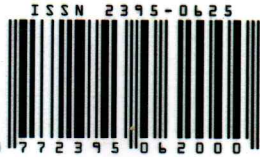


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TOWARDS VERBALIZING THE THOUGHT PROCESS

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Abstract:

English is one of the most beautiful languages known for its elegance. Its simplicity and flexibility has rendered it the label of universal language. Teaching English language in any classroom has been a challenging task for the teachers owing to various reasons including students' passivity, fear, disinterestedness, carelessness, and lack of confidence. Enhancing the Listening, Speaking, Reading, and Writing skills is the main objective of language learning for which various techniques are followed. In spite of all ambitious curriculum designing and innovative practices that the teacher community adopts, it is an undeniable fact that the maximum percentage of the student community are impatient listener, inefficient speaker, poor reader, and occasional writer. To redeem them from such plight that they themselves are not aware of, some remedial measures should be taken instantly by the language teachers. The current paper attempts to throw light upon redefining language pedagogy in a way to suit the target community with particular reference to speaking skills.

Key Words: Language Learning, LSRW, Speaking Skill, Thinking, Grammar

Humanity's essence of existence is accentuated by language. Of the many factors that bind individuals as a community, language is a vital one. Apart from its specific use of communication, language symbolizes oneness as it places an individual in his comfort zone immediately. The use of language differs with purpose and it is used with ease by the native speakers, not deviating to the art of rhetoric here. Language acquisition is a natural process along with other activities of 'forming' in one's native land. But a foreign language acquisition poses problems defined by many factors. Based on the conditioning of one's mentality, social stratum, and educational impulse, the ability of foreign language acquisition differs. English, apart from its stand of a foreign language, is the language of the colonized who left their verbal legacy to colonize this land, rather the integral structures that decide the making of our country. Having penetrated deeply into every essential part that defines a person, English has taken an irretrievable majestic stance, obviously only next to one's mother tongue. Yet, to be measured by the scale of universality this global language deserves the highest position owing to its marketability. So, learning

English is mandated unconsciously and has become an essential feature of our country.

Apart from being a foreign language, as far as its merits are concerned, English is one of the most beautiful languages known for its elegance and accommodativeness. Its flexibility and simplicity have rendered it the label of universal language. It is an undeniable fact that English has become a part of other languages. In the contemporary scenario the way it has penetrated into other languages would prove the fact how it has mingled with the main stream. Though such usages spoil the harmony of both languages they stand as examples for the impact that the

LANGUAGE VARIETY AND SYSTEMIC FUNCTIONAL LINGUISTICS

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Abstract

The article attempts to explore New Englishes in Asia in the light of Systemic Functional Linguistics (henceforth SFL). The rise of English and its global occupation provides a platform to explore its roots and branches (varieties) across global south. The most amazing thing about the English language is that it is "not the number of speakers it has but the number of varieties it has created and the vast geographical spread of its speech community across the globe" (Llamzon, 1969:1). This essay seeks to answer the question 'How can SFL contribute to our understanding of meaning –making potential of language variety? And interesting side issues are: How does Asian community construe meaning in social contexts using speech or writing in English or any variety of other semiotic resources, such as images, gestures and music? How meanings in 'text' construe and are construed in by the social and cultural contexts in Asia and in Asian Englishes? At the end, there is an account of three cases, Apollo 13, Haiyan 13 and Asian Tsunami 2004, used for the analysis of Bernstein's notion of code orientation (Mohan, 2014) and its application.

New Englishes: an Overview

The way language changes and evolves is an unquestionable phenomenon. Bolton(2008: 6) illustrates, about 812 million speakers of English exist in South Asia, South East Asia, and East Asia. From the *Outer Circle*, 30 % speak English in India, 50 % in Singapore, and 48 % in the Philippines, and from the *Expanding circle*, 25% speak English in China, 10 % in Thailand, South Korea, and Taiwan, and 20% in Japan (RadhaIyer, 2014:327). While comparing the statistics in the 1960 census, it was 39.5% or 10,698,171 persons could speak in English (Llamzon, 1969:4). It is to say that the statistics is a proof that there has been a rise in the number of users in Asia. English can be a foreign language to some few or to many in countries like India. Llamzon (1969) categorises the types of English speakers into four classes: native speakers, non-native speaker, second language speaker and foreign language speakers. The way the speech community through the process of education gains access to commendable English in Metro cities cannot be equated with the 'informally learnt' speech community in small towns in the provinces. At the time of writing, Google offers 1,92,000,000 articles/references in language studies; 1,86,000,000 in English language studies; 33,000,000 in ESL studies; 2,73,000 in World Englishes; 2,17,000,000 in Asian Englishes; 5,56,000,000 in Indian English; and 45,800,000 in Philippine English. The data imply that English has grown in leaps and bounds in the Global south.

SFL and its Key Tenets

SFL is an 'applied linguistics,' (Weiss quotes Mahboob 2011) - "a conception of linguistics where theory and application remain in constant dialogue as related phases of the