



Annexure-II

UNIVERSITY GRANTS COMMISSION
FORMAT FOR SUBMISSION OF PROPOSAL FOR
MINOR RESEARCH PROJECT
PART – A

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| 1. Broad Subject | Teaching English to Speakers of other Languages |
| 2. Area of Specialization | Language |
| 3. Duration | 18 months |
| 4. Principal Investigator | |
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Research Work

9 (i) Project Title : **Teaching English to Speakers of other Languages**

(ii) Introduction

This is an introductory part on teaching English to speakers of other languages .The goal of this Project is to introduce the students and Teachers (and lay men and women who would like to help and minister to those who do not know English) to some basic ideas, methods, and tools of teaching English as a second or foreign language. Some basic acquaintance with a few linguistic concepts and terms would be of great help. However, students who have had no previous knowledge of linguistics may also benefit from this Project, because from this Project i will try to present the concepts in simple terms with adequate illustrations.

ENGLISH AS AN INTERNATIONAL LANGUAGE

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language.

English is the associate official language of India which has over 1000 million (over billion) people. Pakistan, Bangladesh, and many other nations which were ruled by Britain continue to use English both as an optional medium of instruction in their schools and as one of their official languages..

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. English has replaced French as the language of diplomacy. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own.

SIGNIFICANCE OF THE STUDY:

At present, teachers of English around the world prefer some form of communicative teaching and learning, rather than the audio-lingual method and its derivatives. However, we must remember that a successful TESOL teacher is not necessarily biased in favour of one method or another. She/he should be first of all competent in and comfortable with the methods she/he wants to use. She/he tends to select different teaching strategies from different methods, and blends them to suit the needs of his /her materials and students.

It is important that the students are given ample opportunities to practice English in the class as well as outside the classroom, even as it is important for them to have time and freedom to digest, reflect and analyze what has been exposed to them. Internalization of the linguistic structures and their ready and easy retrieval for communication are achieved in many ways.

writing in English should be simple, straightforward and plain. one should have a good command and conscious knowledge of the grammatical structures of the language and should be at home with the grammatical terms used to describe the structures.

One should have a clear voice, and should be energetic and enthusiastic so that the class will come alive in her presence. It is important for her to get all her students involved in the drills and exercises conducted in the class.

III. OBJECTIVES

1. Our goal is not only to teach English literature, but teaching and improving English already acquired by the learners. Through a careful selection of literary pieces which match the learner's difficulty level, self-learning of English is greatly accelerated.
2. Through the short stories, plays, and novels, which often try to portray the society in some realistic way, students have a glimpse of the culture of the native speakers of English. The conversations give them the nuances used by the native speakers of English in performing various roles in the society. They learn the social etiquette and the words, sentences, tone, and tenor which go with the etiquette.
3. We certainly need to emphasize grammatical correctness in learning English, but it is equally important to cultivate in our learners a sensitivity and skill to use natural, simple, and straightforward English. Indian newspapers in English and the radio news broadcasts should take the initiative in simplifying the usage.

IV. METHODOLOGY:

LANGUAGE TEACHING METHODS

Grammar-Translation. “This method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language.

The Phonetic Method. This method emphasized “oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving, and seeking to impart a practical mastery of language forms for use in-country; cultural information was also provided.

- **The Direct Method.** “Adult L2 learners can learn a second language in essentially the same manner as a child. Therefore, if possible, the teacher should try to create a natural learning environment within the classroom. Instead of explicit grammar instruction, the **major emphasis is on communicating.**

The Audiolingual Method. The audiolingual method in some sense represents a return to the direct method, as its main goal is to develop native-like speaking ability in its learners. It is an extension as well as a refinement of the Direct Method. Translation and reference to L1 are not permitted. Underlying this approach, however, is the notion that “L2 learning should be regarded as a mechanistic process of habit formation

** Above explained teaching methods will be applied to the different students with the regions and observed minutely the results of the learners

** Collection of different regions teachers teaching methods

** Students will be observed through the different tools