



Enhancing Language Acquisition through Interest-Based Integrated Skill Instruction

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Abstract – Through the process of communication, language serves as an art form that facilitates the expression of one's desires, expectations, thoughts, ideas, and proposals. In essence, communication is a social skill that involves exchanging information. While subject learning involves gaining knowledge about the subject, language learning involves developing abilities. Language proficiency leads to the acquisition of subject knowledge. It is impossible to teach skills. You must practice it. Learning a language can be done in a variety of ways. Classroom instruction is one method of acquiring the English language. The teaching and learning process in the classroom does not produce the desired outcome. This is a result of both students' and teachers' lack of enthusiasm in teaching English as a grammar topic. Involving the students and getting them engaged in the material is the greatest method to solve the issue. Currently, various teaching and learning approaches are used, including technology-based, activity-based, and outcome-based approaches. The teaching resources and methods should be tailored to the students' interests and needs. Improving speaking, listening, reading, and writing abilities is the main goal. One must be familiar with grammar in order to master these abilities. However, it is clear that second language learners struggle greatly to internalize the norms of grammar. In order to meet the requirements and desires of the students in terms of grammar, vocabulary, functions, ideas, and applications, this study proposes a novel and interest-based approach to language teaching and learning. The integration of talents introduces this a priori approach. Basic grammar knowledge is essential for self-expressive communication. Giving students these kinds of exercises encourages their participation and makes it easier for them to understand grammar principles. The actions suggested in this paper undoubtedly increase interest and continue to be a successful and efficient method for achieving the goal.

Keywords — Interest Oriented Language, Learning, Language, thoughts.

I. INTRODUCTION

One's inner self is projected through the art of language. Through the communication process, it displays the desires, anticipations, ideas, and proposals. Signs, symbols, and words are used in communication. In essence, communication is a social skill that involves exchanging information. Language is a means of communication. While subject learning involves gaining knowledge about the subject, language learning involves developing abilities. Language proficiency leads to the acquisition of subject knowledge. It is impossible to teach skills. You must practice it. Birds are not taught how to construct nests. Learning a language can be done in a variety

of ways. When learning a new language, one should approach everything with the curiosity, bravery, persistence, and interest of a child. The youngster lacks humility. Since English is taught as a second language in India, a multilingual nation, students rarely manage to find a suitable time and location outside of the classroom to apply what they have learned and improve their language proficiency. Classroom instruction is one method of acquiring the English language. The current method of teaching and learning in the classroom does not produce the desired outcomes. This is a result of both students' and teachers' lack of enthusiasm in teaching English as a grammar topic. Involving the students and getting them engaged in the material is the greatest method to solve the issue.

II. METHODS OF TEACHING ENGLISH LANGUAGE

Because of globalization, proficiency in the English language is now highly valued for survival. Thus, the process of teaching and learning English has changed significantly. From the Grammar Translation Method to Computer Assisted Language Teaching, the development of English language instruction may be tracked. Teaching and learning are currently conducted using a variety of approaches, including content-based, technology-based, activity-based, and outcome-based. There are many instructional resources accessible as a result of the advancement and use of information and communication technologies. The idea that teachers have a unique role to play in delivering high-quality education is an uninvited remark. In addition to having excellent teachers, a high-quality education must also meet the needs and interests of its students through its methods and resources. Improving speaking, listening, reading, and writing abilities is the main goal. One must be familiar with grammar in order to master these abilities. However, it is clear that second language learners struggle greatly to internalize the norms of grammar. This speeds up the researchers' hunt for innovative approaches to teaching English. In order to meet the requirements and desires of the students in terms of grammar, vocabulary, functions, ideas, and applications, this study proposes a novel and interest-based approach to language teaching and learning. The integration of talents introduces this a priori approach. Basic grammar knowledge is essential for self-expressive communication. Giving students these kinds of exercises encourages their participation and makes it easier for them to understand grammar principles. The actions suggested in this



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paper undoubtedly increase interest and continue to be a successful and efficient method for achieving the goal.

III. INTEREST ORIENTED LANGUAGE TEACHING AND LEARNING

Every learner is unique in every way, constantly evolving, and has different interests and learning capacities. Learning is supported when it is relevant and helpful to the students. Experts and researchers stress how crucial it is to use appropriate teaching resources and content while teaching languages. The educational resources ought to make an impact. It should be a well-known and fascinating subject. Additionally, it must be appropriate and pertinent to their level. Students ought to understand how and why those subjects are fascinating and necessary for learning. The goal of learning a language is to communicate, not to become linguistically knowledgeable. Real-world scenario-based activities are crucial. Activities that use language to accomplish worthwhile tasks effectively support the learning process. Both the curriculum and the learning process should be created to meet the expectations of the students. According to Barrows, the key factor influencing the effectiveness of any educational approach meant to (1) help students develop their thinking or reasoning skills as they learn and (2) assist them in becoming independent, self-directed learners is the tutor's capacity to employ facilitatory teaching techniques during the small group learning process. (1972), p. 12. When the learning environment and contents are somewhat related to the learners' personal experiences, their attention is piqued.

Students are most interested in motor vehicles, followed by sports and movies. Along with cell phones, their expensive assets include cars, motorbikes, and scooters. Students would find the news about these new arrivals to be more engaging and familiar. Therefore, materials pertaining to these topics are better suited for learning English. Both the input and the output of the tasks should demonstrate what they have learned and practiced in day-to-day conversation in order to improve language skills acquisition. One must be proficient in all four language acquisition skills—speaking, listening, reading, and writing—in order to communicate effectively. Grammar and vocabulary are the only ways to achieve mastery. Expression abilities only become important when they are ingrained in the minds of the students. According to Red Ellis, a task is a work plan that calls on students to use pragmatic language processing to produce an output that can be assessed to determine whether the propositional material was delivered correctly or appropriately. The ultimate goal of competent communication skill will be achieved in language instruction classrooms if students are encouraged to use the resources that are available to them and that pique their interests, needs, and goals. The supplied model lesson plan undoubtedly aids students in learning and using language in a proper and fluent manner. At the conclusion of the exercise, participants create their own vehicles and provide detailed descriptions of them utilizing their creative and communication abilities.

IV. LESSON PLAN

This research focuses on the integration of four key language learning skills.

Stage: Intermediate

Focus: LSRW Skills, Grammar, and Vocabulary Goal: Students gain knowledge of motor vehicle-related terminology and are able to use suitable language skills to describe their automobiles.

Objective: Students get the ability to articulate their ideal cars using language.

Teaching Resources: Ads and Newspapers

Activity 1 – Warm up

The purpose of these questions is to inspire the students.

1. Do you like two-wheelers or four-wheelers?
2. What is the most expensive vehicle?
3. What is the newest model in the two-wheeler class?
4. Do men and women use the same two-wheelers? Why not?
5. Which nation hosted a Formula 1 automobile race recently?
6. List a few motorcycles and race cars.

Activity 2 – Vocabulary building

Objective: To consider and produce motor vehicle-related terminology.

Step 1: input "automobile" and invite students to input additional terms that are associated with the subject.

Step 2: Ask them to count the words and sort them alphabetically after five minutes.

Activity 3 – Grammar

Objective: To work on the syntax used when discussing and writing about cars.

Step 1: Pay attention to nouns. Request that they enumerate the vehicle names. Asking them questions such, "Which vehicle do you currently use?" will encourage them to talk.

2. Give the car a name and provide the name of the company.
3. Which car would you pick if you had the option to switch? Why?

Request that they respond in full sentences.



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Step 2: Particular verb usage. Request that they compile a list of topic-related action words and use the verbs to construct sentences.

Put the words "Ride drive travel" on the board.

Request that they explain why each verb is used with some vehicles but not others. (A straightforward response is that "ride" exclusively refers to horses, and two-wheelers drive and travel on four-wheelers.)

Step 3: Use adverbs and adjectives to describe. Show them an image of a car and instruct them to write and discuss a paragraph about it. phrase suggestions or a model phrase might be provided to help students stay on course. They can be asked to change the underlined terms.

Ex. Lightweight, agile, and simple to maneuver through traffic is the Honda Activa 1, the latest iteration of the well-liked motorized unisex scooter. Review the grammar lessons that have been taught thus far.

Activity 4 – Listening Comprehension

The objective is to acquaint the pupils with the action, contextualize it using motor vehicle circumstances, and improve their listening abilities.

The teacher can discuss the newspaper story or ask a student to read the piece. Allow the pupils to complete the following chart with the information they have learned from the reading. For the reading comprehension exercise, use the provided passage.

Activity 5 – Speaking

Select a car of your choosing, then explain its unique features. Compare Maruti Suzuki with TATA Motors. Talk about German-made automobiles.

Activity 6 - Reading Comprehension

The objective is to assess pupils' overall competence and help them become better readers.

Step 1: To teach reading comprehension and skills, use the same listening comprehension piece.

Ex. After reading the passage, respond to the following questions as instructed.

The Big Plans of Hyundai

The Korean automaker Hyundai Motors has launched the Grand i10 and i20 despite the worsening economic conditions. "The Grand is a world-class product developed for the Indian market," stated B.S. Sen, the managing director and CEO of Hyundai India Motors, who attended the car's debut at the Taj Coromandel. It sets a new standard in the small, high-entry

market by providing optimal urban mobility and a whole package, from performance to style.

The small car has features like rear air conditioning vents and a smart key with push-button start and stop that one might find in an entry-level sedan.

In addition to its 1.2-liter Kappa Dual VTVT gasoline engine, the Grand i10 will also come with a 1.1-liter advanced second-generation V2 CRDi diesel version that can achieve 24 kilometers per gallon. It was disclosed that Hyundai Motors India had spent \$300 million to build a platform that would enable them to enter the diesel vehicle industry. "Given the daily rise in petrol prices, we believe the Grand i10 diesel variant will undoubtedly attract customers," stated Rakesh Srivatsava, senior vice president and head of marketing at Hyundai Motors in India. This does not imply a phase-out of the i10min India by the firm. In addition to stating that efforts are underway to refurbish outdated brands and launch new ones within the next three years, Rakesh Srivatsava also stated that both cars will coexist in India. "There are several segments that we are interested in, including the mini SUV and sedan segments." Additionally, it was disclosed that the Grand i10 automatic transmission will be available later.

I. Compose succinct responses.

- What is the topic of the passage?
- Give the Hyundai Motora its new name.
- Explain its unique characteristics.

II. Fill out the following.

- The Grand i10 is more than just a _____.
- According to Rakesh Srivatsan, _____.
- Hyundai's ambitions for the future are _____.
- Hyundai is considering additional markets like _____.

III. Use GRAND as an adjective and noun to construct phrases.

IV. Using your own sentences, distinguish between the meanings of the words FEATURE and FUTURE.

Activity 7 – Writing Skills

Read the comprehension section, highlight the key ideas, and then summarize it using the Hyundai Grand i10 title.

V. EXPERIMENTAL ANALYSIS

Among first-year engineering students, the developed lesson plan was tested. Together with vocabulary and grammar, the



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four fundamental skills were incorporated into the module's design.

VI. OBSERVATION

- There are lots of opportunities to improve your language abilities in this subject.
- The exercises improve linguistic proficiency.
- Full-fledged language acquisition was achieved through skill integration.
- Participatory learning is enhanced by the learners' relationship with the learning methodologies.
- Throughout the entire session, there is evidently sustained engagement.

VII. CONCLUSION

Each learner's demands and interests must be taken into consideration during the instructor activity. Human action is expressed through language. Students learn more when teachers use innovative teaching strategies. Students are always drawn to new technical items and are the first to become familiar with and adjust to them. As a result, using these kinds of resources to teach language skills in the classroom makes perfect sense. These increase instruction in the classroom, which benefits students' learning outcomes. The instructor can connect with the pupils in a way that has never been possible before by employing interest-based resources and techniques. An innovative and successful strategy for grabbing and holding students' interest in acquiring and practicing language skills is interest-oriented language teaching and learning.

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