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ORIGINAL ARTICLE

**A STUDY ON ATTITUDE TOWARDS MULTILINGUALISM AND MULTICULTURALISM
AMONG COLLEGE STUDENTS**

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ABSTRACT

The present study aims at finding the relationship between attitude towards Multilingualism and Multiculturalism of college students. The investigator has randomly selected 1000 college students as sample. The study reveals that there is no significant difference between Multilingualism scores of male and female and urban and rural college students and there is significant difference between Multiculturalism scores of male and female and urban and rural college students. The study also reveals that there is positive and significant relationship between attitude towards Multilingualism and Multiculturalism of college students.

Keywords: Multilingualism college, Multiculturalism college Urban students, Rural students

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1.INTRODUCTION

In linguistics, first language acquisition is closely related to the concept of a "native speaker". According to a view widely held by linguists, a native speaker of a given language has in some respects a level of skill which a second (or subsequent) language learner can hardly reliably accomplish. Consequently, descriptive empirical studies of languages are usually carried out using only native speakers as informants. This view is, however, slightly problematic, particularly as many non-native speakers demonstrably not only successfully engage with and in their non-native language societies, but in fact may become culturally and even linguistically important contributors (as, for example, writers, politicians and performing artists) in their non-native language. In recent years, linguistic research has focused attention on the use of widely known world languages such as English as lingua franca, or the shared common language of professional and commercial communities. In lingua franca situations, most speakers of the common language are functionally multilingual.

Attitude

Attitudes are learned predispositions toward aspects of our environment. They may be positively or negatively directed towards certain people, issues or institutions.

An attitude may involve a prejudice, in which we prejudice an issue without giving evidence. If we are prejudiced against a person who is accused of a crime, we may regard him as guilty regardless of the evidence. We also can be prejudiced in favour of something. When the word "prejudice" is used without qualification, however, it customarily refers to a negative judgment based on inadequate grounds.

Multilingualism

Indian multilingualism dates back historically to ancient times when ethnic groups and races came in contact with one another through migration from one region to another. Although political compulsions and social re-structuring might have contributed a little to its growth, multilingualism in India was largely a product of close contact between the four language families from the earliest recorded history. This contact had resulted in the growth of India as a linguistic area with certain common features. Co-existence of many languages, races, cultures, and religions has been the essence of Indian heritage. In contrast to this, language uniformity is considered necessary for the economic development in the West. To dissolve the linguistic diversities in the melting pot, and accepting exclusively the dominant language for all purposes such as education, law, administration, and mass communication, is not truly an Indian model.

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Multiculturalism

The multicultural perspective applies to the whole curriculum. It influences outcomes, content, learning and teaching strategies, and assessment, reporting and evaluation in all key learning areas. Schools cannot avoid transmitting values and cannot operate independently of the predominant culture. Through implementing a multicultural perspective, students, teachers, schools and systems share cultures and explore constructions of ethnicity, race, gender and class. They can reflect critically on the role education and other social structures play in the perpetual of dominant cultural values and power relationships.

Individuals live in and between many different cultures and identities in their work, school, family and social lives. While cultures have things in common, **differing** life experiences and perceptions result in individuals and groups developing a range of cultural understandings and behaviours. The challenge for multicultural education is to provide students with opportunity to share cultures, to look below their surface features to deeper levels of shared meaning. Even though people outside a culture rarely understand cultural meanings completely, through a multicultural education students will gain in awareness and appreciation of their own and other cultures.

Multicultural education requires critical thinking with attention paid to complexity. It requires research and learning about the multiple perspectives involved in any historical or contemporary experience in order to understand the rich meaning therein.

Multiculturalism relates to communities containing multiple cultures. The term is used in two broad ways, either descriptively or normatively. As a descriptive term, it usually refers to the simple fact of cultural diversity: it is generally applied to the demographic make-up of a specific place, sometime at the organizational level, e.g. schools, businesses, neighbourhoods, cities, or nations. As a normative term, it refers to ideologies or policies that promote this diversity or its institutionalisation; in this sense, Multiculturalism implies a "positive endorsement, even celebration, of communal diversity, typically based on either the right of different groups to respect and recognition, or to the alleged benefits to the larger society of moral and cultural diversity". Such ideologies or policies vary widely, including country to country, ranging from the advocacy of equal respect to the various cultures in a society, to a policy of promoting the maintenance of cultural diversity, to policies in which people of various ethnic and religious groups are addressed by the authorities as defined by the group they belong to. However, two main different and seemingly inconsistent strategies have developed through different Government policies and strategies: The first focuses on interaction and communication between different cultures. Interactions of cultures provide opportunities for the cultural differences to communicate and interact to create Multiculturalism. (Such approaches are also often known as interculturalism.) The second centers on diversity and cultural uniqueness. Cultural isolation can protect the uniqueness of the local culture of a

nation or area and also contribute to global cultural diversity. A common aspect of many policies following the second approach is that they avoid presenting any specific ethnic, religious, or cultural community values as central.

Need and Importance

Multilingualism is the act of using polyglotism, or using multiple languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population. Multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness. Thanks to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages is getting more and more frequent and triggering, therefore the need to acquire more and more languages. People who speak several languages are also called polyglots.

Unity with in diversity is the unit culture of India. It is a secular nation. Its foreign policy is the all alignment. In the constitution of India provides equal right to all people of India. It is a foreign secular and social demarcation country. India is a united nation. With over coming in the obstacles of casts, creed and religion. The people of India are varied from different casts, religion, region, period, language and culture. Though they are divided by different casts, Creed and religion they are united with one. This unity were testified by the revolt and war of our neighbouring nation.

Objectives of the study

1. To find out whether there is any significant difference between the mean scores of attitude towards Multilingualism of the following sub samples:
 - a) Male and Female college students
 - b) Rural and Urban college students
2. To find out whether there is any significant difference between the mean scores of attitude towards Multiculturalism of the following sub samples:
 - c) Male and Female college students
 - d) Rural and Urban college students
3. To find out whether there is any significant relationship between attitude towards Multilingualism and Multiculturalism.

Hypotheses of the study

1. There is no significant difference between the mean scores of attitude towards Multilingualism of the following sub samples:
 - a. Male and Female college students
 - b. Rural and Urban college students
2. There is no significant difference between the mean scores of attitude towards Multiculturalism of the following sub samples:
 - e) Male and Female college students
 - f) Rural and Urban college students
3. There is no significant relationship between attitude towards Multilingualism and Multiculturalism.

2.METHOD OF THE STUDY

Normative survey method is adopted in the present study. It seeks to obtain precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects and attitude. In brief it is an attempt to analysis, interpret and repeat the present states of a social institutions or a group. Random sampling techniques was used to collect the data from the sample.1000 students in Tamilnadu State were selected by using Random Sampling Techniques.

Tools Used

Attitude towards Multilingualism scale and Multiculturalism scale constructed and validated by the investigator were used. Attitude towards Multilingualism scale consists of 40 items with 5 responses. There are positive and negative items. The score above 60 are treated as favourable attitude towards Multilingualism. Attitude towards Multiculturalism scale consists of 45 items with 5 responses. There are positive and negative items. The score above 65 are treated as favourable attitude towards Multiculturalism.

Sample of the Study

In the present study Random Sampling techniques was used in the selection of samples of 1000 arts and science college students. 1000 students were selected from 24 different colleges located in Cuddalore, Villupuram, Vellore, Krishnagiri, Dharampuri and Salem districts. 14 private colleges, 10 government colleges were selected randomly from 6 districts.

The Statistical Techniques Used

The Means and the Standard Deviations for sub samples were computed for Multilingualism and Multiculturalism scores. The test of significance (t-test) was used in order to find out the significant difference between the means of the pairs of the sub samples in respect of Multilingualism and Multiculturalism. Pearson’s product moment correlation (‘r’) was computed between the scores of attitude towards Multilingualism and Multiculturalism.

3.ANALYSIS AND INTERPRETATION

Means and SDs for the entire sample was calculated and it was given in Table -1 It is seen from Table-1 the entire samples shows high favourable attitude towards Multilingualism and Multiculturalism since the two mean are above the average.

Table-1 Means and SDs of the Entire Sample

Variables	Means	SDs
Attitude towards Multilingualism	100.16	63.40
Multiculturalism	113.68	16.03

Means, SDs and CRs of Multilingualism Scores for the sub sample was calculated and it was given in Table -2 It is seen from table -2 that there is no significant difference between the means of Multilingualism scores of male and female

students (CR =1.18, not significant at .05 level), Rural and urban college students (CR = 1.30, not significant at .05 level). Therefore in respect of the above two pairs of sub samples the null hypotheses concerned were retained as their CRs were not significant at .05 level.

Table – 2 Means, SDs and CRs of Multilingualism Score of Sub Samples

Categories	N	M	SD	CR	Remarks
Male students	464	102.76	71.68	1.18	NS
Female students	536	97.90	55.21		
Rural college students	411	97.83	52.80	1.30	NS
Urban college students	589	103.50	76.00		

NS=Not-Significant

Table-3 Means, SDs and CRs of Multiculturalism Score of Sub Samples

Categories	N	M	SD	CR	Remarks
Male students	464	115.31	15.93	3.00	S
Female students	536	112.27	15.99		
Rural college students	411	112.57	16.35	2.64	S
Urban college students	589	115.27	15.44		

S = Significant

Table-4 Product movement correlation (r) was computed between Multilingualism and Multiculturalism

Variables	‘r’ value	Remarks
Multiculturalism Multilingualism	.021	NS

NS=Not-Significant

Means, SDs and CRs of Multiculturalism Scores for the sub sample was calculated and it was given in Table -3. It is seen from Table-3 that there is significant difference between the means of Multiculturalism scores of male and female students (CR =3.00, is significant at .01 level), Rural and urban college students (CR = 2.64, is significant at .05 level). Therefore in respect of the above two pairs of sub samples the null hypotheses concerned were rejected as their CRs were significant at .01 level.

Product movement correlation (r) was computed between Multilingualism and Multiculturalism and it was given in Table – 4. It is seen from above table – 4 that the correlation co-efficient between the mean score of Attitude towards Multilingualism and Multiculturalism is positive.

4.FINDINGS

The entire samples shows high favourable attitude towards Multilingualism and Multiculturalism. Male and female students, rural and urban college students do not differ significantly with regard to Attitude towards Multilingualism.

With regard to the mean scores of Attitude towards Multiculturalism there is significant difference between male and female college students, rural and urban college students. When compared to the mean scores of female students and rural college students, the male students and urban college students show more favourable attitude towards Multiculturalism. There is positive correlation between attitude towards Multilingualism and Multiculturalism. It is inferred if the students show favourable attitude towards Multilingualism their attitude towards Multiculturalism will also be favourable.

5.CONCLUSION

Male students show more favourable attitude towards Multiculturalism than female students. Urban college students show more favourable attitude towards Multiculturalism than rural college students. There is positive and significant correlation between Multilingualism and Multiculturalism.

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