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**ENHANCING LEARNERS' INTRINSIC INTEREST IN ENGLISH
LANGUAGE LEARNING THROUGH ORAL
ACKNOWLEDGEMENT: ACKNOWLEDGING STUDENTS'
MINIMUM EFFORT FOR MAXIMUM IMPACT**

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Abstract: The connection between the words and the human brain is intended to emphasize how miraculous the brain is. By acknowledging students orally, even for the minimum effort, may awaken their intrinsic interest (natural interest). This study investigates, how giving oral acknowledgment may enhance students' engagement and performance in learning the English language. The study used the mixed-method approach. For the first objective, the questionnaire was utilized and the data analyzed using MS excel and the analyzed data was categorized in to 5 themes: feeling discouraged, lack of self-efficacy, self -demotivation, lack of self - determination, lack of self - confidence. In the second objective, observational journals, and questionnaire were utilized. Three phases of student developmental patterns were identified by the researcher, based on the observational journal for the 15-day intervention period: Days 1–5, Days 6–10, and Days 11–15. These three phases involved the developing patterns of students' engagement level, enthusiasm and interest, gaining attention work quality, consistency with regular classroom dynamics. According to the observational journal, there was an overall 52% development in the above 3 phases. Additionally, the passive learners exhibit the greatest progress in the 3rd phase (days 11-15). Further, in the second objective, an interest scale was utilized, and the data was analyzed by the Wilcoxon Signed Rank Test, which resulted in 97.1% of respondents demonstrated a significant improvement. Cross-validation of the student's overall development was possible because both qualitative and quantitative data were used.

Keywords: *Intrinsic Interest, Natural Interest, Oral Acknowledgement, Minimum Effort*