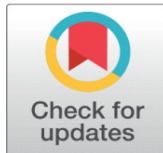


EDUTAINMENT THROUGH ACTIVITY: A FRAMEWORK FOR ENHANCING SPEAKING SKILLS IN TERTIARY EDUCATION

M. Subash¹, Dr. Mary Lowrencia C²

¹ M. A., M.Phil., Research Scholar, Department of English Language Studies, Madurai Kamaraj University

² Assistant Professor, Department of English, Arul Anandar College (Autonomous) Karumathur - 625514



DOI

[10.29121/shodhkosh.v5.i1.2024.2865](https://doi.org/10.29121/shodhkosh.v5.i1.2024.2865)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

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ABSTRACT

Developing strong speaking skills is crucial for tertiary level students, impacting both academic and professional success. Traditional methods can sometimes feel rigid and fail to capture student engagement. This research proposes a framework for enhancing speaking skills in tertiary education through “Edutainment Through Activity.” This framework integrates elements of entertainment and education, creating a more engaging and effective learning environment. The framework utilizes activity-based learning (ABL) methodologies, promoting active participation and fostering a dynamic classroom atmosphere. Activities within the framework can encompass debates, role-playing simulations, game-based learning, and interactive presentations. By incorporating edutainment elements, such as humor, storytelling, and multimedia, the framework aims to increase student motivation and make practicing speaking skills more enjoyable.

This research investigates the effectiveness of the Edutainment Through Activity framework in enhancing speaking skills amongst tertiary students. It will assess areas like fluency, vocabulary usage, pronunciation, and overall confidence in oral communication. The research aims to provide valuable insights into how to create a more engaging and effective learning experience for developing speaking skills in higher education.

Keywords: Edutainment, Motivation, Speaking Skill, Multimedia, Communication, Game Based Learning

1. INTRODUCTION

Effective communication skills, particularly strong speaking abilities, are fundamental for success in the 21st century. Tertiary education, encompassing universities and colleges, plays a critical role in enhancing students with these essential activities and tools. However, traditional methods of teaching speaking skills often fall short of maximizing student engagement and fostering a dynamic learning environment. This disconnect can lead to a lack of motivation and hinder the development of fluency, confidence, and overall proficiency. Current pedagogical approaches for speaking skills development in tertiary education often rely heavily on textbooks, lectures, and presentations. While these methods provide a foundation, they can feel rigid and fail to capture the full spectrum of learning styles and preferences. Students may find these traditional methods uninspiring, leading to disengagement and hindering their ability to actively participate and refine their speaking skills.

Furthermore, the complexity of spoken communication goes beyond simply mastering grammatical rules and vocabulary. It encompasses aspects like fluency, pronunciation, clarity of thought, and the ability to adapt communication styles to different audiences and situations. Traditional methods might not adequately address these multifaceted elements, leaving students unprepared for the diverse communication demands they will encounter in their all the academic and their professional lives.

This is where the thought of “Edutainment Through Activity” emerges as a promising solution. This framework seeks to connect the gap between traditional pedagogical approaches and the innate human desire for engaging and stimulating learning experiences. By integrating elements of entertainment and education, it aims to generate a more dynamic and motivating the classroom environment that nurtures active participation and enhances speaking skills. The core principle of Edutainment Through Activity lies in utilizing Activity-Based Learning (ABL) methodologies. ABL prioritizes active student engagement through classroom activities and games such as debates, role-playing simulations, game-based learning, and interactive presentations. These activities encourage students to think critically, apply knowledge, and develop communication skills in a more realistic context. This approach fosters collaboration, problem-solving, and the ability to articulate ideas effectively, all crucial aspects of successful spoken communication.

Furthermore, the framework incorporates elements of edutainment. This involves injecting humor, storytelling, and multimedia into the learning experience. Humor can alleviate anxiety and create a more relaxed learning environment, while storytelling allows students to connect with the material on a deeper level and improve their narrative skills. Additionally, multimedia resources like videos, podcasts, and interactive presentations can offer a more diverse and stimulating learning experience, catering to various learning styles and enhancing comprehension.

By combining ABL methodologies with edutainment elements, the Edutainment Through Activity framework aims to address the limitations of traditional methods. It seeks to build a more engaging and enjoyable learning environment, fostering student motivation and promoting the development and the growth of critical communication skills that are essential for tertiary students to thrive in academia and beyond.

2. INVESTIGATING THE IMPACT OF EDUTAINMENT THROUGH ACTIVITY

The proposed research on the Edutainment Through Activity framework seeks to connect the gap between theoretical potential and real-world application. We aim to investigate the efficacy of this framework in enhancing speaking skills amongst tertiary students by conducting a rigorous study that examines its impact on various aspects of oral communication. This research design will include implementing the Edutainment Through Activity framework in a designated group of tertiary students enrolled in a speaking skills development course. This group will be compared to a control group that receives instruction through traditional methods. Both groups will be pre-tested to establish a baseline for their speaking skills, encompassing fluency, vocabulary usage, pronunciation, and overall confidence in oral communication.

Following the execution of the Edutainment Through Activity framework in the designated group, both groups will be post-tested using the same evaluation instruments. This will allow for a comparative analysis to assess the impact of the framework on the development of speaking skills. The pre- and post-test data will be statistically analyzed to determine if the Edutainment Through Activity group demonstrates significant improvement in various aspects of spoken communication compared to the control group. Furthermore, the research will go beyond quantitative data to include a qualitative component. This will involve conducting focus group discussions or individual interviews with students in the Edutainment Through Activity group. These sessions will explore their experiences and perceptions of the framework. By gathering qualitative data, the research can gain more valuable insights into student engagement, motivation, and perceived effectiveness of the framework in enhancing their speaking skills.

The research findings hold significant potential to enrich our understanding of effective pedagogical approaches for developing speaking skills in tertiary education. If the Edutainment Through Activity framework proves to be successful, surely it might be adopted and adapted across various speaking skills courses and disciplines within higher education. The framework's emphasis on active learning, engagement, and enjoyment can add to a more holistic and effective educational experience for students.

Building upon the ability of the Edutainment Through Activity framework, this research investigates deeper into existing research on the effectiveness of activity-based learning and edutainment in language acquisition. Several studies have documented the positive impact of ABL methodologies on developing speaking skills. For instance, a study by Oxford (2011) found that students engaged in ABL activities demonstrated significant improvement in fluency and confidence compared to those using traditional methods. Similarly, Weninger (2009) explored the benefits of game-based learning, a specific type of ABL, and reported enhanced student motivation and engagement in practicing speaking skills. The concept of edutainment also finds support in research on the role of enjoyment and engagement in learning. Krause et al. (2017) conducted a meta-analysis highlighting the positive correlation between learner enjoyment and second language acquisition. Their findings propose that incorporating component of humor and entertainment can lead to increased motivation and ultimately, improved language proficiency. Similarly, Simms (2019) emphasizes the power of

storytelling in language learning, arguing that it fosters deeper understanding, improves narrative skills, and creates a more engaging learning experience.

By drawing upon these present research findings, this study aims to contribute to the growing body of knowledge on effective speaking skills development in tertiary education. The Edutainment Through Activity framework offers a potential avenue for creating a more engaging and effective learning environment that fosters not only the acquisition of language skills but also the better development of learner's critical thinking, collaboration, and problem-solving abilities all essential for success in today's globalized world.

3. CONCLUSION

Tertiary education plays a significant role in equipping students with strong communication skills. Traditional methods, however, can struggle to capture student attention and address the multifaceted nature of spoken communication. This research presented the Edutainment Through Activity framework, a potential solution that integrates activity-based learning and edutainment elements. By implementing ABL methodologies like debates, role-playing, and games, the framework aims to substitute active participation and develop critical communication skills. Furthermore, incorporating humor, storytelling, and multimedia fosters engagement and caters to diverse learning styles.

This research seeks to investigate the influence of the framework on speaking skills development in tertiary students. Through a combined quantitative and qualitative approach, the study aims to assess improvements in fluency, vocabulary usage, pronunciation, and overall confidence. The findings have the ability to enrich our understanding of effective pedagogical approaches and inform the growth of more engaging and effective learning environments for speaking skills development in higher education. Ultimately, the aim is to empower and enhance students to become confident and articulate communicators, prepared to flourish in the ever-evolving world.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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