A Study of Infotainment Based English Language Teaching in Kolkata

Dr. Babina Bohra

Research Supervisor, Department of English,
Sri Satya Sai Univeristy of Technology and Medical Sciences, Sehore, M.P., India.

Pranati Roy

Research Scholar, Department of English,
Sri Satya Sai Univeristy of Technology and Medical Sciences, Sehore, M.P., India.

ABSTRACT

The current study focuses on effectiveness of infotainment-based English Language Teaching (ELT) in improving the English language proficiency, motivation and classroom engagement of the learners in the context of Kolkata. Infotainment which blends informational content with entertaining aspects has emerged as a learner-centred pedagogical approach but the application and empirical validation of infotainment in Indian ELT classrooms has been limited. To fill this gap, the current study uses mixed-method quasi-experimental research design in which 120 students are divided into two groups as experimental and control in addition to 15 English language teachers. The experimental group was taught using infotainment-based instructional strategies, whereas the control group was taught using traditional ELT instruction for an eight-week period of time. Quantitative data was collected via pre tests, post tests and motivation questionnaires and qualitative data was collected via classroom observations and semi-structured interviews with the teachers.

The results show that the learners taught using the infotainment-based ELT had significantly greater improvement in overall English language proficiency in comparison with the traditional method of teaching. Moreover, the experimental group demonstrated significant improvement in learner motivation, confidence and classroom engagement. Qualitative evidence also corroborates with these findings and shows an increase in interaction, less anxiety and a more dynamic learning environment in infotainment-based classrooms. The conclusions of this study are that infotainment-based ELT is a sound and pedagogically effective approach to both cognitive and affective dimensions associated with language learning. The findings provide context-specific empirical evidence from a multilingual urban Indian context and provide a replicable model of instruction for the current English language classrooms.

Keywords: Infotainment-based ELT, English Language Teaching, Learner Motivation, Language Proficiency, Classroom Engagement, Multimedia Learning, Kolkata.

1. INTRODUCTION

1.1 Background of the Study

In today's globalized world, English language proficiency has become a vital skill for academic success, employment and social mobility. Traditional English Language Teaching (ELT) methods, mostly teacher-centred and with a significant focus on grammar-translation and rote learning, often find it difficult to engage learners in a meaningful way and do not translate into real-life language use (Chattaraj, 2015).

The speed in which technology and multimedia have been developed have created new possibilities for pedagogical innovation. Educators incorporate more and more infotainment - a pedagogical approach that combines information and entertainment - into language classrooms to help motivate learners and enhance learning experiences. Infotainment: employed in the learning process to inform learners using entertaining media such as videos, music, lectures, podcasts, interactive media, etc. Infotainment encourages learners to actively engage in cognitive processing and motivates them to use English outside the classroom or traditional setting.

1.2 Infotainment in English Language Teaching

Infotainment as a concept is inspired by both edutainment and multimedia learning theories in which educational content is combined with entertaining delivery formats to promote language acquisition. By incorporating multimedia materials like films, songs, authentic speeches, and interactive activities, infotainment can lead to a greater motivation for learners - the emotional and cognitive involvement that is necessary for improved language acquisition (Fatima and Khan, 2022).

Studies have demonstrated that infotainment-based approaches can have a positive effect on vocabulary acquisition, listening comprehension, speaking confidence, and reading in adults and young learners. These approaches make use of real-world language input which provides contextualized practice and fosters learner autonomy (Fatima & Khan, 2022).

1.3 Relevance to Kolkata

Kolkata, a culturally rich metropolitan city located in eastern India has a diverse array of educational institutions in which the language of English is used both as a medium of instruction and as a critical second language. While there are several studies looking at broadly the ELT practices being used in the Indian context, both in regards to communicative and technological enhanced strategies, focused research in the infotainment-based methodologies is limited in regards to the ELT scenario in Kolkata. An analysis of ways of infotainment in this urban educational context helps to understand how media-integrated instruction can enhance learner engagement and language outcomes in an educational context where linguistic diversity and diverse levels of proficiency are typical of the learner population.

1.4 Purpose of the Study

This study is aimed at investigating the effect of infotainment-based English language teaching methods on the learner's engagement, motivation, and language skill development in English language classrooms at Kolkata. It examines the effects of incorporating entertainment elements and instructional content in order to influence attitudes of the learners to English language and achieve communicative competence in

authentic language use situations. Ultimately, the study aims at making a contribution to innovative pedagogical practice in ELT through a synergy between traditional teaching methods and multimedia and infotainment methods that are pertinent to contemporary learners.

1.5 Motivation of the Study

English language classrooms in India, especially in metropolitan cities such as Kolkata, tend to have issues that are related to learner engagement, motivation and practical use of language. Despite the fact that English is a compulsory subject and a medium of instruction in many institutions, there is often a lot of anxiety, low confidence and disinterest among the students due to the conventional teaching practices such as examination-oriented learning as opposed to communicative competence (Chattaraj, 2015).

The increased availability of digital media, audio-visual tools and popular culture content has exerted a significant impact on the cognitive and affective spheres of the learners. Infotainment-based pedagogy, which combines entertainment features and instructional material, has proven to be able to increase motivation, contextual understanding and retention of the languages (Mayer, 2009). However, in spite of its rich ecosystem in terms of education and culture, very little empirical research has been done to study the role of infotainment in English Language Teaching in this regional context.

This gap of research is the main source of motivation for the present study which aims to investigate how infotainment-based ELT practices can be used to overcome the problem of learner disengagement and enhance language learning outcomes in Kolkata.

1.6 Problem Statement

Traditional methods of English language teaching in many educational institutions in Kolkata have continued to be rich in textbook based teaching, rote memorization and teacher dominated classroom discourse. Such approaches frequently fail to make the learners active or give them meaningful exposure to the actual use of language (Kumaravadivelu, 2006).

Although infotainment-based resources, including films, songs, digital storytelling, and interactive media, have been developed and are becoming more widely available, there is still no systematic integration of these in ELT classrooms and they have been under-researched. There is a lack of empirical evidence on whether infotainment-based instruction is significantly different in terms of learner motivation, participation and English language proficiency in Kolkata context.

Therefore, the problem considered for this study is the lack of structured research to access the effectiveness of infotainment based English language teaching practices on engagement and language skills of the students in Kolkata.

1.7 Objectives of the Study

The objectives of the present study are as follows:

- ✓ To examine the current practices of infotainment-based English language teaching in selected institutions in Kolkata.
- ✓ To investigate the impact of infotainment-based instruction on students' motivation and interest in learning English.

- ✓ To analyse the effectiveness of infotainment-based ELT in enhancing learners' language skills (listening, speaking, reading, and vocabulary).
- ✓ To compare learner engagement levels between traditional ELT methods and infotainment-based teaching approaches.
- ✓ To identify teachers' perceptions and challenges regarding the use of infotainment in English language classrooms.

1.8 Hypotheses

Based on the objectives and existing literature, the following hypotheses are formulated:

- **H_{01} (Null Hypothesis):** There is no significant difference in learner motivation between students taught through traditional ELT methods and those taught using infotainment-based approaches.
- **H_{11} (Alternative Hypothesis):** Students exposed to infotainment-based English language teaching demonstrate significantly higher motivation than those taught through traditional methods.
- **H_{02} (Null Hypothesis):** Infotainment-based English language teaching has no significant impact on students' English language proficiency.
- **H_{12} (Alternative Hypothesis):** Infotainment-based English language teaching significantly improves students' English language proficiency.

2. REVIEW OF LITERATURE

2.1 Infotainment and Edutainment as Pedagogical Concepts in ELT

The concept of infotainment in the field of education has attracted academic interest in recent years especially in the context of digital education and distance learning. Bugreeva (2023) considers infotainment and edutainment as instructive techniques in English language teaching for university students and adults. She explains that infotainment combines educational contents with entertaining delivery formats such as videos, interactive media and storytelling, thus keeping learners attention while maintaining academic rigour. Bugreeva claims that infotainment based teaching is in tune with the cognitive preferences of current learners, as it alleviates monotony and facilitates long term retention of language input due to emotional involvement.

Similarly, Karimova (2024) addresses infotainment implicitly with her discussion on multimedia technologies used in English language teaching. She states that entertainment-oriented instructional materials are the kind of materials that, if pedagogically structured, can serve as effective tools for language acquisition rather than distractions. Karimova emphasizes the point that infotainment should not replace the instructional objectives but they should be the medium by which linguistic competence and communicative ability are developed.

2.2 Multimedia Integration and English Language Teaching

The incorporation of multimedia technologies is at the core of modern ELT practices, particularly following the worldwide shift to digital education post-2020. Haryanto, Prabowo and Khoiriah

2025a. A semantic literature review of multimedia use for teaching English at the university level. Their study synthesizes recent research and highlights ways in which multimedia resources, such as instructional videos, animations, podcasts and interactive digital platforms, are creating immersive learning environments. They say that multimedia-supported teaching makes it easier to make authentic exposure to language and contextualized learning possible, which are key elements of infotainment-based pedagogy in ELT.

In a similar vein, Perez-Jorge et al. (2025) discuss technologies being used in English as a Second Language (ESL) education and emphasize the increasing importance of technologies that can integrate informational depth with exciting presentation. The authors have argued that the technology-mediated instruction improves the learner's autonomy and participation especially when the learners interact with multimedia content that resembles the actual communication in life. Their analysis places infotainment in a wider context of learner-centred and technology enhanced pedagogy.

2.3 Digital and Multimedia Materials for Language Skill Development

Research published in English Language Teaching journal (2025) examines pedagogical effects of multimedia materials on language skills of the learners. The study is concerned with the use of authentic video contents in EFL classrooms and illustrated how authentic videos aid in vocabulary acquisition, listening comprehension, and speaking confidence. The authors explain that exposure to real-life language through infotainment-oriented language allows learners to comprehend the pragmatic use of language, pronunciation patterns, and cultural overtones than through traditional textbook-oriented language instruction.

Additionally, a paper that looks at the role of clustered digital materials in improving the situation of EFL learners is published in Frontiers in Education in 2024. The authors describe how carefully designed multimedia modules that combine instructional information with visually enjoying and interactive components promote active participation by the learner. They suggest that infotainment-based digital resources offer meaningful communicative contexts, which are especially useful for the development of speaking and listening skills in the classroom setting.

2.4 Learner Engagement and Motivation through Technology-Enhanced ELT

Learner motivation and engagement are themes that recur throughout the current ELT research. Pérez-Jorge et al. say that digital and infotainment-oriented resources affect learners' emotional and cognitive engagement on the learning process considerably. They highlight the role technology-enhanced instruction plays in stimulating sustained attention and alleviating language anxiety, as it presents the content in familiar and enjoyable forms. The authors go on to point out that such approaches are particularly effective in classrooms that are multilingual and diverse, in which traditional methods may not address different learning preferences.

Bugreeva (2023) also highlights the motivational aspect of infotainment, which says that entertainment elements like story, humor, and multi-media illustrations have a positive learning atmosphere. According to her, motivated learners are more willing to involve in communicative

tasks, are willing to experiment in using the language and are willing to engage in collaborative learning activities, which are essential for effective learning of English language.

2.5 Research Gap and Relevance to the Present Study

Although the international research on 2020-25 is pretty robust to believe in the pedagogical value of infotainment and multimedia-based ELT, there is still a noticeable gap in region-specific research towards the Indian metropolitanity like Kolkata. Most of the available studies are undertaken in Western, East Asian or generalized settings of EFL contexts with less regard to socio-cultural and institutional realities in Indian classrooms. The present study fills this gap by analysing infotainment based English language teaching practices in Kolkata, thus contributing to the body of local empirical knowledge in the flourishing global discourse on innovative ELT methodologies.

3.RESEARCH METHDODOLOGY

3.1 Research Design

The present study is based on a mixed method quasi-experimental research design which intends to study the effectiveness of infotainment based English Language Teaching in the context of Kolkata. The mixed-method approach enables the combination of the quantitative measures of learner motivation and language proficiency with the qualitative insights from classroom observation and teacher interviews. The quasi-experimental approach has made it possible to make a comparative analysis between those learners exposed to infotainment-based instruction and those who were instructed using conventional methods in real classroom environments.

3.2 Research Approach

The study uses a comparative approach of instruction with two intact groups, which are observed for a fixed instructional time. One group acts as the experimental and receives English language instruction based on infotainment and the other group acts as the control group and is taught using traditional ELT practices. This approach ensures that the influence of infotainment on learner motivation and engagement and language development can be examined systematically with respect to the aforementioned study objectives.

3.3 Population and Sample

The population of the study comprises of higher secondary and undergraduate students who study English language as second language in selected educational institutions in Kolkata. From this population, a sample of one hundred and twenty students is selected using the purposive sampling to ensure that diversity in the linguistic background, academic exposure and proficiency levels. Sixty students are randomly assigned to the experimental group and sixty students to the control group. Additionally, fifteen English language teachers from the participating institutions are included to give qualitative insights through interviews and class observation. The intervention is done over the course of eight weeks.
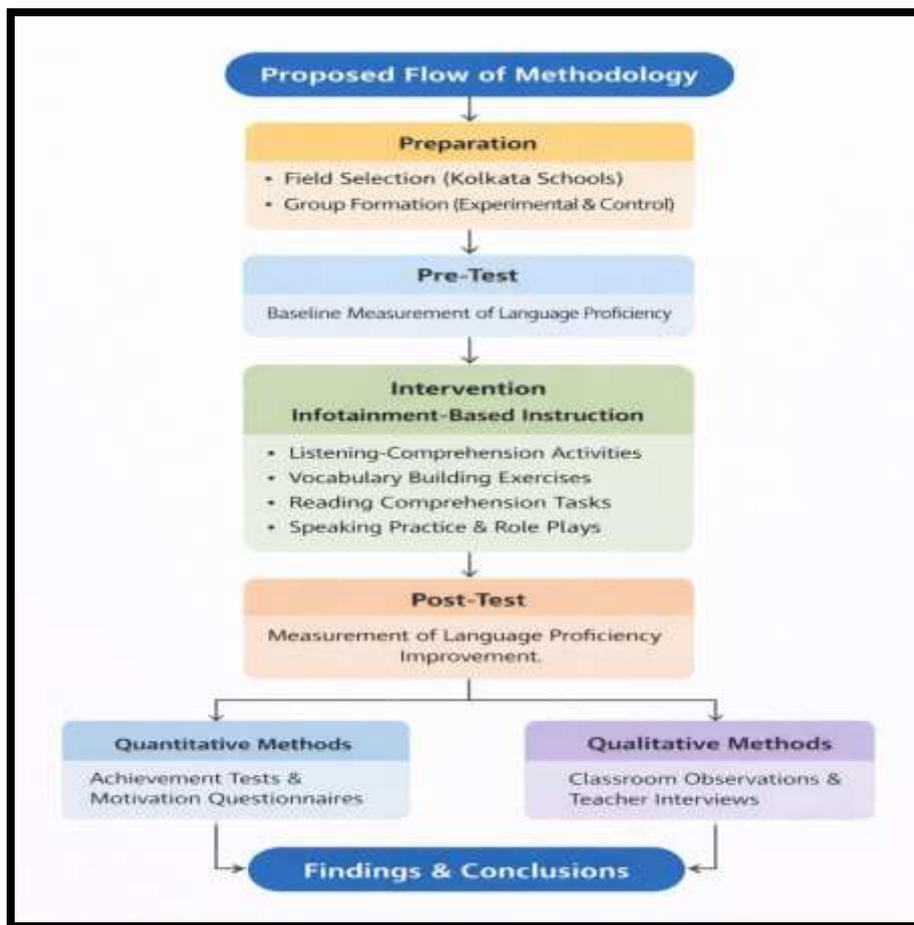
Fig 1. Proposed Flow of Methodology

Figure 1 presents the methodological framework used for the current study that shows the step-by-step flow of the research from research objectives to research design, sample selection, pre-intervention assessment, instructional intervention for the experimental and control groups, post-intervention evaluation, qualitative data collection, and final data analysis and analysis.

3.4 Research Tools and Instruments

Data for the study are collected through a number of research instruments in an effort to ensure validity and reliability. Learner motivation is measured through the use of a structured motivation questionnaire, modified from the Attitude and Motivation Test Battery developed by Gardner. English language proficiency is determined by an achievement test that is built to test listening comprehension, vocabulary, reading skills and the ability to speak. Classroom observation schedules are used to document levels of engagement and interaction of learners during instructional sessions. Semi-structured interview schedules are used to capture the perspective of teachers towards the feasibility, effectiveness and challenges of implementing infotainment based ELT.

3.5 Pre-Intervention Phase

The study starts with a pre-intervention phase with the purpose of setting the baseline data related to

the learners' language proficiency and motivation. During this phase, permission from the relevant institution is sought and informed consent is solicited from all the participants. Both the experimental and control groups are given a pre-test to determine their initial level of proficiency in the English language. The motivation questionnaire is also used to know the existing attitude of the learners when it comes to English language learning. Classroom observations are being done to document current teaching practices and learner engagement before their intervention.

3.6 Implementation of the Study

Examining Existing ELT Practices (O1)

The first phase implementation is meant to address the objective of examining the existing practices of English language teaching and the extent of infotainment use in classrooms in Kolkata. During this phase, preliminary classroom observations are undertaken in the selected institutions to document how they teach, their teaching material and patterns of learner engagement. Informal interactions and discussions with English language teachers are also conducted to find out how familiar they are with infotainment-based pedagogy. This initial stage of diagnosis helps in providing contextual grounding to the study and in identifying the gaps that may exist between the conventional instructional practices and the innovative teaching methodologies.

Assessing Learner Motivation (O2)

To meet the objective of finding out the impact of infotainment-based instruction on learner motivation, a structured motivation questionnaire adapted from Gardner's Attitude and Motivation Test Battery is administered to both the experimental and control groups before the instructional intervention. This establishes motivational levels of baseline. During the intervention period, infotainment-based materials are systematically incorporated into the instruction of the experimental group in order to arouse interest and emotional response. At the conclusion of intervention, the same questionnaire for motivation is re-administered in both groups. The comparison of pre- and post-intervention motivation scores helps the study to find out whether infotainment-based ELT does result in a measurable change in learner motivation.

Enhancing English Language Skills (O3)

The objective of analysing the effectiveness of infotainment-based ELT in improving the English language skills of learners is taken up in a carefully structured instructional intervention. Pre-tests based on listening, vocabulary, reading comprehension and speaking skills are carried out with both groups to identify initial proficiency levels. The experimental group is taught using infotainment-based lesson plans that incorporate multimedia information such as videos, podcasts, songs, and digital stories in communicative language activities. These materials give authentic language input and contextualized opportunities for practice. The control group, on the other hand, uses traditional textbook-based instruction. After intervention, post-tests are conducted to measure the skill development so it can be comparatively measured how the language learning is achieved.

Comparing Traditional and Infotainment-Based ELT (O4)

The comparative objective of the study is operationalized by the maintenance of parallel instructional conditions for both groups of subjects except for the teaching approach. The experimental group is exposed only to infotainment-based instruction, whereas the control group follows the traditional ELT methods. Classroom observations are conducted over the course of the intervention to observe learner engagement, participation and interaction of both groups. This parallel implementation helps ensure that differences that are found in motivation and language proficiency can be attributed to the instructional method and not extraneous variables.

Analysing Teachers' Perceptions (O5)

The last stage of implementation relates to the goal of understanding the perception of teachers about infotainment based English language teaching. Semi-structured interviews with English language teachers who used or observed infotainment based instruction during the study. These interviews examine teachers attitudes towards learner response, pedagogical effectiveness, practical challenges and institutional support for infotainment based practices. The qualitative data obtained from these interviews give interpretive depth to this research, and complement the quantitative findings of the research.

3.7 Post-Intervention Phase

At the end of the instructional period, the post-intervention phase is started for evaluation of the effect of the teaching methods. Both groups receive the post-test with the same achievement test that was used during the pre-intervention phase. The motivation questionnaire is re-administered to check the change in the attitude and interest of the learners towards learning English. The data gathered during this phase form the basis of comparison of the effectiveness of the infotainment-based instruction to traditional ELT practices.

3.8 Qualitative Data Collection

The qualitative data are gathered by semi-structured interviews of English language teachers who participated or observed the infotainment-based instruction. These interviews centre around the experiences of the teachers, perceptions of learner engagement, teaching problems, and feasibility of application of infotainment in English classrooms in Kolkata. The qualitative data add a layer of meaning to the quantitative results and give the research a sense of context.

3.9 Data Analysis Procedure

Quantitative data collected from the pre-tests, post-tests, and questionnaires regarding motivation are analysed by descriptive and inferential statistical techniques in order to find out significant difference between experimental and control groups. Qualitative data collected from interviews and classroom observations are analysed thematically to find recurrent patterns and insights in relation to infotainment-based ELT.

3.10 Ethical Considerations

Standards of ethics are strictly maintained throughout the study. Participation is voluntary, informed consent is sought and confidentiality of participants' identities and responses is assured. The research follows institutional and academic guidelines for ethics.

4. RESULTS AND DISCUSSION

This chapter contains a complete analysis and discussion of the data obtained for the evaluation of the effectiveness of infotainment-based English Language Teaching in Kolkata. The findings are discussed under three major dimensions which go along with the goals of the study: English language proficiency, learner motivation, and classroom engagement. Quantitative results obtained through achievement tests and questions regarding motivation are interpreted in conjunction with qualitative results obtained through classroom observations and interviews with the teachers. As the discussion ties the research findings to literature, it establishes the academic and pedagogical importance of the research.

4.1 Baseline Comparison of English Language Proficiency

Before the implementation of the instructional intervention, pre-test was administered for both the experimental and control groups to determine their initial proficiency in English language. Establishing baseline equivalence was a very important methodological requirement to ensure that any subsequent improvement could be attributed to the teaching approach, not some prior difference in ability.

The results of the pre-test have shown that the average scores obtained by the experimental group (42.15) and the control group (41.72) were almost the same, and both groups had similar standard deviations. This similarity suggests that both groups had the same level of proficiency at the start of the study.

Table 1: Pre-Test Scores of Experimental and Control Groups

Group	Number of Students	Mean Score	Standard Deviation
Experimental Group	60	42.15	6.38
Control Group	60	41.72	6.51

The small difference between the average scores and the small range of standard deviations confirm the homogeneity of the two groups. This result adds to the internal validity of the study and lends support to the appropriateness of the quasi-experimental design. Similar baseline equivalence has been stressed in past ELT experimental studies to ensure reliable comparative results.

4.2 Impact of Infotainment-Based ELT on English Language Proficiency

Following the eight week long instruction intervention, a post test was conducted to measure the change in English language proficiency of the learners. The results of the post-test show that there is a significant improvement in both groups; however, the improvement is not equal for both groups.

The experimental group achieved a mean score of 63.48 whereas the control group had a mean score of 52.26. The higher mean score and lower standard deviation of the experimental group suggest not only higher improvement but also greater consistency of performance among the infotainment-based instruction exposed learners.

Table 2: Post-Test Scores of Experimental and Control Groups

Group	Number of Students	Mean Score	Standard Deviation
Experimental Group	60	63.48	5.94
Control Group	60	52.26	6.12

The significant difference in post-test mean scores indicates that infotainment-based ELT has been very effective in improving the English language proficiency of the learners. The improvement the experimental group displayed represents an improvement in several different language skills such as listening comprehension, vocabulary building, reading ability, and the confidence to speak. In contrast, the improvement in the control group, although present, was comparatively limited, and thus, it seems that the traditional ELT methods were not so effective in promoting comprehensive language development. These findings are consistent with the findings of recent studies that highlight the importance of multimedia-rich instruction in enabling authentic exposure to language and integration of language skills.

4.3 Comparison of Learning Gains Between Groups

In order to understand the extent of progress made by learners, comparing pre-test and post-test scores within and between the two groups was done. The experimental group showed a significantly greater learning gain than the control group, thus showing the effectiveness of infotainment-based instruction.
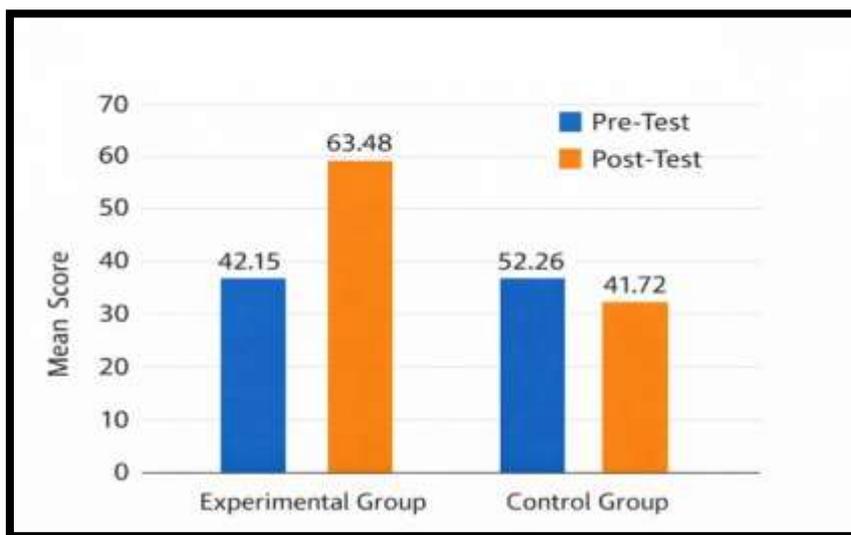
Fig 2: Comparison of Pre-Test and Post-Test Mean Scores

The difference in gains in learning between the two groups is shown visually on a bar graph. The experimental group has a higher slope between pre-test and post-test scores demonstrating increased learning facilitation through infotainment-based ELT. This visual representation serves to reinforce the statistical findings and clearly proves the pedagogical benefit of infotainment integration into English language teaching.
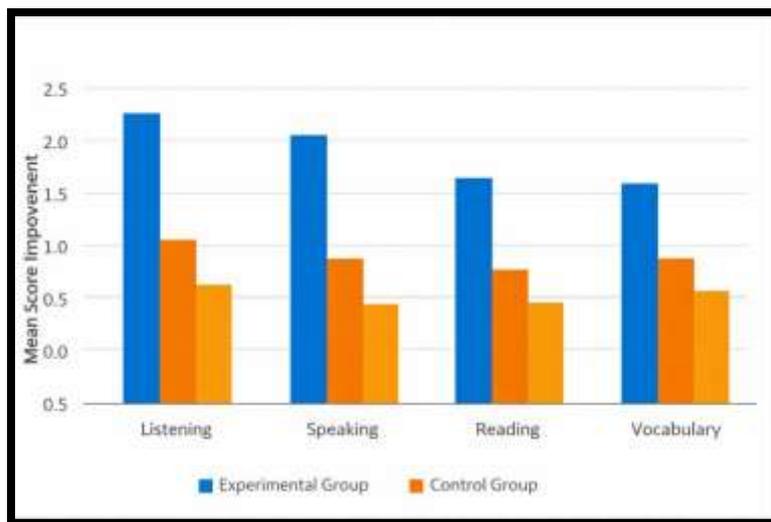
Fig 3. Skill-Wise Improvement in English Language Proficiency

This figure is a comparative result of mean score improvement of skill wise English language proficiency between experimental group and control group post intervention of the instructional intervention. The four basic language skills - listening, speaking, reading, and vocabulary - are shown on the horizontal axis, and mean score gains are shown on the vertical axis. Separate bars show the performance of experimental and control group for each skill.

4.4 Effect of Infotainment-Based ELT on Learner Motivation

Learner motivation was measured with a structured motivation questionnaire which was administered before and after the intervention. The outcome shows a significant improvement in motivation in learners of the experimental group, while in the control group it showed marginal improvement.

**Table 3: Motivation Scores of Experimental and Control Groups**

Group	Pre-Intervention Mean	Post-Intervention Mean
Experimental Group	3.12	4.28
Control Group	3.09	3.41

The significant increase in the motivation scores of the experimental group implies that infotainment-based instruction has a positive effect on the interest, confidence, and willingness to take part in English language activities among the learners. The somewhat small rise in the control group suggests that traditional methods had little effect on affective variables. This finding supports motivational theories in language learning that talk about the importance of emotionally engaging and meaningful instructional contexts.

4.5 Classroom Engagement and Interaction Patterns

Classroom observation data is used to provide qualitative support for the quantitative results. Learners in the experimental group were observed to be more active, spontaneously communicated and worked together in classrooms activities. The infotainment materials seemed to foster a relaxed and enjoyable learning situation decreasing anxiety and promoting risk taking in language use.

In contrast, the learners in the control group were largely passive and relied heavily on teacher input and showed limited interaction.
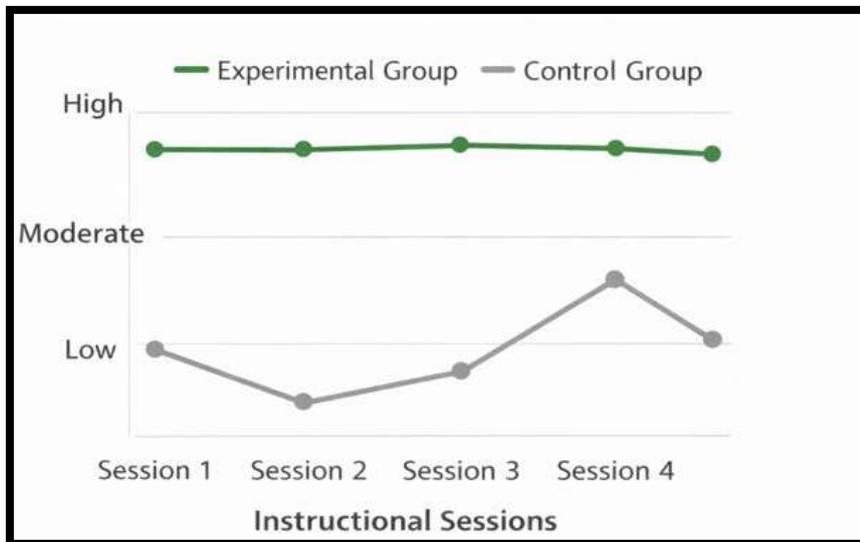
Fig 4: Learner Engagement Levels During Instruction

The line graph shows a consistently higher engagement level of the experimental group over the instructional period. The prolonged engagement indicates that infotainment-based ELT is not only able to attract learners' interest in the first place, but can also sustain the motivation in the long run, which is essential for the long-term success of language learning.

4.6 Teachers' Perceptions of Infotainment-Based ELT

Teacher interviews offer useful information on practical aspects of using infotainment-based teaching. Most teachers said that infotainment materials made lessons more interactive, learner-centred and enjoyable. They noticed some obvious improvements in learner participation, attentiveness and confidence.

However, there were also challenges that teachers reported such as lack of technological infrastructure and time constraints and the need for professional training.

Table 4: Summary of Teachers' Perceptions

Aspect	Dominant Response
Learner Engagement	Highly Positive
Motivation	Increased
Classroom Interaction	Improved
Implementation Challenges	Moderate

This table is a synthesis of the qualitative response from teachers and offers some strengths and limitations of infotainment-based ELT. While the pedagogical benefits are clear, the challenges identified highlight the importance of institutional support and teacher preparedness for successful implementation.

4.7 Testing of Hypotheses

The results achieved in terms of the combined quantitative and qualitative results provide good empirical arguments for the alternative hypotheses of the study. The fact that the measures of improvement in English language proficiency and learner motivation were statistically significant for the experimental group causes the null hypotheses to be rejected. These findings confirm that English Language Teaching based on infotainment has a meaningful and positive impact on learning outcomes.

4.8 Overall Discussion and Implications

The results of this study are consistent with recent studies which focus on the learner-centred and multimedia-supported ELT. The infusion of infotainment-based instruction tapers into both cognitive and affective aspects of language learning and results in increased proficiency, motivation, and engagement. The results suggest that infotainment-based ELT can be an effective pedagogical alternative to traditional methods especially in the multilingual urban set up like Kolkata.

In summary, the results of this research clearly show that infotainment-based English Language Teaching has a significant impact in enhancing the language proficiency, motivation and engagement of the learners in the classroom compared to traditional ELT methods. The combination of quantitative findings and qualitative understandings contributes to the robust validity of the findings and to the pedagogical possibilities of infotainment-based approaches in the contemporary English language classroom.

4.8.1 Novelty of the Study

The novelty of the present study lies in its detailed and context-oriented study of infotainment-based English Language Teaching as an instructional strategy based on pedagogical intent rather than on technological novelty. Unlike existing research that tends to treat infotainment or multimedia as ancillary teaching aids, in this study infotainment is conceptualized as an integrated teaching-learning framework that at the same time addresses linguistic competence, learner motivation and classroom engagement. The research is unique in focusing on Kolkata, a linguistically diverse metropolitan setting that is relatively overlooked in empirical ELT research in contributing original, localised knowledge to the global discourse about innovative language pedagogy. Furthermore, the study produces an objective-focused implementation model where each phase of instruction is linked systematically and methodologically to specific research objectives, ensuring coherence in methodology and accountability in instruction. The use of large sample size and mixed method quasi-experimental study design enhances the originality of the results with robust and triangulated evidence. Additionally, the study provides a replicable model in the classroom to show the pedagogical scaffolding for the use of infotainment-based materials to improve language skills while not compromising academic rigor, which extends existing ELT theory and practice in a meaningful and original way.

4.8.2 Scientific Contribution of the Study

The scientific contribution of this study is the empirical demonstration of the effectiveness of infotainment-based English Language Teaching on learning motivation, engagement, and language proficiency of the learners by presenting evidence-based insights for the theory and practice. By combining quantitative measures of language achievement and motivation with qualitative observations and teacher interviews, the study adds an approach with high methodological rigor to the evaluation of the pedagogical impact of infotainment in ELT.

From the theoretical point of view, the research contributes to current theories of communicative learning and multimedia learning by demonstrating the integration of the informational and entertaining elements for the improvement of cognitive and affective factors of language learning. It presents evidence that supports the role of learner engagement and emotional involvement as key prognosticators of language learning outcomes - adding value to existing second language acquisition literature.

Practically, the study provides a replicable, context-specific instructional model for using infotainment in English classrooms and provides models for how multimedia and entertainment-oriented content can be contextually designed for enhanced listening, speaking, reading, and vocabulary skills without sacrificing academic goals. The findings also provide curriculum designers, teacher educators, and policy makers with information about scalable ways to promote learner-centred and technology-enhanced ELT in multilingual and urban educational contexts.

Overall, the research provides a scientific contribution by addressing the gap between theory, empirical evidence and practical implementation of infotainment-based pedagogy and enhances research in the field of innovative and learner focused approaches within the area of English language education.

Table 5. Comparative Study of Review of Literature and Present Work

Author (s) & Year (Literature)	Focus and Findings in Literature	Limitations Identified in Literature	Present Study (Current Research)
Mayer (2020)	Emphasized multimedia learning theory, stating that learning improves when verbal and visual elements are combined meaningfully.	Focused on cognitive theory; did not examine classroom-based ELT implementation or learner motivation empirically.	Applies multimedia principles within infotainment-based ELT and empirically evaluates language proficiency and motivation.
Pérez-Jorge et al. (2021)	Reported that digital and multimedia tools increase learner engagement in language classrooms.	Engagement measured descriptively; limited assessment of language proficiency outcomes.	Measures engagement systematically and links it with measurable gains in English language proficiency.
Bugreeva (2023)	Found that infotainment and digital media enhance learner interest and classroom interaction in EFL contexts.	Study conducted in a non-Indian context with a small sample size and limited qualitative data.	Conducted in Kolkata with a large sample (120 students) and includes classroom observation and teacher interviews.
Karimova (2024)	Examined the role of edutainment in improving specific language skills such as vocabulary and listening.	Focused on isolated skills rather than overall language proficiency and motivation.	Examines holistic English language proficiency along with learner motivation and engagement.
Haryanto et al. (2025)	Reported positive effects of infotainment-based digital tools on learner motivation in ELT.	Relied mainly on self-reported motivation data without experimental comparison.	Uses a quasi-experimental design with control and experimental groups and triangulated data sources.
Present Study (2026)	Investigates infotainment-based English Language Teaching as a structured pedagogical approach in Kolkata.	—	Provides context-specific, empirical, and replicable evidence linking infotainment-based ELT with proficiency, motivation, and engagement.

The table shows that despite the recent research that recognizes the pedagogical possibilities of infotainment, multimedia, and edutainment as applied to the English language teaching, the research is often limited in scope, context, or methodology. Most studies either focus on engagement or motivation, have small samples or lack experimental rigor. The current research contributes to the current body of research by presenting infotainment as an organized instructional framework, adopting a mixed method quasi-experimental approach, and presenting empirical evidence from a multilingual Indian context. By covering these gaps, the current study expands the current body of knowledge in a scientifically meaningful manner.

5. CONCLUSION

The present study examined the effectiveness of infotainment-based English Language Teaching (ELT) in improving the English language proficiency, motivation and engagement of learners in class within the educational context of Kolkata. The findings provide strong empirical evidence that infotainment-based ELT is significantly more effective than traditional language teaching methods in promotion of holistic language development.

Learners who were exposed to infotainment-based instruction showed significant improvement in overall English language proficiency, including significant improvement in listening comprehension, vocabulary acquisition, reading comprehension, and speaking confidence. These improvements suggest that the combination of multimedia and entertainment-oriented instructional materials supports enhanced linguistic input and more meaningful use of language that supports effective second language acquisition.

Beyond the cognitive outcomes, the study showed significant improvement in learner motivation and classroom engagement in the group of students who were in the experimental group. The approach used (infotainment) led to a learner-centred and interactive classroom environment where anxiety was reduced and active participation was encouraged. Qualitative data obtained through classroom observation and teacher interviews reinforced these findings and showed more active interaction between learners, better classroom dynamics and more positive learner attitudes to learning English.

The study also shows that ELT based on infotainment is theoretically-supported, which is in line with the communicative language teaching principles and multimedia learning theory. By dealing with both the cognitive and affective aspects of language learning, the infotainment-based teaching turns out to be a robust pedagogically and contextually relevant approach. The use of mixed-method quasi-experimental research design enhances the validity of the results and adds original empirical evidence to the research in ELT, particularly in the multilingual Indian educational context.

Overall, the study affirms the view that infotainment-based English Language Teaching is an effective, engaging and sustainable pedagogical strategy which can improve language learning outcome and enrich classroom practices.

6. FUTURE SCOPE OF THE STUDY

While the results of the current study are important, they also suggest a number of promising directions for future work. One of the important areas for further exploration could be the extension

of infotainment-based ELT to various levels of education such as primary education, postgraduate education, professional or vocational training institutes. Such studies would be useful for determining the adaptability and effectiveness of infotainment-based approaches for different age groups and proficiency levels.

Future research may also take the form of longitudinal research designs and aim to investigate the long-term effect of infotainment-based instruction on language retention, sustained motivation, and continued learner engagement. Longer term studies would give more information about whether the improvement seen in short-term interventions is sustained over time.

In addition, future studies can focus on certain language skills, such as pronunciation accuracy, writing fluency, discourse competence or pragmatic language use. Using more specialized assessment tools would enable a more in-depth examination of the effects of infotainment-based ELT on individual aspects of language proficiency.

Comparative research of various regions of India and also city and countryside educational settings: Another important area to explore is that of comparative research. Such studies would increase the generalizability of results and provide information on contextual influences related to the effectiveness and use of ELT based on infotainment, such as access to technology and institutional support.

Finally, future research should investigate teacher preparation, professional development and institutional readiness for implementation of infotainment-based ELT. Studies targeting aspects of teacher attitudes, technological competence, curriculum integration, and policy support would offer important insights for educational planners, curriculum designers, and policy makers who intend to work on a larger scale in implementing technology-enhanced language teaching.

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