

Linguistically Grounded Techniques for English in the Professional Institutions of Rural India

KUMARI PRAGYA

Jawaharlal Nehru University, New Delhi, India

RAJESH KUMAR

Indian Institute of Technology Madras, Chennai, India

ABSTRACT

This paper discusses some of the linguistically grounded techniques for teaching English as a second language in some specific Indian setting. The proposed techniques reveal the relevance and boon of knowing the sound-system of English language. It sets up the story of English in the context of education in India. Its implications in the professional institutes would help students become aware of the intricacies of language to overcome difficulties in learning English. Although, issues discussed in this paper are of relevance to all the learners of English as a second language, we would focus specifically on its significance for the professional students from rural parts of the country. Since functional knowledge of English is not a requirement for getting admission in a professional course in many premier institutes, the present condition of the students from the rural states is so paradoxical that it needs to be clearly presented. The mental state of such students can be prepared well with this methodology to acquire English not only as a language but as a part of international education. It would provide them a landscape to take various journeys; its horizons are redefined by each approach.

Keywords: ELT, international education, linguistics, professional institutes, rural India, second language acquisition.