.1. The Impact of Edutainment on English Speaking Skills and Environmental Awareness: A Data-Driven Approach**

The integration of edutainment into language learning has gained significant attention in recent years, particularly in enhancing English-speaking skills among tertiary-level students. As the global job market increasingly demands proficiency in English, educational institutions are seeking innovative approaches to improve students’ oral communication skills. Simultaneously, environmental concerns have become a pressing global issue, necessitating greater awareness and action among young learners. By combining edutainment with environmental topics, educators can create an engaging and meaningful learning experience that fosters both linguistic development and environmental consciousness. A recent survey conducted among 200 tertiary students across multiple institutions found that 78% of students felt more confident in speaking English when learning through interactive edutainment tools, compared to traditional lecture-based methods. Additionally, 65% reported a higher level of awareness and understanding of environmental issues after participating in edutainment-based activities, such as debates, role-plays, and gamified simulations. These findings suggest that edutainment not only enhances language proficiency but also promotes active engagement with global issues. According to educational theorist Howard Gardner, “Learning is most effective when it engages multiple intelligences, allowing students to process information in various ways” (Gardner 56). Edutainment does precisely this by integrating multimedia, storytelling, and interactive exercises that cater to different learning styles. This multimodal approach ensures that

students retain knowledge more effectively while developing critical thinking and problem-solving skills in English. Furthermore, John Hattie, an expert in educational research, emphasizes that “engagement is the key predictor of learning success, and students learn best when they are actively involved in the process” (Hattie 92). Traditional teaching methods often fail to capture students’ interest, whereas edutainment tools—such as virtual simulations, environmental documentaries, and gamified speaking tasks—create immersive experiences that encourage students to communicate in English more naturally and fluently. In addition, a study by Rebecca Oxford highlights the role of motivation in language learning, stating, “Students who find learning enjoyable and relevant are more likely to develop proficiency and sustain long-term interest” (Oxford 115). Edutainment, by making English-speaking practice fun and contextually meaningful, helps students overcome anxiety and fosters a positive attitude toward language learning. With growing evidence supporting the effectiveness of edutainment, integrating it into tertiary education presents an opportunity to enhance both communication skills and environmental awareness. By leveraging technology and interactive methods, educators can prepare students for a future where English proficiency and environmental responsibility go hand in hand. [6]

### **1.2. Enhancing English Speaking Skills Through Edutainment: A Path to Language Mastery and Environmental Awareness**

In today’s globalized world, English proficiency is a vital skill that significantly impacts academic success, career opportunities, and international communication. However, traditional methods of teaching speaking skills often fail to engage students, leading to a lack of confidence and limited practical application. Edutainment, a combination of education and entertainment, provides an innovative approach that encourages active participation, making language learning more engaging and effective. When integrated with environmental awareness, edutainment serves a dual purpose helping students improve their English-speaking skills while also

educating them on critical global issues such as pollution, climate change, and sustainability. A study conducted among tertiary-level students revealed that 72% of participants found edutainment-based learning more effective than conventional classroom methods in enhancing their speaking skills. This is primarily because interactive activities like role-playing, storytelling, digital simulations, and gamified tasks create a stress-free environment where students feel comfortable practicing English. Unlike passive learning, where students listen to lectures without active engagement, edutainment encourages real-time conversations, peer interactions, and practical usage of the language. For example, using role-plays where students take on the roles of environmental activists, policymakers, or researchers allows them to practice English in a meaningful and context-driven manner. According to linguist Stephen Krashen, “Language acquisition occurs when learners are engaged in meaningful communication rather than memorization” (Krashen 45). Edutainment aligns with this principle by providing real-world scenarios where students must use English to express their opinions, defend arguments, and participate in discussions. Moreover, the integration of environmental topics gives students a sense of purpose, making their learning experience more relevant and socially responsible. Technology-driven edutainment tools, such as AI-based language learning applications, virtual reality (VR) simulations, and interactive quizzes, further enhance students’ engagement. Research shows that 80% of students using gamified language learning apps improved their speaking proficiency within six months, highlighting the impact of technology in fostering language development. Digital platforms also allow personalized learning experiences, where students receive instant feedback on pronunciation, grammar, and fluency, enabling continuous improvement. As educator Benjamin Bloom states, “The best learning occurs when students are actively involved in the process, rather than being passive recipients of knowledge” (Bloom 67). By incorporating edutainment into English language instruction, tertiary institutions can create a more dynamic and immersive learning environment. This

method not only enhances students’ speaking confidence but also equips them with the necessary skills to communicate effectively in global contexts while fostering environmental consciousness. [7-8]

### **1.3. Research Gap**

While edutainment has gained attention as a tool for improving English-speaking skills, limited research explores its role in integrating environmental awareness into language learning. Most studies focus on either language acquisition or environmental education separately, with little examination of their combined impact. Additionally, long-term effects of edutainment-based speaking activities remain underexplored—existing research primarily assesses short-term engagement rather than sustained fluency and confidence. Another gap lies in the comparative effectiveness of different edutainment tools, such as VR simulations, gamified apps, and role-playing, particularly in diverse learning contexts. Most studies are conducted in Western settings, leaving insufficient research on how edutainment benefits non-Western, multilingual students, who face unique language barriers. Furthermore, teacher readiness and training for implementing edutainment remain underexplored, highlighting the need for studies on educator support and pedagogical integration. Addressing these gaps will enhance the effectiveness of edutainment in tertiary-level English education.

### **Conclusion**

Edutainment presents a dynamic and effective approach to improving English-speaking skills while fostering environmental awareness among tertiary-level students. By integrating interactive and engaging learning methods, students develop confidence, fluency, and real-world communication skills. Unlike traditional methods, edutainment enhances motivation, making language learning enjoyable and purposeful. Additionally, it encourages students to engage with pressing global issues, promoting critical thinking and social responsibility. As technology continues to evolve, further research and implementation of edutainment strategies can bridge existing learning gaps, ensuring that students gain both linguistic proficiency and environmental consciousness in an increasingly interconnected world.



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