

Interest Oriented Language Teaching and Learning through Integration of Skills

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Abstract— Language is an art that helps to exhibit one's longings, expectations, thoughts, ideas and suggestions through the process of communication. Communication is basically an exchange of information and is a social skill. Language learning is acquisition of skills whereas subject learning is acquiring knowledge on the subject. Subject knowledge is acquired through language skills. Skills cannot be taught. It has to be practiced. There are various methods of learning a language. The possible way of English language learning is that of learning in a classroom. Classroom teaching and learning process does not yield proper result. This is because of disinterestedness of students and teacher's way of teaching English language as a grammatical subject. The best way of solving the problem is to involve the learners and get interested in what is being taught. The different methodologies such as technology based, activity based, outcome based teaching and learning are practiced at present. The methodologies and the teaching sources should cater to the needs and interests of the learners. The prime aim is to enhance the skills of listening, speaking, reading and writing. To master these skills, one should know grammar. But it is quite evident to see the second language learners stumbling a lot to internalize the grammatical rules. This paper aims at proposing an innovative and interest-oriented language teaching and learning technique which specifies the wants and needs of the learners in terms of grammar, vocabulary, functions, notions and applications. This priori approach is introduced through integration of skills. The basics of grammar are very much needed to make communication self-expressive. When learners are given such activities it kindles the spirit of involvement and motivates them to comprehend the grammatical rules easily. The activities proposed in this paper certainly do accelerate interest and remain as an effective and successful practice serving the purpose.

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

I. INTRODUCTION

Language is an art that projects one's inner self. It exhibits the longings, expectations, thoughts, ideas and suggestions through the process of communication. Communication is carried out through signs, symbols and words. Communication is basically an exchange of information and is a social skill. Communication is facilitated through language. Language learning is acquisition of skills whereas subject learning is acquiring knowledge on the subject. Subject knowledge is acquired through language skills. Skills cannot be taught. It has to be practiced. No one teaches birds to build nest. There are various methods of learning a language. Learning a foreign language, one should possess child's attitude in observing and learning anything with curiosity, boldness, perseverance and interest. The child does not have humility. India, being a multi-lingual country where English is taught as second language, the students hardly seems to find an opportune time and space, outside their classroom to practice what they learnt in the classroom and refine their language efficiency. The possible way of English language learning is that of learning in a classroom. The present classroom teaching and learning process does not yield proper result. This is because of disinterestedness of students and teacher's way of teaching English language as a grammatical subject. The best way of solving the problem is to involve the learners and get interested in what is being taught.

II. METHODS OF TEACHING ENGLISH LANGUAGE

Globalization has resulted in heavy demand for English language efficiency for survival. So English Language teaching and learning process has undergone sweeping changes. The growth of English Language teaching could be traced from Grammar Translation Method to Computer Assisted Language Teaching. The different methodologies such as Content based, Technology based, and Activity based, Outcome based teaching and learning is practiced at present. Due to the development and intervention of Information and Communication tools teaching resources

are available in plenty. It is an unsolicited statement that teachers have a special role to play in providing quality education. To provide quality education, in addition to quality teachers, the methodologies and the teaching sources should cater to the needs and interests of the learners. The prime aim is to enhance the skills of listening, speaking, reading and writing. To master these skills, one should know grammar. But it is quite evident to see the second language learners stumbling a lot to internalize the grammatical rules. This accelerates the researchers to find out new ways and means to teach English language. This paper aims at proposing an innovative and interest-oriented language teaching and learning technique which specifies the wants and needs of the learners in terms of grammar, vocabulary, functions, notions and applications. This priori approach is introduced through integration of skills. The basics of grammar are very much needed to make communication self-expressive. When learners are given such activities it kindles the spirit of involvement and motivates them to comprehend the grammatical rules easily. The activities proposed in this paper certainly do accelerate interest and remain as an effective and successful practice serving the purpose.

III. INTEREST ORIENTED LANGUAGE TEACHING AND LEARNING

Learners are all diverse in all aspects, ever changing and their learning capabilities interests vary. Learning that is meaningful and useful to the learners support learning process. Researchers and experts emphasize the importance of selecting right content and teaching materials to teach language. The learning materials should have an influence. It should be known and interested topics. It should be relevant and appropriate to their level also. The students should know how and why those topics are interesting and essential for study. The purpose of learning language is not to know about the language rather to engage in communication. Activities that involve real life situations are essential. Activities where language is used for carrying out meaningful tasks promote learning process successfully. The learning process and the content learned should be designed to support the learners' expectations. Barrows states that: The ability of the tutor to use facilitory teaching skills during the small group learning process is the major determinant of the quality and the success of any educational method aimed at (1) developing students' thinking or reasoning skills as they learn, and (2) helping them to become independent, self-directed learners."(1972. p.12).

Learner interest increases when the learning environment and learning materials have some relation with their lives.

Next to sports and cinema, students are interested in Motor vehicles. Cars, motor bikes and scooters are their valuable possessions in addition to mobile phones. The news related to new arrivals of these things would be more interesting and known area for the students. So resources related to these things are more suitable to learn English language. For better acquisition of Language skills the tasks provided both the input and output should be of exhibiting what they learnt and practiced in the day today communication. To be an effective communicator, one requires command over the four skills of learning a language: Listening, speaking, reading and writing. Mastery can be obtained only through vocabulary and grammar. The skills of expression gain prominence only when the skills are inculcated in the mind of the learners. Red Ellis mentions, "A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed." If the learners are encouraged to make use of the available sources that kindles their wants needs and interests, the ultimate aim of competent communicative skill will be fulfilled in the language teaching classrooms. The model Lesson Plan prepared certainly helps the students to learn and use language fluently and appropriately. At the end of the practice, using their imaginative skills and communicative skills they design their own vehicle and describe them in detail.

IV. LESSON PLAN

The focus of this paper is on integration of four important skills of learning language.

Level	: Intermediate
Focus	: Vocabulary, Grammar, LSRW skills
Purpose	: Students become familiar with language related to motor vehicles and able to describe their vehicles using appropriate language skills.
Goal	: Students develop language skills to describe their dream vehicles.
Teaching Materials	: Newspaper, Advertisements

Activity 1 – Warm up

Goal: To motivate the students following questions are asked.

1. Which one do you like: two wheeler or four wheeler?
2. Which is the most costly car?
3. What is the new arrival in two wheeler category?

4. Are all the two wheelers common to men and women? If not, Why?
5. In recent past which country hosted Formula 1 car race?
6. Name few race cars and bikes.

Activity 2 – Vocabulary building

Goal: To think about and generate vocabulary related to motor vehicles.

Step 1: Write the word ‘automobile’ and ask the students to write words related to the topic.

Step 2: After five minutes ask them to count the number of words and arrange them alphabetically.

Activity 3 – Grammar

Goal: To practice grammar associated with speaking and writing about vehicles.

Step 1: Focus on Nouns. Ask them to list out the names of the vehicles.

Encourage them to speak by putting some questions such as

1. Which vehicle do you use at present?
2. Name the vehicle and specify its company name.
3. If a chance comes to you to change the vehicle which one do you choose? Why?

Ask them to answer in complete sentence.

Step 2: Specific use of verbs. Ask them to write a list of action words related to the topic and frame sentences using the verbs.

Write the following words on the board

Ride drive travel

Ask them to give reason why each verb is used with some kinds of vehicle not with others. (A simple answer is ‘ride’ is used only with horses and two wheelers drive and travel with four wheelers)

Step 3: Description using adjectives and adverbs. Show a picture of a motor vehicle and ask them to write a paragraph about it and speak about it. To focus them on the right track, sentence prompts / model sentence can be given and ask them to replace the underlined words.

Ex. The Honda Activa 1, the new version of the popular automatic unisex scooter is light, nimble and easy to ride through traffic.

Revise the grammatical items taught so far.

Activity 4 – Listening Comprehension

Goal: To familiarize the students, use motor vehicle contexts to contextualize the activity and sharpen their listening skills.

Ask a student to read the passage or the teacher can speak about the Newspaper article.

After the students have listened to the text, let them fill the details in the following chart.

Use the passage given for Reading Comprehension exercise.

S.No	Questions	Answers
1	Name of the vehicle	
2	Name of the company	
3	Developed for	
4	Entry level sedan feature	
5	CEO of Hyndai	
6	Rakesh Srivasta	
7	New interested segments	
8	Available Variety	

Activity 5 – Speaking

Choose a vehicle of your choice and describe its special feature.

Compare TATA Motors and Maruti Suzuki.

Speak about cars made in Germany.

Activity 6 - Reading Comprehension

Goal: To improve reading skills and to test comprehensive ability of the students.

Step 1: Keep the very same passage of Listening comprehension to teach reading skills and comprehension.

Ex. Read the passage and answers the following as directed.

Hyundai’s Grand Plans

The growing economic woes haven’t stopped the Korean car manufacturer Hyndai Motors from launching the Grand i10 and the i20. The managing director and CEO of Hyndai India Motors B.S.Sen who was present at the unveiling of the car here at the Taj Coromandel said: “The Grand is a world class product developed for the Indian market. It offers an ideal urban mobility with a complete package from style to performance creating a new benchmark in the compact high entry segment.

The compact car comes with features that one might find in an entry level sedan – like rear air condition vents and smart key with push button start and stop.

Apart from the 1.2 litre Kappa Dual VTVT petrol engine car, the grand i10 will also have a 1.1 litre advanced second generation V2 CRDi diesel variant with a fuel efficiency of 24 kmpl. It was revealed that the Hyndai Motors India has invested \$300 million to create a platform which will help them break into the diesel car market. “With the petrol prices increasing by the day, we think Grand i10 diesel variant will certainly interest the customers” said Rakesh Srivatsava, senior vice president and marketing head, Hyndai Motors, India.

This doesn’t mean that the company will phase out the i10min India. “Both the cars will co-exist in India” said Rakesh Srivatsava while he also added that plans are afoot

to refurbish older brands and introduce new brands in the next three years. "We are interested in a number of segments – the mini SUV, the sedan segment". It was also revealed that the Grand i10 automatic transmission will be introduced at a later stage.

I. Write short answers.

- What the passage is about?
- Name the new launch of the Hyundai Motora.
- Describe its special features.

II. Complete the following.

- Grand i10 is not only a _____.
- Rakesh Srivatsan is of the opinion that _____.
- The future plans of Hyundai are _____.
- Hyundai is interested in new segments such as _____.

III. Frame sentences using **GRAND** as Noun and Adjective.

IV. Differentiate the meaning of the words **FEATURE** and **FUTURE** framing sentences of your own.

Activity 7 – Writing Skills

Read the Comprehension passage, make note of the important points and summarize the passage under the title **Hyundai Grand i10**.

V. EXPERIMENTAL ANALYSIS

The designed Lesson Plan was tested among the first year engineering students. The module was designed integrating the four basic skills along with vocabulary and grammar.

VI. OBSERVATION

The module designed offers ample opportunities to acquire language skills.

***The activities enhances language competency.**

***Integration of skills resulted in full-fledged language acquisition.**

***Relationship between the learners and the learning strategies improve the participatory learning.**

***Sustained involvement is obviously seen till the end of the session.**

VII. CONCLUSION

The teacher activity must resort to the needs and interests of each learner. Language is an expression of human activity. Unique teaching practices increase student learning. New technological products always attract the students and they are the first individuals to learn about and adapt to the products. Therefore, it only seems natural to integrate these types of materials to teach language skills in the classroom. These enhance the classroom teaching and in turn improve

the learning experience. By using interest oriented materials and methods the teacher can reach out to the students in a way like never before. Interest-oriented language teaching and learning practice is an effective and cutting-edge method to capture and retain the attention and interest of the students to learn and practice the language skills.

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