

# Learner and Teacher Perceptions of Infotainment-Integrated English Language Teaching in Kolkata

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## ABSTRACT

### **Purpose:**

The paper explores the perception of learners and teachers regarding infotainment-based English Language Teaching (ELT), in Kolkata, with particular attention to engagement, motivation, understanding, classroom interaction, usability, and learning outcomes.

### **Method:**

Mixed-method design was used, which involved structured surveys to secondary and undergraduate English learners and similar surveys and semi-structured interviews with English teachers. True ELT sessions were broken up into infotainment gadgets, such as videos, animation, and gamified quizzes, and podcasts. The quantitative analyses were carried out using descriptive statistics and inferential tests (t-tests and ANOVA) to compare the perceptions of the learners and the teachers whereas the qualitative understanding of the study was obtained by conducting thematic analysis of the interview data.

### **Results:**

The results show that infotainment is a powerful tool that boosts the engagement and attentiveness of learners as well as their vocabulary retention and the students indicated that they were very satisfied and understood the material better. Teachers recognized the pedagogical importance of infotainment, especially its motivation power but emphasized on the continuing difficulties of infrastructural limitation, time-related issues, and insufficient digital training. Statistic findings indicated that there was a significant perceptual difference between learners and teachers in a number of domains.

### **Conclusion:**

Infotainment proves to be an efficient secondary pedagogical tool in ELT in the situation in Kolkata, where it leads to multisensory learning and enhanced classroom engagement. Nevertheless, to implement the technology in a sustainable and successful way, it takes a more powerful institutional support, specific teacher training, and better technological infrastructure. The research provides practical recommendations to learning professionals, policy makers and curriculum developers who may wish to incorporate digital infotainment aid in a normal ELT practice.

**Keywords:** *Infotainment, ELT, Learner Perception, Teacher Perception, Multimedia Learning, Kolkata.*

## 1. Introduction

Over the last few years, digital media and technologies based on infotainment, such as videos, animations, digital storytelling, and gamified platforms have found tremendous applications in the English Language Teaching (ELT) field. Empirical research has always revealed that multimedia rich content is very effective in improving the engagement, retention and performance of learners as compared to traditional text based learning. An example is that vocabulary learning that is supported with multimedia has shown

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to increase immediate learning as well as long term retention among learners that are English speakers [1]. On the same note, digital storytelling practices have proven to have favorable outcomes on the attitude and motivation of the learners to learn the language emphasizing on the pedagogical power of the use of audio-visual stories in the ELT setting [2].

In India, institutions of learning are also adopting ICT and multimedia resources in facilitating language learning. Despite the fact that the percent of adoption in different parts of the world is diverse, studies that have been done among ELT educators in states like Gujarat in India reveal that teachers are increasingly using videos, digital exercises, and interactive resources in their teaching methods [3]. The trend is indicative of general trends occurring in urban education centers like Kolkata where in schools and colleges are toying with digital platforms, Smart Classrooms and multimedia-based teaching of languages. Such technologies integration conforms to a worldwide pedagogical shift in the multimodal digitally enriched learning ecologies [4].

Learning enhanced with audio-visual stimuli is more apt to motivate students and engage them: infotainment through these forms is easier to focus attention in a person, and it is more likely to place language in a real-life context. The features of digital media, including animations, gamified exercises, and an interactive video, encourage autonomy among learners and retain attention, and this approach is particularly useful with vocabulary, grammar, and reading comprehension. Research concerning gamified English-learning classrooms attests to the statement that game-based aspects have a significant effect of motivating learners and enhancing vocabulary-learning results in higher-educational settings [5].

It is also true that teachers are gradually turning to interesting resources that cater to various learning styles. With interactive multimedia, the scaffolding of grammar concepts, the exposure to rich vocabulary and the exposure to more realistic audio-visual stimulus of listening can be enhanced. Intotainment, as a facilitator of the shift in the traditional methods of chalk-and-talk pedagogy to the requirements of digital learners of the 21<sup>st</sup> century, will allow a smooth evolution of ELT into technology integration. Multimedia tools also have a pedagogical worth, as ICT-based studies have shown that the tools have enhanced fluency in writing and comprehension and motivated learners across diverse English-learning settings [6].

### **1.1 Problem Statement**

In most institutions of India, Traditional English Language Teaching (ELT) has been struggling against a series of challenges that impede the effective acquisition of the language. Although global pedagogical paradigms have shifted towards progressiveness, most of the classrooms are still teacher-centred whereby lecture-based teaching and exam-focused learning prevail in the learning process. According to the recent Indian research, educators continue using mostly traditional methods, which leaves small chances of student engagement and independent learning [7]. Such a teacher-centred orientation exposes the learner less to real-life communicative practices that are required in building real world language competence.

Another related issue is the absence of language exposure, which is a proven limitation of Indian EFL/ESL environments. Students are frequently placed in an urban input-poor environment so that the authentic input of natural speech samples, digital media or contextualised language tasks is limited even in urban settings [8]. This kind of exposure has limited transfer of knowledge in the classroom to real world language use and also has effects on communicative competence.

Moreover, inadequate classroom interaction is also among the most commonly reported effects of the conventional teaching practices. Research on ES classrooms and EFL classrooms in India indicates that learners are likely to lose interest when learning processes depend on textbook-based routines that do not provide learners with many interactive or multimodal activities [9]. Lack of active interaction and teaching

methodologies leaves students with less interest and motivation, which leads to poor performance in learning.

To make matters worse, there is the low level of integration of multimedia which is due to poor training of teachers, insufficient technological preparedness and poor infrastructural limitations. Though it has been found that multimedia tools, including videos, audio lessons, and mobile learning platforms, are effective in helping students to develop their listening, speaking, and general motivation, a significant number of teachers have claimed to struggle to utilize them because of the lack of support and poor digital literacy [10, 11]. Such lack of contact between the potential of the technology and the practice in the classroom only exacerbates the field between conventional ELT and modern communicative requirements.

Though a number of studies examine the use of technology in Indian ELT, few of them concentrating on Kolkata, which is a big metropolitan and educational centre. The available literature in the region focuses on studying the situation with states like Gujarat, Tamil Nadu, or the rural environment, which is why there is a significant gap in the literature on the topic of teacher and student attitudes towards multimedia-based ELT in the socio-educational conditions of Kolkata [12]. This underrepresentation shows that there is a necessity of a study where local experience, challenges, and readiness regarding digital-integrated ELT in institutions in Kolkata are recorded through empirical research.

## **1.2 Infotainment in ELT**

Infotainment-based English Language Teaching (ELT) is a combination of entertainment-focused digital media including animated videos, film clips, digital stories, gamified applications and interactive quizzes to establish meaningful and multisensory learning experiences. The studies also show that multimedia videos and animated movies are more effective in helping learners to comprehend and retain their vocabulary better since such tools involve visual, audio, and textual representation, which promotes a better cognitive process [13]. Movie clips and news can also be used as a real language input source, where they make learners experience the patterns of speech in the language, cultural contexts and real-life communicative scenarios which a textbook cannot be able to offer in full [14].

Another effective infotainment tool is digital storytelling. Research has shown that EFL students who develop or work with multimedia-enhanced stories improve their expressive proficiencies, literacy, and conceptualized knowledge greatly because the storytelling activity involves the incorporation of sound and visuals, narration, and narrative structure [15]. Such a multimodal interaction increases the motivation of the learners and presents an emotionally engaging channel of language development.

The influx of gamified vocabulary applications and mobile learning games is also indicative of the importance of infotainment in ELT. The elements of gamification include level, reward, points and challenge which encourage long-term engagement, positive attitude towards learning and measurable vocabulary acquisition improvement [16,17]. In addition to motivation, mobile game-based learning was found to be more effective than the conventional rote memorisation since learners get to learn about words multiple times in interactive and meaningful environments.

Moreover, the interactive quizzing and digital activities facilitate instant feedback, learner control and rehearsal drill- characteristics associated with enhanced storage and understanding. Research indicates that such interactive devices do not only strengthen vocabulary but also give confidence to the learner and lead him to become an active learner [18].

### 1.3 Research Gap

Although there is an increased interest of multimedia-assisted English language teaching (ELT) in the world, there are still significant gaps in literature especially in the Indian metropolitan scenario. Current research on technology-enhanced ELT in India has examined the topic of engagement among learners, multimedia usage, and the vocabulary development, nonetheless, these studies are rather region-oriented, as the researchers examine Gujarat, Tamil Nadu, or even rural districts, yet they do not fully reflect the educational processes in one of the largest academic and cultural centers in India, Kolkata. As such, no studies have been conducted to capture the perceptions of either learners or teachers in Kolkata in a comparative manner on the use of infotainment-based ELT tool i.e. animated videos, digital storytelling, gamified apps, and interactive quizzes.

More so, as much as a number of studies attest to the fact that multimedia and infotainment tools enhance vocabulary retention, comprehension and motivations; most of them focus on single tools or specific areas of skills, but without providing a systematic analysis of infotainment as a comprehensive pedagogical model. This has led to the discontinuous conclusions that lack the complete elucidation of how infotainment can be used as an interactive-based teaching model in the actual classroom settings.

Another weakness of the current literature is the lack of investigation of the practical issues faced by teachers that are seeking to integrate infotainment tools into their classrooms such as time challenge, technological preparedness, inflexibility of curriculum, and infrastructural constraints. Although other studies have touched upon the teacher preparedness in India in general, few studies have shown a local evidence of the situation in Kolkata where a vast difference has been seen in the institutional cultures, access to technology and the demographics of learners compared to other areas.

Finally, existing studies are inclined to choose either qualitative (e.g., teacher interviews, classroom observations) or quantitative designs (e.g., vocabulary post-tests, perception surveys) and create an imbalance in the methods. Internally valid mixed-methods. This is remarkably lacking in strong mixed-methods studies that integrate quantifiable learning outcomes with detailed attitudinal observations. It is such integrated evidence that is needed to understand not only the fact whether the tools of infotainment are working, but also how and why they are applied to teaching and learning in various classroom situations.

### 1.4 Objectives of the Study

1. To study how learners perceive infotainment-based English Language Teaching (ELT).
2. To examine the perceptions of teachers with regard to the infotainment integration, both in terms of perceived benefits and challenges of classroom implementation.
3. To compare statistically the attitudes of learners and teachers towards infotainment-based ELT.
4. To determine the pedagogical strengths and weaknesses of infotainment tools in the improvement of ELT processes.
5. To suggest a model that integrates infotainment into ELT classrooms using evidence-based means that are context-appropriate.

### 1.5 Hypotheses

- H1: The positive perceptions toward infotainment-integrated ELT are significantly more in learners compared to teachers.
- H2: Infotainment tools may have a significant boost on the motivation, understanding, and learning of vocabulary in learners.
- H3: Effective infotainment material results in much greater rates of participation in the classroom than traditional ELT practice.

## **2. Literature Review**

### **2.1 Infotainment Tools and Motivation of the Learner**

There is a significant amount of literature that demonstrates that infotainment devices, including animated videos, film clips, gamified quizzes, and interactive multimedia, can contribute greatly to the motivation and the development of vocabulary among ESL/ELT learners. Alhazmi (2024) [19] established that vocabulary teaching that was supported with multimedia led to more retention and long term recall than the conventional text-based teaching. Equally, in their systematic review of gamified EFL/ESL teaching, Hamari et al. (2022) [20] have discovered uniform positive effects on learner engagements, attention, and motivation as a result of gamified teaching in different digital learning settings. Increased motivation and involvement of learners in online as well as blended classes are also confirmed by the studies involving classroom-based gamified quizzes, including Quizizz (Gaviria et al., 2025) [21]. All these studies together substantiate the fact that infotainment tools have a positive effect on attention, engagement, and vocabulary acquisition.

### **2.2 The Teacher Attitudes to ELT Integration using Multimedia**

Despite the recognition of pedagogical worthiness of ELT supported by infotainment, studies also indicate that there are barriers to its implementation that are also consistent. As Prasad et al. (2025) [22] observe, ELT professionals in Indian classrooms have frequently acknowledged that multimedia can improve writing and language acquisition but because of insufficient infrastructure, poor equipment, inconsistent internet connectivity, and a lack of time in classrooms, they cannot use it. To add to this, Kandasamy & Paramanathan (2023) [23] indicate unequal use of gamified tools in ESL classrooms, with the lack of digital training and the excessive curriculum load being presented by teachers as the main impediments. These results are indicative of the fact that, though teachers feel that infotainment devices are helpful, structural limitations limit their use in the classroom on a regular basis.

### **2.3 Multisensory Learning and Educational Advantages of Infotainment**

The cognitive benefits of multisensory input are recurrently put forward in the research of multimedia learning. The results presented by Ismail et al. (2021) [24] revealed that the use of audio-visual material, including captioned videos and animations, has a notable beneficial effect on the understanding of learners and their writing accuracy. Previous research regarding ICT-supported fluency improvement (Kohnke and Zhang, 2020) [25] demonstrates that interactive multimedia enhances processing linguistic input capability and, as a consequence, helps learners to increase fluency and confidence. Such results are consistent with the multimedia principles of learning proposed by Mayer, which state that dual channel (audio-visual) processing allows better retention and increased learning than lecture-based learning. This multisensory structure is a reflection of the real-life communication in ELT and it provides more exposure than typical printed textual materials.

### **2.4 Perception Gap in Learner-Teacher in Infotainment-Based ELT**

In the international and in Indian research literature, there is a distinct gap in perception between learners and the teachers concerning the adaptation of infotainment-based ELT. The digital storytelling, gamified vocabulary apps, and interactive quizzes are the areas where learners are most enthusiastic and accepting, as observed by motivational gains in gamification studies (Gaviria et al., 2025) [21] and vocabulary-interactive studies (Sartika, 2024) [26]. Teachers, on the contrary, are more conservative. According to the Prasad et al. (2025) [22] and the like regional studies, teachers are interested in the pedagogical opportunities of the tools but are limited by the pressure of curricula, testing requirements, a weak

institutional support, and the challenges associated with the technology. This digression suggests that although the use of infotainment tools is a pedagogically good idea, the attitudes of teachers and structural limitations are very important in the determination of successful integration.

### **3. Methodology**

#### **3.1 Research Design**

The research design used in this study was a mixed-method research design that combined both quantitative studies in the form of surveys, instructional experiment, structured classroom observations and qualitative interviews of the teachers. This methodological triangulation assurance and a thorough exploration of infotainment-based ELT in Kolkata were made possible by this method. The combination of quantitative data and qualitative findings gave the results the quantifiable results and the qualitative nuances, which contributes to the internal and external validity of the study.

#### **3.2 Participants and Sampling**

A purposive sample of 160 participants who were selected in different schools and colleges in Kolkata were sampled including 120 learners undertaking intermediate courses in English and 40 English teachers who had not less than two years of teaching experience. Purposive sampling was used to achieve demographic diversity in terms of age, gender, institutional type and the degree of digital exposure, thus, incorporating the heterogeneous nature of ELT settings in the city. The data were sampled over a period of three months as part of the normal classroom programs in order to ensure the ecological authenticity.

#### **3.3 Data Collection Instruments**

##### **Structured Questionnaires**

Two questionnaires were constructed, one aimed at learners and the other at teachers and included six areas regarding infotainment-based ELT engagement, motivation, comprehension, classroom interaction, usability of infotainment tools, and perceived difficulties. A five-point Likert scale was used to rate items. Pilot testing on 20 participants verified clarity and reliability with Cronbach alpha of between 0.82 and 0.88 demonstrating high levels of internal consistency. The questionnaires were completed online, using Google Forms which provided accessibility and put the questionnaire in the same condition of administration.

##### **Semi-Structured Teacher Interviews**

Fifteen semi-structured interviews were carried out with the teachers, who were picked using a maximum variation procedure to supplement the quantitative information. The interviews covered the pedagogical experiences including infotainment, classroom management issues, and training requirements. All the interviews were audio-taped, transcribed word-to-word, and through inductive thematic coding. Peer-checking and coder cross-validation were used to increase reliability.

##### **Observation Checklist of Classrooms**

The experimental phase involved the use of a structured observation checklist in order to record the participation, attention, peer interaction, responsiveness and task engagement behaviours of learners. This instrument gave real time behavioural data of how infotainment influences classroom dynamics.

#### **3.4 Instructional Experiment**

A 20 ELT classes intervention was implemented in the participating institutions. The material of infotainment, such as animated grammar videos, film dialogs to be read aloud, cartoons with digital stories, gamified quizzes (Kahoot, Quizizz), and digital flashcards, were included in regular lessons. Every

session was structured in a uniform pattern, i.e., pre-task orientation, infotainment-based instruction, and the learner activity phase, and the immediate post-session feedback collection. Systematic observation of data was used to capture the engagement patterns of the learners. Practical attestation of the pedagogical effects of infotainment in the actual classroom was offered by the intervention phase.

### 3.5 Data Collection Procedure

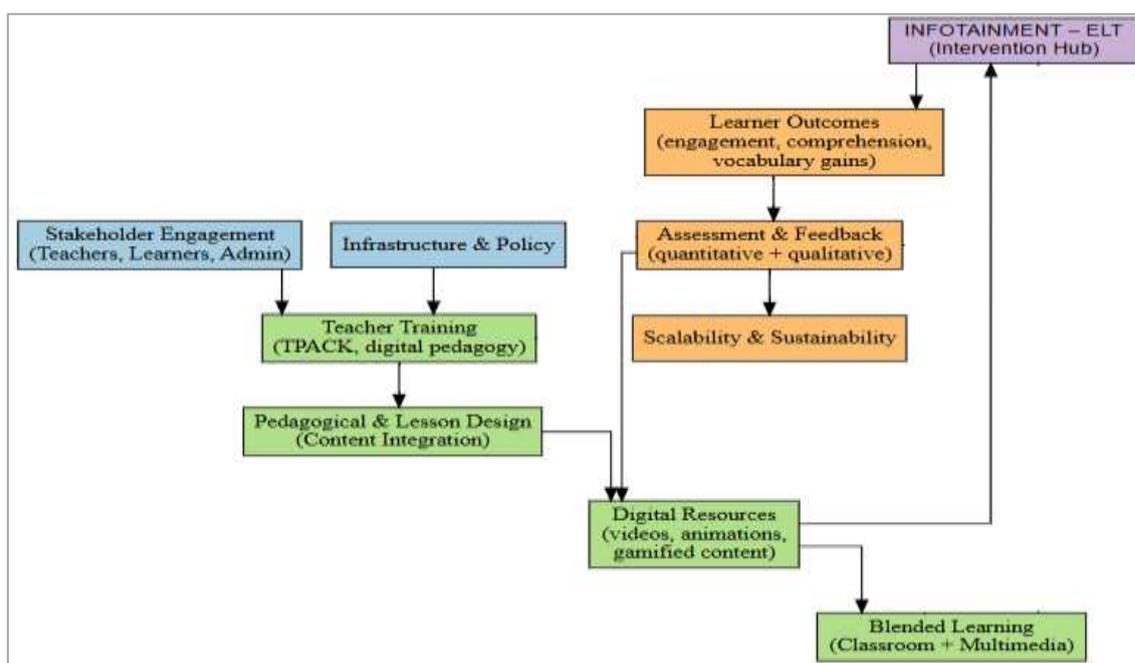
The data collection was performed within three months in three stages. To begin with, learners and teachers were given the structured questionnaires through Google Forms. Second, the instructional experiment was carried out; it was followed by systematic classroom observations. Third, the interviews were held with the teachers post-intervention to record reflective information and contextual issues. Participants were informed about the purpose of the study and they were free to participate in the study.

### 3.6 Data Analysis

Survey and feedback data were analysed by SPSS because they are quantitative. The study used descriptive statistics to summarize the trends in engagement, motivation and comprehension and inferred statistics including independent-sample t-tests (to compare the learner and teacher perceptions), paired-sample t-tests (before and after lesson differences) and ANOVA (institutional differences) to test the hypotheses of the study. The scales had high internal consistency as was confirmed by reliability analysis. The data of qualitative interview and observation was analyzed using thematic analysis, which included open, axial, and selective coding to determine common patterns and insights. The presence of triangulation, both quantitative and qualitative data, facilitated strong interpretation.

### 3.7 Proposed Infotainment–ELT Conceptual Model

The model figure 1 shows the combined route where stakeholder involvement and institutional framework enlighten the teacher training and pedagogical lesson planning. Through these processes, the development of digital resources that facilitates the blended learning environments are shaped. This intervention eventually affects the performance of learners in engagement, comprehension, and vocabulary building. Evaluation and feedback systems offer data-based refinement feedback mechanisms that refine quality of resources, instructional practice as well as scalability and sustainability over the long term to the ELT ecosystem.



**Figure 1. Proposed Infotainment–ELT Intervention Model**

### **3.8 Ethical Considerations**

Strict adherence to ethical standards such as voluntary participation, informed consent, assurance of confidentiality, and protection of data was observed. There was no personal information that was gathered.

### **3.9 Implementation Steps**

#### **3.9.1 Learner Perception**

In order to accomplish Objective 1, the perceptions of the learners about ELT incorporated with infotainment were investigated with a structured questionnaire that was distributed among 120 learners in different institutions in Kolkata. The tool has determined six major domains, namely, engagement, motivation, comprehension, classroom interaction, usability, and perceived challenges, and has allowed calculating the domain-specific mean scores. It was through this analysis that it was possible to find the areas of greatest improvement, especially in the case of better motivation, vocabulary growth and listening comprehension, after exposure to lessons supported by infotainment.

#### **3.9.2 Teacher Perception**

The second objective aimed at the teacher point of view, which was done by means of a two-pronged approach, a structured teacher survey, and semi-structured interviews. The sample size involved in the survey was forty teachers and a purposive sub-sample underwent in-depth interviews with the use of a prepared interview protocol. These interviews also gave qualitative data on life issues that present challenges to the adoption of infotainment, which includes inadequate infrastructure, lack of digital training, and demands to meet prescribed syllabi. The quantitative data and the qualitative data provided a complete picture of the teacher attitudes and limitations.

#### **3.9.3 Statistical Comparison of Perceptions**

Direct statistical comparison Objective 3 involved the use of independent-sample t-tests to compare the scores of perception of learners and teachers. This discussion explored the difference in means of each of the domains and assessed the statistical significance of the perceptual gap. The comparison presented was strong evidence of whether learners were more favourable towards infotainment-enhanced ELT compared to teachers and hence reinforcement or rejection of the hypothesis presented in the study which posited perceptual divergence.

#### **3.9.4 Pedagogical Evaluation**

Objective 4 implementation was associated with analysing the observations of the classroom during the infotainment-based instructional sessions. These were observations of learner behaviour in terms of engagement, participation, attentiveness as well as peer interaction. The information made it possible to define the particular infotainment skills, e.g. animated videos on grammar, movie dialogues, cartoons of stories, game-based quizzes, and online flashcards, which were most efficient in improving the learning process. Interpretations of observations were then superimposed on specific areas of ELT skills, specifically, listening, speaking, and vocabulary building to obtain a pedagogically based insight into the instructional importance of infotainment.

#### **3.9.5 Development of an Infotainment–ELT Model**

In order to achieve Objective 5, the results of surveys, interviews, classroom observations, and statistical analyses were synthesised and formed an infotainment-integrated ELT model that can be implemented. The model suggested provides a list of key digital resources, training needs of teachers, and a suggested model of blended learning that implies an integration of traditional teaching with the multimedia-rich

material. This integrative model will solve the local institutional constraints and utilize the pedagogical advantages of infotainment that will guarantee its practicality and applicability in the ELT classrooms of Kolkata.

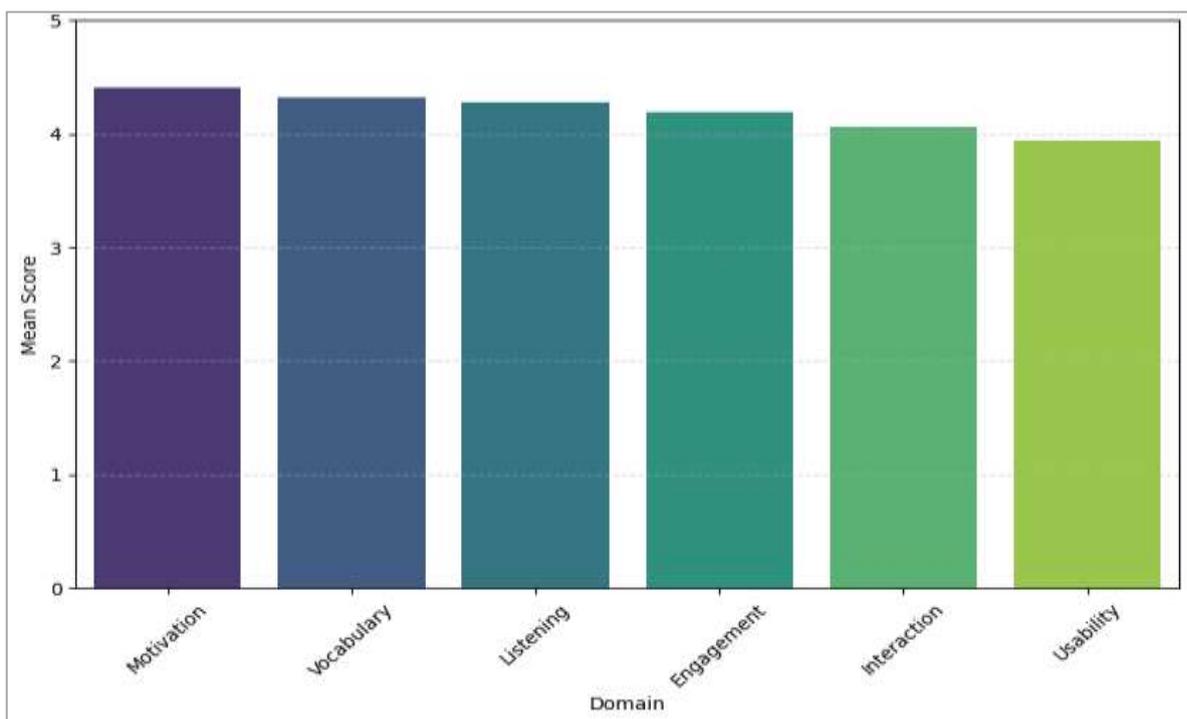
#### 4. Result and Discussion

##### 4.1 Learner Response Profiles to Infotainment Use

The survey of learners showed that there were always strong positive attitudes to infotainment based ELT. According to the SPSS descriptive statistics, motivation had the highest mean score ( $M = 4.41$ ,  $SD = 0.58$ ), and then the vocabulary improvement ( $M = 4.32$ ,  $SD = 0.61$ ) and listening comprehension ( $M = 4.28$ ,  $SD = 0.63$ ). Table 1 presents the findings, which reveal that infotainment materials were included in the list of the most interesting and helpful materials of the learners in understanding. The graphical model in Figure 2 also indicates the high ratings that have continued to be high in all the six domains. Practitioners especially noted their usefulness in terms of animated explanations, videos in the form of a story, and videogame-based quizzes, stating that they enhanced clarity, concentration, and retention. In general, the data on the learners shows that there is a high positive inclination towards infotainment tools in ELT classrooms.

**Table 1. Learner Perception Scores Across Six Domains (N = 120)**

Domain	Mean (M)	SD
Motivation	4.41	0.58
Vocabulary Improvement	4.32	0.61
Listening Comprehension	4.28	0.63
Engagement	4.19	0.57
Classroom Interaction	4.06	0.66
Usability of Tools	3.94	0.71



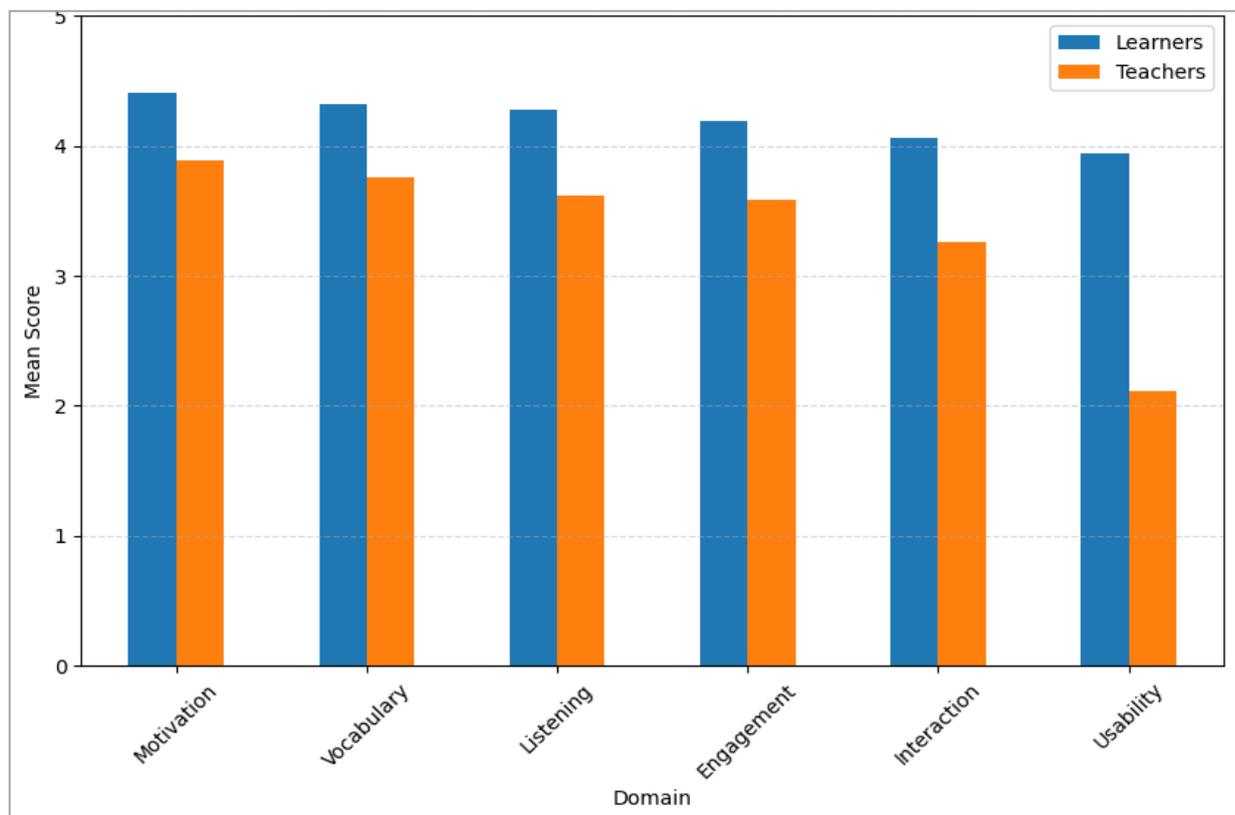
**Figure 2. Mean Learner Perception Scores Across Domains**

#### 4.2 Teacher Acceptance, Reservations, and Practical Barriers

As compared to the learners, teachers had moderately positive and wary attitudes toward using infotainment in ELT. Engagement had the best score ( $M = 3.89$ ,  $SD = 0.72$ ), then participation ( $M = 3.76$ ,  $SD = 0.69$ ), motivation ( $M = 3.62$ ,  $SD = 0.73$ ). Educators admitted that infotainment content motivated students and lowered the boredom of the classroom, but they found a number of deterrents, such as a lack of digital infrastructure, teacher training, and curriculum bans dictated by exam-based curricula. Figure 3 is the visual representation of these differences in perceptions between learners and teachers, indicating lower teacher ratings in all areas. These findings were supported by qualitative interviews, where the teachers were worried with time needed to prepare multimedia-enhanced lessons, and unstable availability of devices in the classrooms.

**Table 2. Teacher Perception Scores Across Domains (N = 40)**

Domain	Mean (M)	SD
Engagement	3.89	0.72
Participation	3.76	0.69
Motivation	3.62	0.73
Comprehension Support	3.58	0.70
Usability	3.26	0.78
Challenges (reverse)	2.11	0.83



**Figure 3. Comparison of Learner and Teacher Mean Scores**

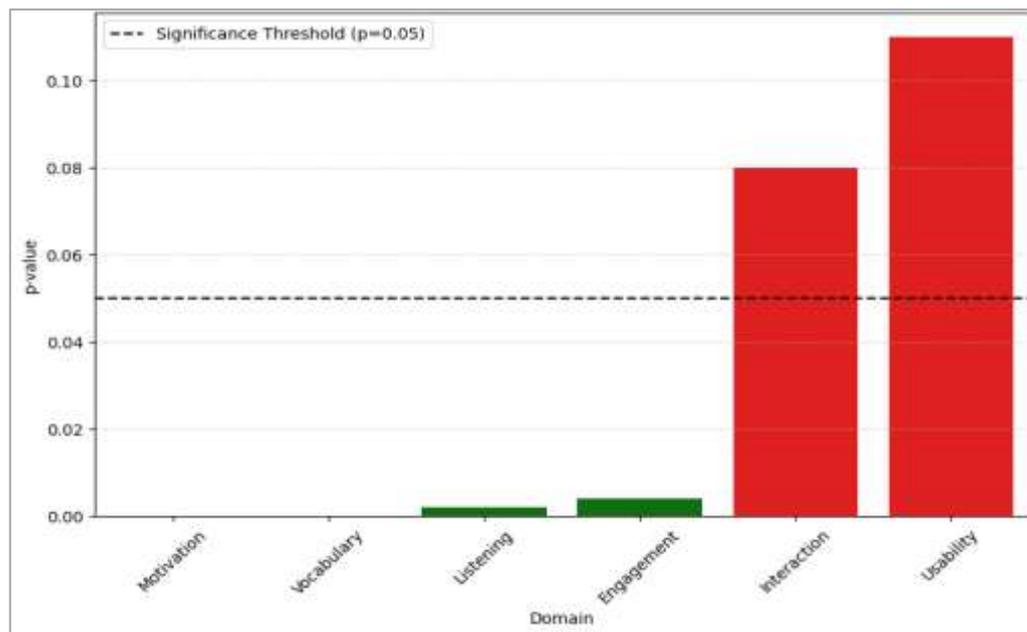
#### 4.3 Evidence of Perceptual Divergence

An independent-samples t-test was used to test the difference in perceptions using SPSS. Findings showed significant differences in four domains of six domains, which were statistically significant. As indicated in Table 3, motivation had the greatest perceptual difference ( $t = 4.88$ ,  $p = .001$ ,  $d = 0.92$ ), then vocabulary

( $t = 4.21$ ,  $p = .001$ ,  $d = .83$ ), listening comprehension ( $t = 3.97$ ,  $p = .002$ ,  $d = 0.71$ ), and engagement ( $t = 3.64$ ,  $p = .004$ ,  $d = 0.66$ ). Such enormous and medium effect sizes show that learners always rated infotainment positively in comparison with teachers. The differences in interaction of the classrooms ( $p = .080$ ) were considered as non-significant and the same applied to the usability ( $p = .110$ ), which implied that the two groups were having practical experiences in the same way, as far as these are concerned. These perceptual differences are statistically significant, which are visually presented in Figure 4 to indicate the areas of the most noticeable difference between learners and teachers.

**Table 3. Independent Samples T-Test for Learner and Teacher Perceptions**

Domain	t-value	p-value	Effect Size (d)	Interpretation
Motivation	4.88	< .001	0.92	Significant
Vocabulary	4.21	< .001	0.83	Significant
Listening	3.97	.002	0.71	Significant
Engagement	3.64	.004	0.66	Significant
Interaction	1.79	.080	0.29	Not Significant
Usability	1.61	.110	0.24	Not Significant

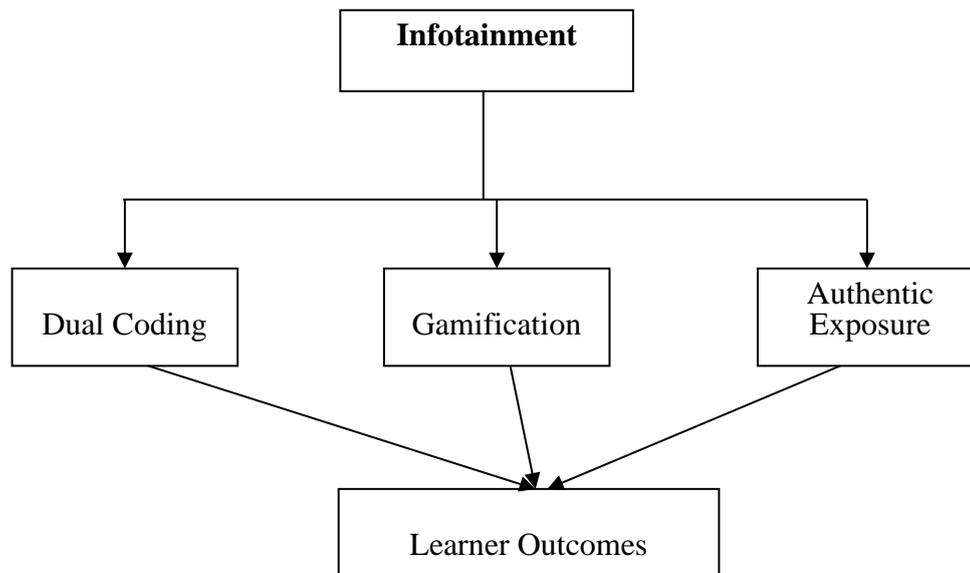


**Figure 4. Significant Perceptual Differences Between Learners and Teachers**

#### 4.4 Mechanisms Explaining Infotainment's Effectiveness

The qualitative and observational findings gave more information on why infotainment offered better outcomes to the learners. Three main mechanisms were found to be triangulated data:

- 1) Dual coding, in which coordinated images and sounds assisted learners in memorizing the information, better;
- 2) Gamification, with the use of such tools as Kahoot and Quizizz that contributed to the motivation and the urge to take active part;
- 3) Natural exposure, in which film dialogues and real-world videos facilitated the development of pronunciation awareness, contextual use of vocabulary and listening comprehension. The conceptual summary of these mechanisms is provided in Figure 5 which illustrates the enhancement of learner cognition and behaviour through infotainment.



**Figure 5. Mechanisms Through Which Infotainment Enhances ELT Outcomes**

#### 4.5 Proposed Pedagogical Integration Framework

The evidence-based model of ELT instruction based on statistical and qualitative data was created as infotainment-integrated ELT. The model features an infotainment block of 20 minutes, a combination of animated micro-lessons, content in the form of stories, listening clips, and gamified tasks designed to reinforce the taught material, and then the discussion and consolidation by the teacher.

#### 4.6 Discussion

This research suggests that infotainment-based ELT is rated by both the learners and teachers in the educational institutions of Kolkata in a positive and moderate way respectively. These findings are consistent with other studies on ELT in the world which propose that multimodal digital tools can increase motivation, vocabulary, and understanding of learners. The clearly high score in learners in the field of motivation, vocabulary, and listening make clear the innate attractiveness of multimedia inputs and confirm the previously existing theories, including dual coding and multisensory learning. This supports the previous findings that audio-visual aids generate deeper thought processes of processing information, hence enhancing comprehension and memorization.

Nevertheless, the teacher replies show more reserved attitude even though they admitted the educational values of infotainment. This deviation is indicative of the findings of other international researches that state that the readiness of teachers to use digital tools is in many cases limited by infrastructural, training, and rigidity of the curriculum. This trend is well supported by the teacher interviews in the current study with systemic constraints being cited as opposed to pedagogical resistance. The statistically significant perception difference between teachers and learners, which is described with the help of t-tests, demonstrates that digital pedagogy requires specific professional and institutional guidance and support.

The important contribution of this research is that it confirms the effectiveness of infotainment when used in the classroom as opposed to using post-hoc survey data. The identified enhancement of learner involvement and engagement in infotainment-based sessions prove that multimedia tools like animated grammar videos, film clips, and gamified quizzes may help to improve the real-time classroom processes. This is especially true in the Kolkata setting where the teacher-centered ELT methods still prevail even as students are getting more exposed to digital technologies.

Besides, thematic insights obtained as a result of teacher interviews provide a valuable clarity based on the mechanisms that drive ELT outcomes. Teachers reported regularly that animations make complex grammar instruction easier, gamification encourages competition and sustained attention, and natural listening resources expose learners to patterns of language that occur in real life, which are likely scarcely found in textbooks. These mechanisms present a theoretical explanation to statistically significant benefits found in the perceptions of learners. Through the combination of quantitative and qualitative evidence, the current research, in addition to affirming the advantages of infotainment, also clarifies the reason why the advantages are generated in a real classroom situation.

The suggested Infotainment-ELT model will help to consider the interest of learners and the concerns of instructors, providing them with the balanced, structured, and achievable plan of classroom implementation. The model incorporates a fixed 20-minute infotainment block within every ELT session, which is aided with consolidation under the supervision of the teacher, and thereby guarantees pedagogical consistency with less workload on the teacher. The strategy can improve the quality of learning without overwhelming scarce school resources- a key factor in the multicultural education environment in Kolkata.

#### **4.6.1. Novelty of the Study**

The present study could bring a few unique contributions to the sphere of English Language Teaching (ELT). First, it is the first perception-based exploration of infotainment-integrated ELT in a particular context of Kolkata educational environment, a gap in geographical and empirical coverage regarding the literature. Second, the research utilizes the rigorous mixed-method approach that incorporates classroom-based implementation, learner and teacher survey, and the semi-structured interview. The multidimensional methodology offers an analytical depth which is greater than the mostly single-method designs used in previous studies. Third, the study has provided an innovative standpoint in carrying out a comparative study of the perceptions of learners and teachers to understand that there are statistically significant differences in the attitudes towards infotainment-based pedagogy- a field that has not been well explored. Lastly, the study ends with the creation of an evidence-based model of sustained implementation of infotainment tools in ELT classrooms that provides practical recommendations to the institutions intending on updating the teaching of language.

#### **4.6.2. Scientific Contributions**

The research contributes to scientific knowledge in a number of ways. It can give a detailed empirical data on the use and success of infotainment-based ELT in Kolkata, thus contributing to the regional and disciplinary knowledge. The research provides a quantitative evidence of the difference of perceptions between teachers and learners, which is an eye opener to a significant aspect of technology mediated language teaching through the application of sound statistical analyses. Besides this, the qualitative part of it, which is a result of an organized interview that is the interviews conducted with teachers, generates thematic information about structural, pedagogical, and technological issues that impact the use of infotainment tools. These lessons help to lead to a refined perception of practitioner realities. In addition, the research contributes to the field by providing viable and implementable guidelines on how multimedia and digital infotainment resources can be integrated within ELT, thus, eliminating the disparity between the theoretical advocacy of the field and the realities of the classroom.

Table 4. Comparative Analysis of Previous Studies and the Present Study

<i>Study / Author</i>	<b>Focus</b>	<b>Tools / Infotainment Used</b>	<b>Method</b>	<b>Key Findings</b>	<b>Gap Filled by Present Study</b>
<i>Gaviria, Ortiz &amp; Benítez (2025)</i>	Motivation in virtual English classrooms	Quizizz gamified quizzes	Quantitative survey + virtual classroom intervention	Quizizz significantly increased learner motivation in online environments	Focused only on virtual classrooms; no teacher perception; no mixed-method; no Kolkata context; no comparative analysis
<i>Prasad, Mehta &amp; Shah (2025)</i>	Use of multimedia resources in teaching writing skills	Videos, digital worksheets, interactive media	Survey of ELT practitioners in Gujarat	Teachers acknowledge benefits of multimedia but face training and infrastructure limitations	No learner perception; no empirical classroom implementation; region differs; limited to writing skills
<i>Kandasamy &amp; Paramanathan (2023)</i>	Gamified grammar learning	Quizizz gamified platform	Experimental study	Gamification improved grammar achievement and engagement	Examined only grammar; no qualitative insights; no learner–teacher comparison; not contextualized for Kolkata
<i>Ismail, Yunus &amp; Suliman (2021)</i>	ICT multimedia impacts on writing accuracy	Multimedia writing tools (images, videos, typing aids)	Experimental + qualitative reflection	Multimedia tools improved writing accuracy and engagement	Focus only on writing; lacks large-scale perception data; no model development; no triangulation
<i>Present Study (Kolkata)</i>	Infotainment-integrated ELT across skills (listening, vocabulary, comprehension, motivation)	Animations, film clips, storytelling videos, Quizizz, Kahoot, digital flashcards	Mixed-method: surveys (n=160), classroom implementation (20 classes), interviews (15 teachers)	Learners show high acceptance; teachers show moderate acceptance; significant perceptual gap ( $p < .05$ ); classroom engagement noticeably improved	First Kolkata-based infotainment–ELT perception study; compares learners vs teachers; integrates quantitative + qualitative data; includes live classroom implementation; proposes a sustainable ELT infotainment model

## 5. Conclusion

In this paper, an in-depth analysis of the infotainment-based English Language Teaching (ELT) is offered in the context of the Kolkata learning environment with a strong mixed-method research design consisting of classroom-based intervention, poll responses, and semi-structured interviews. The results show that students are highly motivated, engaged and understand the materials presented as infotainment with the same effectiveness and teachers recognize the pedagogical potential of such materials, but are forced to overcome the infrastructural limitations, lack of training, and curriculum requirements. The statistically significant difference in perceptions that is disclosed by the quantitative analysis indicates the necessity of the special professional development and institutional assistance that should raise the readiness of teachers to accept technology-enhanced pedagogy.

The observations in the classroom also support the beneficial effect of using infotainment tools, which include animations, film clips, digital narrative, and gamified quizzes, on student engagement and attention. Theoretically, these enhancements are based on dual coding and multisensory learning postulates which argue that a combination of visual and hearing stimuli enhances cognitive processing and promotes more significant language acquisition. The quantitative and qualitative evidence triangulation confirms that infotainment is not an exciting instructional tool but a valuable pedagogical strategy that can be used to enhance the ELT results.

Notably, the research project led to the creation of a systematic and context-based Infotainment-ELT Model that aim to reconcile the digital resources and the teacher-enabled guidance. This model offers a feasible model of long-term incorporation of infotainment in English classes in Kolkata and the like learning institutions. The model helps to overcome pedagogical opportunities and practical constraints and provides the future of ELT with more interactive, learner-centered, and future-ready practices.

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