

REVIEW ON ENGLISH LANGUAGE TEACHING, AND CULTURE COMMUNICATION

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Abstract: This paper deals with the contemporary status of English language teaching. This analysis evaluates the pattern of English Teaching. Unlike the vernacular language teaching ELT requires more of practical approach. What obstacles arise from lack of knowledge while teaching English and the sensible programme or vocabulary building. Most of the languages have been learnt and taught only where the particular language is spoken. But English is in demand beyond the boundaries or states. When the country is growing in business revolution, pace up with that in the stream of English has become inevitable. Hence, review of ELT and culture communication is not only going to review the pattern but also suitability of the sort.

INTRODUCTION

English language in India is a lot more than just an official language it has been the language of diplomacy, higher administration, higher education, superior judiciary and information technology. Beside English is a language of opportunities and success for life in India. Most of our system of curriculum doesn't make the learning of English mandatory. Hence the reluctance about learning or teaching of English language is seen as an inherent quality of Indian educational system. To eliminate this obstacle of academic growth, our ELT Pattern has to be evaluated so as its outcome on curriculum. Much of the loose, uncertain and often misleading teaching English usage might be avoided if English teacher knew more about the beginnings and the growth of the language, about the customs we follow in speaking and writing through failures to get exact sound and meaning and through adopting slight changes from generation to generation. In this following analysis we could know about how the ELT and Culture communication across the nation and how it impacted the quality of education.

Status of English Language

It was Lord Macaulay in 1835, who was the first to emphasize English language teaching in India through his "Minutes of Education". He imported English on Indians way back in 1835, and had little the how deeply entrenched its roots would become in a country that prided itself in Sanskrit and Hindi the classical languages of the world. English language was adopted as the Medium of instructions for fundamental

science and mathematics science, which resulted in the phenomenal development of secondary and Higher education, especially in urban areas since from our independence, the need for English was greatly realized in the field of higher education and research. In the regards, the Kothari Commission referred to the study of English in India report of Study group appointed by the ministry of education Government of India in 1964. The study group has supported the

structural approach to the teaching of English, which is now extensively practiced in different parts of India. The study group also came up with a detailed syllabus for the study of English language from class V to VII. Today in this nation of billion plus population with a literate population knowledge of English guarantees a job across the sectors. ELT of effective learning takes place on when the learner is able to communicate fluently both in writing and speaking able to use English for library purposes. Therefore, the promotion of ELT in modern times has an impeccable demand and gives a great deal of transformation from the ELT approaches.

Poor language teaching arises from lack of knowledge:-

If it were extremely difficult to get at information about the English Language, or if the things the teacher of English needs to know were so complex or abstruse that only the keenest intellects could comprehend them, there would be some excuse for ignorance of these matters among teachers. These are really simple things and easily found. Failure to become well informed about the language is plain neglect of duty on the part of prospective teacher of English. Failure to provide instruction for prospective teachers concerning the history of language and its present use is a neglect of duty on the part of school of education.

To go into a class in an elementary or secondary school where reading, writing or speaking are being taught is often distressing to a visitor who knows a good deal about English. One finds teachers who do not know the simplest matters about how words are put together in sentences, how words develop in the first place, or how to go to the dictionary and find out what the pronunciation of a word is. There are thousands of intelligent English teachers who are well informed, conscious of the needs of children, and anxious to teach so well that the children will learn positively and adequately the customary usage of refined, cultivated educated people. But just as truly one must say that legions in all kinds of schools, big and little, all over the country, know so little

about the English language that these should not be permitted to teach English anywhere.

A Sensible Programme of Vocabulary Building.

The teacher who has aroused the curiosity of the pupils about the origin and exact meaning and the possible figurative meaning of words has started something that has far-reaching possibilities. A young person, once he has acquired the habit, can never free himself the desire to search out the sources and meanings of words.

It is a significant matter. We have become aware of the inability of young people and adults to read well, either silently or orally at the bottom of that inability lie to basic causes. The first is a limitation of vocabulary and second, inability to attach an exact meaning to the few words in one's vocabulary. A reader who uses no more than eight or nine hundred words when he speaks or writes is going to be pretty badly at sea when he undertakes to read a book in which the author has freely used eight thousand different word. The poor reader has to guess at too many unknown words. It is crucial word or words in a sentence that he misses. Take the preceding sentence. All the words are common, but it is possible that a reader may not know exactly what crucial and sentence mean. He would get no meanings from that statement. Same school children are so low in intelligence that they cannot be taught to read anything beyond what can be put into the most elementary words and the simplest sentences, but these are a small proportion of any school group. The majority can be taught to read if careful attention to the meaning of words and their arrangement in sentence is given throughout the school years, elementary and secondary. To neglect to give this attention is inexcusable negligence-no matter whose neglect it is. Reading is the most important educational tool the school has to work with. The child who does not learn to read well cannot hope to go very far with his education.

Conclusion

Ultimately, in this paper ELT has been exhaustively analyses. Rectify the reluctance of learning or teaching of English language and culture communication in educational system. To eliminate the obstacles of academic growth new ELT patterns might be handy to the educational curriculum and that much poor language teaching arises from lack of knowledge as well as a sensible programme of vocabulary building for teachers and pupils. We could come to the conclusion that the ELT has been across the nation and how it should be for the betterment of the quality of education.

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