Research Article

Shankar's 2.0 As Edutainment: An Eco ELT Material For Sustainability

S.T.Sreenidhi[1], Dr. P.Sathya[2]

[1]Research Scholar, Department of English, Holy Cross College (Autonomous), Nagercoil, Affiliated to Manonmaniam Sundaranar University, Tirunelveli, email – sreenidhi.st@holycrossngl.edu.in, (Reg No:22113044012007),
[2]Assistant Professor, Department of English, Holy Cross College (Autonomous), Nagercoil, Affiliated to Manonmaniam Sundaranar University, Tirunelveli, email - sathya.p@holycrossngl.edu.in

Abstract

Eco English Language Teaching (Eco ELT) integrates ecology with English language teaching into the language classrooms. Through Eco ELT, learners are exposed to the language along with environmental responsibility. The contemporary educational policies aim at providing holistic education to the learners for creating a better society in future. The modern world is filled with technology and its inventions and current generation are attached to it detaching themselves from the nature. Eco consciousness is one of the major factors that strives for sustainability in present day context. Classrooms can be used as an effective atmosphere to enlighten the modern generation about various challenges and issues that evolve in the society. In language classes, Edutainment can aid in the teaching learning process productively. This research is an attempt to help the learners to enhance their language skills along with their scholarship on the need of sustainability pertaining to ecology. Clippings from a south Indian Tamil movie titled 2.0 is used as a material in the classroom. As a medium of edutainment, this material helps the teachers to create an entertaining and comfortable atmosphere for the learners to engage effectively in the activities and to ponder on the knowledge hidden in it.

Keywords: Eco ELT, Edutainment, Materials, Sustainability, Language Skills.

Introduction

The modern age is dominated by manmade materialistic things erupting the ecological balance of nature resulting in global warning. Many organizations, and people through media and literature are creating a awareness on conserving nature. The main focus is to protect nature and to implement sustainable measures to conserve our environment. Incorporating materials related to ecology exposes the learners to question, understand, interpret and gain insight. The term 'Eco- ELT' is a reflection for creating a sense of belonging towards the environment amidst industrialization. Language teachers act as facilitators in the classrooms with the help of materials that promote consciousness towards protecting environment.

Edutainment

The word 'edutainment' is a compound word blending entertainment and education. Entertainment has become the most effective way to acquire knowledge as it suits the interest of the learners. The term 'edutainment' was coined by the American illustrator Peter Catalanotto in 1990s while teaching writing and illustration. This term was further used by different people in different contexts. The Oxford Living Dictionaries (2017) defines the term as "Video games, television programs, or other materials, intended to be both educational and enjoyable." The American Heritage Dictionary of the English Language (1969) defines this term as "the act of learning through a medium that both educates and entertains". Edutainment is a combination of entertainment and learning. This method of teaching and learning can be used inside and outside a classroom to engage learners in a more entertaining, creative and informative manner. A learner's learning capability varies depending upon the sensory experiences provided to them. Every classroom has learners with multisensory capability that requires the teachers to be competent enough to fulfil their needs.

Edutainment can satisfy the learners thirst for knowledge depending upon their multisensory levels. Edutainment has diverse collection of materials such as drawings, charts, photos, videos, movies, shorts, blogs, vlogs, games, films, advertisements, social media apps, etc. that can be adapted in a classroom setting. These materials aid the learners to enhance the 21st century skills including critical thinking, creative thinking, reasoning, cultural competency, literary and media literacy skills, etc. Edutainment approach also promotes the inclusion of gamification, task-based language teaching approach to make lessons more effective and to create an engaging and inspiring atmosphere for

learning. Therefore language teachers apart from the regular syllabus they also instigates on the development of learners' language skill and their consciousness towards the society.

Review of Literature

ELT has undergone tremendous changes from Grammar Translation Method (GTM) followed by other methods and approaches transforming teaching and learning process. The contemporary approaches and methods of ELT are interdisciplinary focusing on language skills along with the enhancement of knowledge, skills and abilities that are essential for the learners. Eco-ELT is an approach that propagates awareness on ecology and promotes language production through edutainment factors.

Jepri Ali Saiful (2014), in his article titled "Eco-ELT Materials Development: The Proposed Idea Towards Instilling the Concept of Loving the Environment and Upholding the Virtues of Local Wisdom to Young Learners," discusses the concept of Eco- ELT and highlights the responsibility of ELT teachers in enhancing the language skills while creating eco consciousness among the learners. The paper highlights the educational potential of local folklores and short stories, as authentic resources for language teaching. It establishes relationship between language education, environmental awareness and value development.

Oksana V. Anikina and Elena V. Yakimenko (2014), in their article titled "Edutainment as a Modern Technology of Education," explore the concept of edutainment as a contemporary educational technology. It investigates how edutainment integrates educational content with entertainment elements to engage learners and facilitate effective learning experiences. Similarly, it explains the relevance to the development of learners' competencies and its application in foreign-language education. It further discusses the benefits of edutainment, such as increased motivation, engagement, and retention of information among learners. This paper provides a theoretical foundation for integrating entertainment-oriented resources into educational practices.

Tiamyod Pasawano (2015), in the article titled "Results of Enhanced Learning with the Edutainment Format," explores the effectiveness of using the edutainment format in enhancing learning outcomes. The study propagates the integration of multimedia resources including films, music, television programmes, and games with activity-based learning for creating an engaging learning environment.

Shamimah bt. Haja Mohideen (2017), in his article titled "Introducing Educational Entertainment in the English Language Classroom," discusses the integration of educational entertainment techniques into the English language classroom. It addresses the challenges involved in implementation process and examines the entertainment-based materials. The findings indicate positive learner responses and improvements in assessment performance.

Omar Fouad Ghafor, Goran Omar Mustafa, and Hedayat Muhamad Ahmad (2019), in their article titled "Edutainment Tendencies among EFL Learners at the University of Halabja, Department of English Language," investigates the attitudes and preferences of learners towards the use of entertainment-based materials in the learning process. The study supports the importance of considering learners' interests and preferences while selecting instructional materials. Through a questionnaire, learners' engagement with different entertainment resources and relevance in EFL context was investigated.

N.S. Rusman and H.N. Ismail (2020), in their article titled "City Edutainment for Educational and Social Justice for Early Childhood," discuss the concept of edutainment as a means of promoting education and social justice for early childhood development. The authors highlight the importance of integrating educational content with entertainment elements to foster learning and social inclusion. It also discusses about various strategies for implementing city edutainment initiatives, such as interactive exhibitions, playgrounds, and cultural events depending on the needs of young learners. Additionally, the authors emphasize the role of educators, policymakers, and community stakeholders in creating inclusive and accessible city edutainment programs. Although the study focuses on city-based educational facilities, it broadens the understanding of edutainment as an approach that connects learning with engaging experiences with the surrounding environment.

Jepri Ali Saiful (2020), in his article "New Innovation in English Language Teaching: Revealing Concepts and Application of Eco-ELT," discusses about Eco- ELT framework. It emphasizes the role of ELT teachers in fostering environmental consciousness among the learners. This article redefines the English teachers as "green moral agents" and points out their duty to address environmental issues in the classroom along with language teaching. It highlights the ways to select and propagate eco-themed lesson plans and teaching approaches in classroom with examples.

Signe Cohen (2022), in her article "A Posthuman Dharma: Enthiran 2.0," examines the ecological and philosophical dimensions of Shankar's Tamil science-fiction film 2.0. The study explores how the film presents the consequences of excessive technological dependence, particularly its impact on human relationships and natural environment. Cohen emphasises the ethical responsibility of human beings towards the environment and all living entities. It further establishes the ecological relevance of 2.0 as a potential instructional resource.

Karthika (2026), in her article titled "Green Trends in ELT: Climate Change and Communication in ESP Classrooms," explores the integration of climate action into English for Specific Purposes through the Social and Emotional Learning framework. The study adopted an action research approach to examine how environmental concerns can be incorporated into language instruction. The learners engage in collaborative tasks that involve identifying environmental challenges and suggesting practical solutions at the micro level. The findings reveal that integrating ecological perspectives into language classrooms enhances learners' linguistic and communication skills while fostering environmental awareness, sustainable practices, critical inquiry and other 21st-century competencies.

The studies establish the educational potential of edutainment, the use of audio-visual resources in English language classrooms and the integration of environmental awareness into language education. The present study tries to align them together by examining Shankar's 2.0 as an edutainment-based Eco-ELT material. It focuses on the potential of the film's themes to provide meaningful contexts for English-language classroom activities.

General objectives

The objectives of the study are

- to enhance the language skills – listening and speaking
- to motivate the students with individual and collaborative activities.
- to develop their cultural competency, information and media literacy, critical thinking skills and creativity
- to create environmental consciousness among the learners
- to discuss about the sustainable practices in conserving nature
- to probe into the impact of technology in conserving the environment

Need for the study

The contemporary world is updating scientifically and materialistically with modern inventions focusing on altering man's life simpler and easier but on the other hand they move farther away from the environment. Centuries' back human beings were depended on nature for their life but now they have gradually detached themselves. The importance given to nature in an individual life is gradually being replaced by the technocratic inventions made by humans. Mahatma Gandhi (1960) points out that, "The world has enough for everyone's need, but not for everyone's greed." Humans are replacing, altering, demolishing, reconstructing and expanding the land for their materialistic need and greed. Science and the invention of technology has indirectly started to alienate humans from environment and nature.

Eventually, varied forms of awareness are provided for the human race to protect and understand the richness of the nature. Novels, poems, short stories, movies, films, comics, memes, vlogs, blogs, etc. promotes the role of nature in an individual's life and their role to protect it. By following this trace, eco consciousness can be elevated into the learners through ELT at all levels. By incorporating ecology-oriented materials into language classroom providing platform to enrich vocabulary and to strike a general conversation pertaining to it, supporting the learners to engage in real life situations for language learning.

Materials chosen for the study

Materials serve as an integral part of language teaching. The main aim of materials is to structure the teaching and learning process and organise classroom interaction. The selection of appropriate instructional materials plays a prominent role in the process of language learning with meaningful, engaging experiences. Audio-visual materials capture learners attention and create opportunities to express opinions and interact.

Situational materials are instructional resources that present real-life situations to encourage meaningful communication along with critical thinking. They enable learners to interpret circumstances, understand different perspectives and use language appropriately in specific contexts. These materials encourage learners to connect

classroom learning with everyday experiences through communicative activities such as discussions, role play, debates, problem-solving and oral presentations. They make language learning contextual, experiential and purposeful by providing opportunities for learners to apply their linguistic knowledge in meaningful situations. It further provides a platform to interpret events, understand different perspectives and respond to problems. Movies, videos, podcasts can function as situational materials in language classrooms as they portray characters, emotions, conflicts and situations that comprehend life and society.

A few clippings from 2.0 a South Indian – Tamil movie by written by Shankar, Jeyamohan and Madhan Karky, directed by Shankar and released in 2018. It is a science-fantasy action film released worldwide in conventional and 3D format. This movie is a sequel to the movie Enthiran, that describes about the struggle a scientist faces, to control and update a robot's emotions to survive among the common people. This movie was released in 2010, co-written and directed by Shankar.

The movie 2.0 discusses the story of an avian human who fails to protect birds and seeks vengeance on addicted mobile phone users and towers. Further, the movie putsforth how a humanoid robot that was dismantled by the end of the first sequel saved the society from the antagonist. This movie was thought provoking and insightful on the merits of science and the outcome of exploiting nature. The chosen clippings portrayed the emotions of the antagonist Pakshiraaj which sharing about his bonding with birds, his struggle to protect birds in the polluted society and another clip which displayed the excitement of people to buy new mobiles are chosen for the study. These clippings highlight the extremities of people in the society pointing out their merits and demerits. The learners can relate their attitude, character traits and behaviour to the characters of the scene. This serves as an introspection about the characters, lifestyle and nature.

Description of the cohorts

The study is carried out among the first year General English learners, Department of History, Holy Cross College (Autonomous), Nagercoil. 98% of the learners are from rural background and had Tamil as their medium of instruction.

Methodology

The lessons focused on task-based language teaching approach through the medium of edutainment. Clippings from 2.0 were used as materials in the classroom, various tasks and activities were carried out based on the content to propagate new ideas and enhance the language skills of the learners.

Procedure

The learners watched the clippings from the Tamil movie 2.0. As the movie was screened in their native language (L1), the learners enjoyed it and were comfortable. A brainstorming session checked the understanding of the content and the indepth knowledge on the theme presented to the learners. The session provided opportunities to engage in active listening, to discuss and respond by subduing the affective filters. In order to elicit responses from the learners, 'wh' and 'yes' or 'no' questions were employed. It assisted to comprehend the questions and to construct meaningful sentences by organising the thoughts with relevant vocabulary. They were involved in a role play on 'People prisoners of their phones' developing their conversational situations along with pronunciation.

Group discussion on the 'Birds teach life lesson' created circumstances to exchange ideas, share personal experiences through collaborative communication enhancing their fluency, sentence construction and to organise ideas coherently. Further, they were asked to interview their parents on the sustainable practices they involve at home every day to protect birds and share it in the class. The interviews were conducted in mother tongue and the same was presented along with the questions asked and responses received in English.

The activities enhanced the listening and speaking skills while emphasizing the importance of ecological sustainability. The learners were initially hesitant and had difficulties to use the target language but they actively used their preparation time and managed to convey their thoughts. The activities similarly connected environmental awareness with human responsibilities to explain and discuss environmental issues. The learners listed individual responsibilities like segregating dry and wet waste; kitchen waste compost; creating kitchen garden at the backyard or terrace; feeding birds with grains and water; feeding the birds; planting native plants and trees; controlling noise pollution; covering glass windows to avoid birds bumping; limiting the use of plastic; maintaining clean water bodies

and keeping water in small container in the terrace or window frame. The suggestions discussed by the learners contributes to create a more sustainable environment for future generations.

Findings

The findings of the study are listed below:

- learners understood that movies are reflection of society and theme presented
- learners shared, discussed and learned about different sustainable practices that can be practiced by them at their homes and their surroundings to conserve environment
- learners familiarize few handy practices that are followed at home
- learners eco conscious is provoked through Eco ELT
- learners' vocabulary enriched with acquiring words related to environment
- learners' creativity, cultural competency, information and media literacy skills were honed.
- learners become self-aware of the sustainable practices that are already practiced at homes
- learners efficiently worked as individuals and in groups
- learners' involvement in the class through activities increased
- proper design of the materials and activities increased learners' affinity towards the language
- learners' anxiety towards the target language was reduced with prior motivation and brainstorming session
- constructive feedback given at the end of the class which ultimately reduced learners' anxiety towards the target language and enhanced their skills notably

Conclusion

Language classroom beyond language teaching, enlighten and enrich the learners with life lessons that support in creating a better future. The integration of L1 materials into L2 classroom can provide a meaningful foundation for language production. The visual representations, dialogues and contextual situations presented in the film activate learners' prior knowledge, stimulate their interest and provide common basis for classroom interaction. The understanding of the clippings served as a foundation for English-language production. As the use of L1 audio-visual materials helped the learners to establish a connection between familiar language and target-language.

This research paper tries to highlight native movies as a medium of edutainment in language classroom to produce target language and to create awareness on the environment through entertainment. Meanwhile, it suggests various sustainable practices as suggestions to protect birds and retrieve the nature from its scientific invasion understanding the real emergency in protecting it. The Eco-ELT framework has produced a considerable impact on the learners making them aware about the scenario around them. Hence, adapting and adopting the similar materials into the classroom setting creates an environment filled with entertainment, knowledge and self-realization for the learners.

Works cited

1. Anikina, Oksana V., and Elena V. Yakimenko. "Edutainment as a Modern Technology of Education." Procedia - Social and Behavioral Sciences, vol. 166, 2015, pp. 475–479. https://doi.org/10.1016/j.sbspro.2014.12.558.
2. Cohen, Signe. "A Posthuman Dharma: Enthiran 2.0." Religions, vol. 13, no. 10, 2022, article 883. https://doi.org/10.3390/rel13100883
3. Ghafor, Omar Fouad, Goran Omar Mustafa, and Hedayat Muhamad Ahmad. "Edutainment Tendencies among EFL Learners at the University of Halabja, Department of English Language." Journal of University of Human Development, vol. 5, no. 3, 2019, pp. 65–72. https://doi.org/10.21928/juhd.v5n3y2019.pp65-72.
4. Haja Mohideen, Shamimah. "Introducing Educational Entertainment in the English Language Classroom." International Journal for Studies on Children, Women, Elderly and Disabled, vol. 2, June 2017, pp. 145–46. https://ijcwed.com/wp-content/uploads/2017/08/IJCWED1_159.pdf.
5. Karthika, V. K. "Green Trends in ELT: Climate Change and Communication in ESP Classrooms." TESOL Journal, vol. 17, no. 2, 2026, article e70130. https://doi.org/10.1002/tesj.70130.
6. Mohideen, Shamimah bt. Haja. "Introducing Educational Entertainment in the English Language Classroom." International Journal for Studies on Children, Women, Elderly and Disabled, vol. 2, June 2017.

7. Mustafa, Goran O., and Omar F. Ghafor. “Edutainment Tendencies among EFL Learners at the University of Halabja, Department of English Language.” Journal of University of Human Development, vol. 5, no. 3, 2019, pp. 65–72. https://doi.org/10.21928/juhd.v5n3y2019.pp65-72.
8. “Oxford Languages: The Home of Language Data.” Oxford Languages, 2017, https://en.oxforddictionaries.com/definition/singularity.
9. Pasawano, Tiamyod. “Results of Enhanced Learning with the Edutainment Format.” Procedia – Social and Behavioral Sciences, vol. 176, 2015, pp. 946–951. https://doi.org/10.1016/j.sbspro.2015.01.563.
10. Rusman, N. S., and H. N. Ismail. “City Edutainment for Educational and Social Justice for Early Childhood.” IOP Conference Series: Earth and Environmental Science, vol. 447, 2020, article 012008. https://doi.org/10.1088/1755-1315/447/1/012008.
11. Saiful, Jepri Ali. “Eco-ELT Materials Development: The Proposed Idea towards Instilling the Concept of Loving the Environment and Upholding the Virtues of Local Wisdom to Young Learners.” Proceedings of the 3rd UAD TEFL International Conference 2014: Materials Development in Asia and Beyond: Directions, Issues, and Challenges, English Education Department, Universitas Ahmad Dahlan, 2014, pp. 580–592.
12. ___. “New Innovation in English Language Teaching: Revealing Concepts and Applications of Eco-ELT.” TELL: Teaching of English Language and Literature Journal, vol. 8, no. 1, 2020, pp. 63–73. https://doi.org/10.30651/tell.v8i1.4604.
13. “Sufficient for Everybody’s Needs, Not for Greed | FAQs – Myths About Mahatma Gandhi.” Mahatma Gandhi, n.d., https://www.mkgandhi.org/faq/q5.php.
14. “The American Heritage Dictionary of the English Language.” The American Heritage Dictionary of the English Language, 1969, Internet Archive, https://archive.org/details/americanheritage0000unse_c0f2.
15. Tomlinson, Brian, editor. Materials Development in Language Teaching. 2nd ed., Cambridge UP, 2011.