SOCIOLINGUISTIC PROFILE OF THE CONTEXT WHERE ENGLISH WILL BE USED

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ABSTRACT

Languages have had a profound influence on individuals from all cultures and regions, serving a range of purposes. Since the 1930s, the English language has gained immense popularity. English has produced a class of people with remarkable intellectual strength across civilizations, outperforming Sanskrit, Latin, and French during the colonial period. The origins of English's expansion and penetration are complex, and past research has carefully examined them. 3 The transmission of English is critical for persons in the developing world, who are significantly influenced by applied linguistics research and principally benefit from its concepts.

Introduction: Nowadays, the English language is getting increasingly popular among countries and people, and I believe there are several reasons for this. Many former British Empire territories, as well as a few other countries, have chosen English as their primary or official language. The expansion of the British Empire provides several clues as to why the English language is so popular! The development of the United States and improvements in the scientific and technological sectors have also helped to establish English as a worldwide language, in addition to the British Empire's relevance in English's current popularity. However, the biggest advantage of English, in my opinion, is neither its cultural distinctiveness in comparison to Britain or America, nor its lack of cultural specificity in the sense that Lyons implies and Street correctly rejects [for more detail, see Street (1984: 66-94)]. The originality of English's international origins may be evident in both formal and practical elements, as in West Africa, South Asia, and the Philippines. As a result of these characteristics, the English language has established distinct cultural identities in a variety of regions, and any in-depth study of English varieties across the world must account for this reality. In any event, many of my students wish to receive. To study abroad, they must first learn English and obtain an IELTS certificate. The more English they know, the more opportunities they have to study abroad with funding. In that situation, they work really hard to learn English. Lyons also stated that, due to the requirements of the global community, the English language differs from other languages in that it "extends" the meaning of some

phrases beyond their cultural connotations. (Street (1984: 78) credits Lyons as the source). English has assumed extraordinary societal and ideological dimensions.

Languages have had a significant impact on people throughout cultures and countries, serving a variety of functions.

The English language has enjoyed enormous prominence since the 1930s. English has created a class of people with unparalleled intellectual power across cultures, surpassing even Sanskrit, Latin, and French during the colonial period. The causes for the spread and penetration of English are complicated and have been thoroughly studied in previous work. 3 The dissemination of English is crucial for individuals in the developing world, who are heavily impacted by applied linguistics research and primarily benefit from its ideas. In the developing world, the English language is a crucial weapon for ideological and social transformation, but it is also a source of heated debate. The emerging world contributes significantly to English's three concentric circles: Inner Circle, Outer Circle, and Expanding Circle. The English language and literature are characterized by a distinct cultural plurality and diverse speech patterns, as discussed in the literature. These three rings contribute to English language variety, but it's important to recognize the cultural diversity as well. According to Tom McArthur (1987), the three Circles of English have evolved in several 'languages'. While purist experts may find this perspective unpalatable, it is already a linguistic reality in English.

The world's Englishes reflect varied sociocultural settings and linguistic usage across cultures. This raises many issues and worries. Applied linguists, particularly from the Inner Circle, have expressed their concerns, evaluated different contexts of English usage, and given research techniques. Scholars have addressed a wide range of applied linguistics topics, including sociolinguistics, stylistics, language education, and English language acquisition. The research has raised new questions about English standards, models, and functions, as well as social issues and the role of applied linguists (Quirk and Widdowson, 1985; Kachru and Smith, 1986; Lowenb). Here, two concepts stand out: 'applied linguistics' and 'social concern'.

The distinction between 'theoretical' and 'applied' linguistics is mostly based on focus, not unique identities. According to Charles Ferguson and Michael Halliday, distinguishing between pure and applied knowledge is ineffective.

Applied linguistics involves specific problems and duties. The term 'social concern' introduces an extralinguistic dimension. I define 'social concern' as a discipline's obligation to address social concerns and apply relevant knowledge to find solutions. The term 'social concerns' automatically raises the question of what really constitutes a social issue.

And how can a profession be judged based on its reaction to such issues? Bolinger (1973: 539) argues that the solutions to these challenging problems must be found by each generation. Occasionally, a profession must answer these topics to assess the field's path. During the 1940s and 1950s, the United States experienced a period known as "across the semantic desert." According to Bolinger (1973: 540), there was a sense that life had lost its meaning, with the exception of differentiated significance. We stopped asking questions about "meaning" and accountability. Fortunately, even in the United States, that time has passed. Over the past two decades, there has been a focus on evaluating the field, responsibilities of applied linguists, and the goals and areas of applied linguistics (e.g., Labov (1982), as cited in

Trudgill (1984), and Lakoff (1975). However, it's important to note that these inquiries typically focus on concerns specific to the USA or UK. Concerns, responsibilities, and linguistic pragmatism have seldom been discussed in relation to world English. According to Bolinger (1973: 540), linguists have always served as useful sideliners rather than societal critics. Linguists continue to play an important role in Outer Circle English. The notion of a native speaker is simple enough, doesn't it? Insiders have exceptional knowledge and control over a language, which is a well-known concept. They serve as models for determining the 'truth' of a language, recognizing what it is and what it is not (e.g., English, Japanese, Swahili). They are the language's stakeholders; they have authority over its upkeep and direction. Languages without native speakers, such as dying languages, isolated communities, or artificial languages like Esperanto, are considered non-viable due to a lack of native speakers. But how remarkable is the native speaker?

While the common-sense approach is significant and has practical ramifications, it requires theoretical justification and explanation (as discussed below). A full theoretical discussion is missing. Paikeday (1985) emphasizes the practical significance of the term, citing employment discrimination against those who lack the 'ideal' native-speaker characteristics. He suggests that native speakership should not be used as a criterion for excluding certain groups from language teaching, dictionary editing, and similar functions (Paikeday, 1985:88).

Paikeday proposes separating the ideal and operational definitions of native speaker, focusing on competency for job and personal history for ideal membership. According to Paikeday (1985: 53), true arbiters of grammaticality are proficient users of languages, not just native speakers, making it difficult to maintain a strict distinction between the two. As previously stated, it is unclear how much importance should be placed on grammatical judgments. That, too, is an issue to be addressed later. In this consensus, the word "native speaker" refers to two separate but related concepts. The native speaker is sometimes viewed as an idealized model, as discussed below. The second approach involves using a native speaker as a model. In contrast to general or theoretical linguistics, which may utilize any individual as an example of native speech, practical linguistics must prioritize sampling. The regular usage of the phrase "native speaker" might be offensive.

In university departments teaching linguistics and applied linguistics, the phrases "native" and "non-native" are often used in daily talks. The usage of this term is not meant to be precise, but rather as a convenient shorthand for a complex and unclear subject. Appeals of the following kind are common in academic contexts in the UK:

Conclusion: The world's Englishes reflect different sociocultural contexts and linguistic usages across civilizations. This presents several challenges and concerns. Applied linguists, notably those from the Inner Circle, have addressed their concerns, assessed various contexts of English usage, and provided research methods. Scholars have discussed a variety of applied linguistics themes, including sociolinguistics, stylistics, language education, and English language acquisition. The study has highlighted fresh problems concerning English norms, models, and functions, as well as social issues and the role of applied linguists (Quirk and Widdowson, 1985; Kachru and Smith, 1986; Kachru (1985: 13) refers to English as a "international or universal language," emphasizing its growing status as the most widely

spoken second language. According to Graddol (1997) and van Els (2000), Haugen's views raise the topic of how to promote English as a 'global language'. In the 1940s, C.K. Ogden, I.A. Richards, and Winston Churchill emphasized the importance of Basic English and promoted it.

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