IDENTIFYING IMPACTS OF MULTICULTURALISM ON THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE: A CASE STUDY ON ADULTS' ATTITUDE TOWARDS LANGUAGE LEARNING

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Abstract

The study investigates the impacts of multiculturalism on learning English as a foreign language. Language and culture are often seen as two sides of the same coin. As a foreign language speaker, it is essential to understand the cultural context in which a word is used. The ability to comprehend any language requires an in-depth knowledge of diversity. Grammar, writing, listening, and speaking all play a role in English language acquisition. The study investigates adults' attitudes towards language learning. This research employed a mixed method. The data was collected from questionnaires and open-ended questions from 110 participants. All of them were students from BS English and MA English from the University of Education (Multan and DG Khan campuses). This paper concludes that to be successful for both students and teachers, it is vital to critically evaluate how curriculum, resources, daily instructions, and social differences are formed within equal power relationships. It acknowledges the diversity of viewpoints and linguistic forms, enabling learners to participate reflectively within the "normative language code" in order to negotiate and undermine it in a way that ultimately empowers students. In addition, it helps students develop the skills they need to succeed in modern society, enabling them to empower themselves by adopting the domain language and constructing unique meanings.
Key words: Multiculturalism, EFL, Attitudes, Language learners

Introduction

Throughout history, people have tried to improve their lives through individual and group efforts. This is what we call culture. Culture is the total of what people have learned about themselves and the world through their own efforts and those of other people. When we say 'sharing of many cultures,' we refer to multiculturalism. Multiculturalism may be seen as the result of either a natural or artificial process from the standpoint of sociology, and it may manifest itself either on a broad national scale or a more localized one inside a nation's communities. The same thing might happen on a lesser scale artificially, for example, by creating or expanding a jurisdiction based on the merger of regions with different cultural backgrounds. The phenomenon may manifest on a massive scale as a consequence of either legal or illegal migration to and from various countries across the globe. In terms of political science, multiculturalism may be defined as a state's ability to cope with cultural diversity successfully and efficiently inside its sovereign boundaries. Multiculturalism as a political ideology encompasses many ideas and policies, many of which are very variable.

Cultural and religious distinctions are central to the political philosophy of multiculturalism, with views focusing on how societies are either thought to or should react to these differences. It is often related with terms such as "identity politics," "the politics of difference," and "the politics of recognition," among other things. Economic interests and political power play a role in this debate. Multiculturalism is seen as a more equitable system by its propoenables enabling individuals to genuinely express who they are within a community, one that

is more accepting, and one that is more adapted to societal a certain race or religion can define a singular religion religion certain race or religion, but rather, the product of a variety of elements that shift throughout time as the world changes.

Many facets of society, including language, are now affected by Multiculturalis, in the absence of a Wikipedia, describe it; Multiculturalism is "the continuous transformation of global economic, political, cultural, and environmental processes." Multiculturalism has resulted in a number of languages, particularly English, spreading and interconnecting (Crystal, 2000). Furthermore, just one-fourth of all English users are thought to be "in the absence of native speakers" (Seidlhofer, 2011, p. 1).

The English language is largely acknowledged as the world language, thus knowing it is a must. When studying English as a second language, one must realize that one is also learning about the culture that the language is based on. Language and culture are sometimes believed to be inseparable parts of society. One may assume that language is nothing without culture, and vice versa. A broad range of problems surround the social and cultural effect of EFL, particularly whether it has benefited or harmed former colonies, and if this still holds true in the face of increasing Multiculturalism. Culturally, second language speakers do not inevitably influence first language speakers. That is, just because L1 speakers are influenced by L2 culture does not imply their L1 culture is influenced or modified. So, by learning about other cultures, second language learners may enrich their own culture or even become more civilized.

It is a key subject of study to investigate the process of second language learning (Canagarajah, 1999). The learners use language as a tool in order to exert control over their dialogues; but, they are also negotiating their own sense of who they are and how they see their relationships with others while doing so (Norton, 2000). Students' native language situations have been studied to determine the influence of ESL, and the results have been published. Norton (2000), for example, investigated the ESL learning and identity construction of five immigrant women in a native English-speaking community in Canada, and the results were published in the journal ESL Journal.

Prior to the creation of Pakistan, English was widely spoken across the Indo- Pakistan subcontinent. In the 16th century, the British rulers were the first to introduce the English language to the Indo-Pak peninsula (Mahboob, 2009). In parallel with the rise of the English language in administrative, political, and social prominence throughout the British monarchy, the English language itself grew in importance. Because of the economic and social mobility that followed the establishment of the British government, this language grew in popularity during the early years of the administration (Mahboob 2009; Rahman, 1996). In most cases, individuals learn a language via formal education, which is the most common method. However, even though Urdu is the official language of Pakistan, English has played an important part in the country's administrative, economic, and educational spheres since the country's establishment, which took place on August 14, 1947.

Literature Review

Culture encompasses explicit and implicit patterns of and for behavior collected and conveyed by symbols, comprising the unique accomplishments of human communities, including their embodiment in objects (Kluckhohn, 1952). Multiculturalism is the coexistence of several cultures, when cultural or religious groups are integrated in everyday behaviors, communicating methods, and thinking patterns. Multicultural education is described as providing pupils with diverse cultural viewpoints and collective opinions. Regardless of their nationality, color, gender, or socioeconomic status, all pupils agreed that they deserved an equal chance to learn (Banks and

Banks, 2001). While, language acquisition is a process of socialization into a given speech community and the development of literacy as a method of expressing personal meaning that may call into question those of the speech community, as Kramsch (1993, p.233) puts it.

Carter (2001) considers vocabulary teaching and learning vital to ELT (English Language Teaching), despite the widespread idea that grammar should be emphasized (2001, p.47). He also says, "Words are important to culture, and studying them is the primary work (and problem) in learning another language." Textbooks teach correct grammar and vocabulary. Learners must learn how to use this information in different circumstances and for different interlocutors or readers. Real-world materials impose a global realm of cultural knowledge to be mastered across settings.

According to anthropologist Edward T Hall, cultural context is stimulus, environment or ambience that exists in theimmediate vicinity of anything. The three points are classed as high context or low context depending on how a culture employs them to communicate meaning. Perhaps one of the most important real activities in a language school, as argued by Breen (1985a: 62), who talks about talking. Authenticity may be best achieved via activities that have the learner engage in both communication and meta-communication.

Materials and Methods

The purpose of this research is to examine the attitudes of a population that is more familiar with English, as well as the policies of learning English in Pakistan and their roles in the context of learning English. Researchers have choosen to combine quantitative and qualitative methodologies in order to benefit from the advantages of each technique's capabilities. Mixed approaches are used throughout the information gathering and reading process to incorporate quantitative and qualitative methodologies. A questionnaire had been utilized to learn about their opinions, and quantitative figures were gathered as a result of this.

The students that participated in the research were from the University of Education Lahore (Multan and DG khan Campuses) in the third, fifth, and seventh semesters of BS English and also students from MA English. These pupils were chosen as the study's participants by the researcher. Actually, the researcher should have recruited additional students from other universities in Pakistan to facilitate the collection of data from a larger number of topics, but he was prevented from doing so due to money constraints and time constraints. Following the survey, those who expressed an interest in taking part in follow-up interviews were invited to send their contact information to the researchers. In order to make the most of the limited time available for data collection, the researcher scheduled interviews with students within the timeframe. This method allowed for the recruitment of respondents from various backgrounds, which was an excellent approach to provide a comprehensive understanding of University English students. The researcher intended to use a questionnaire as the major data-gathering instrument since it is anticipated that relevant information would be gathered from a large number of respondents.

Data Collection and Results

This portion of research provides a concise summary of the data that was gathered and the statistical methods used to analyze it. It presents data analysis in the form of charts along with tables. Also each graphical representation is followed by its interpretation. Starting with demographic data, the chapter next focuses on the findings of the questionnaire in more depth. Finally, the chapter concludes with the overall analysis of the respondents.

The result of the data indicates that the participants who responded 64% are males and 36% are females.
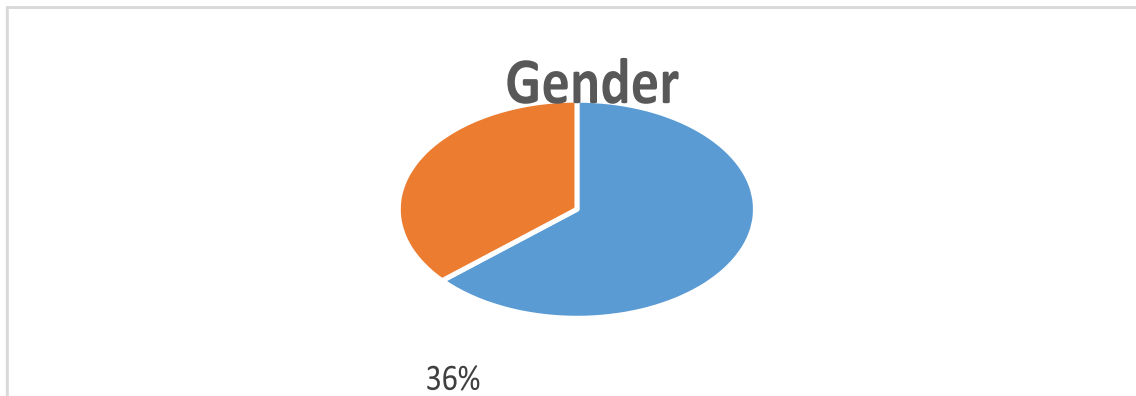
The result of the data indicates that the average age of the majority of the participants who are at the age between 17-19 years are 15, those who are between the age 20-21 years are 30, those
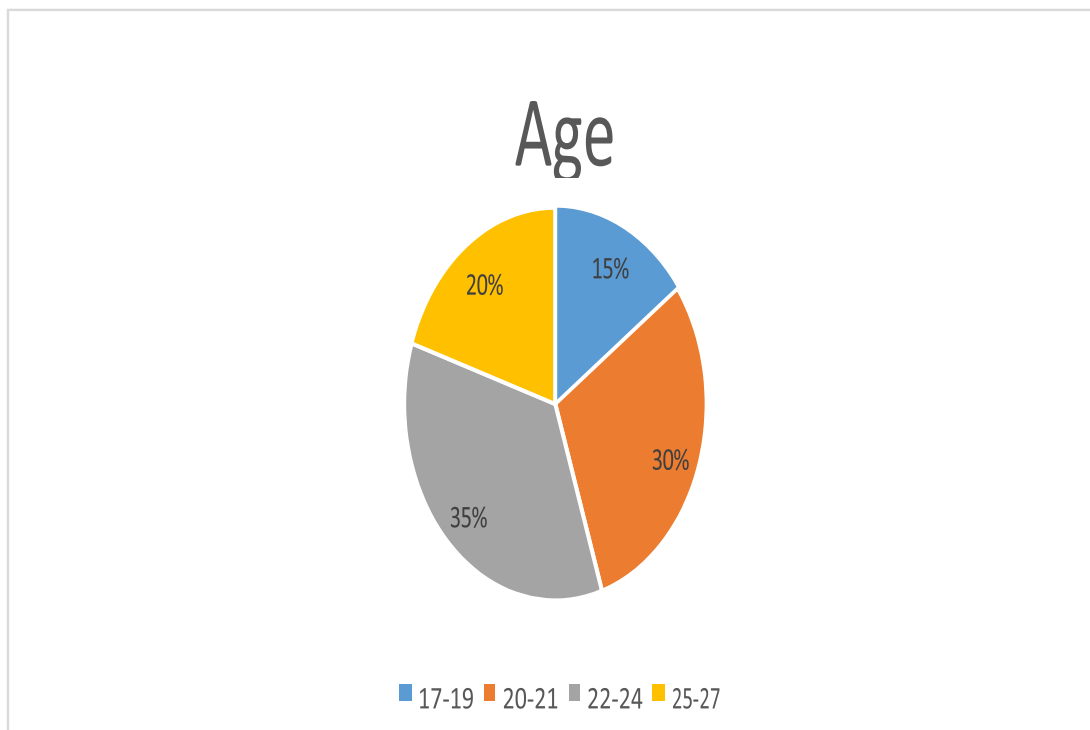
between 22-24 years are 35 and the participants who are at the age between 25-27 years are 20.

The analysis of the data indicates that majority of respondents i.e 40% have Urdu language astheir first language and 20% of the participants have selected Punjabi as their first language. Moreover, 30% respondents speak Saraiki, 7% Balochi and only 3% Speak English as their mother tongue
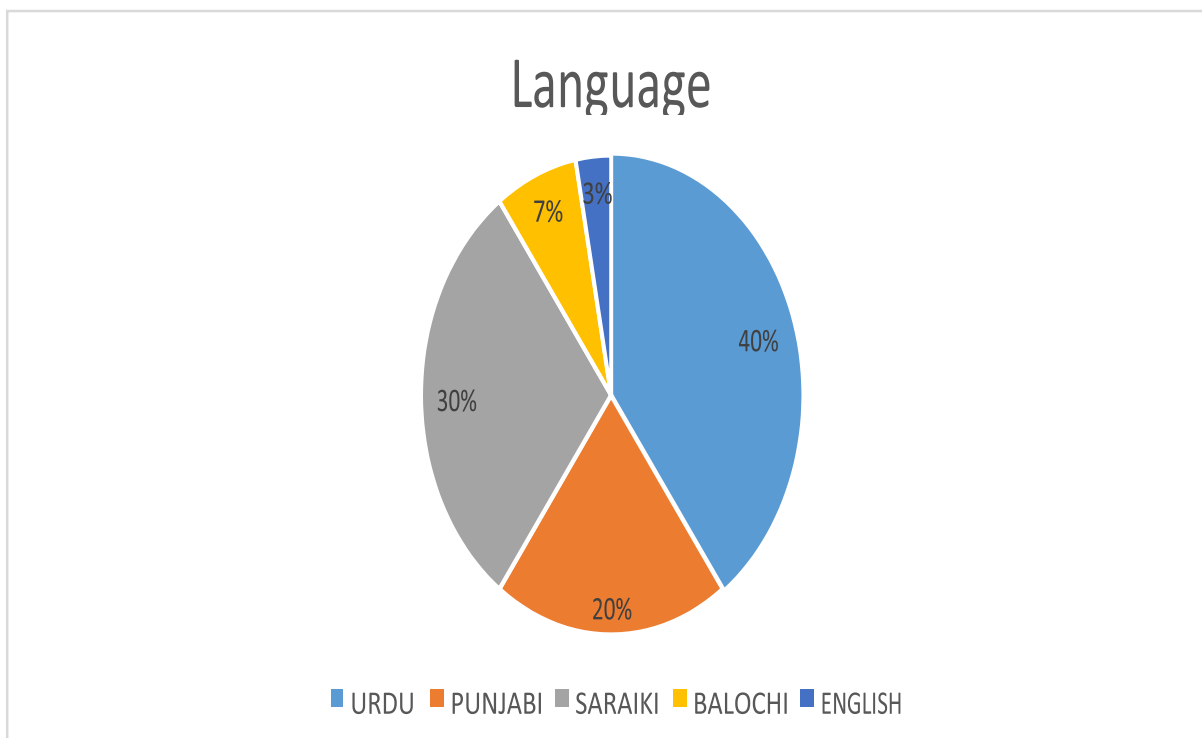
Table

| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Multiculturalism and multicultural communication are distinct in that they give a more advantageous teaching and learning environment when compared to other forms of communication.	30	66	4	7	3

Figure- Multiculturalism
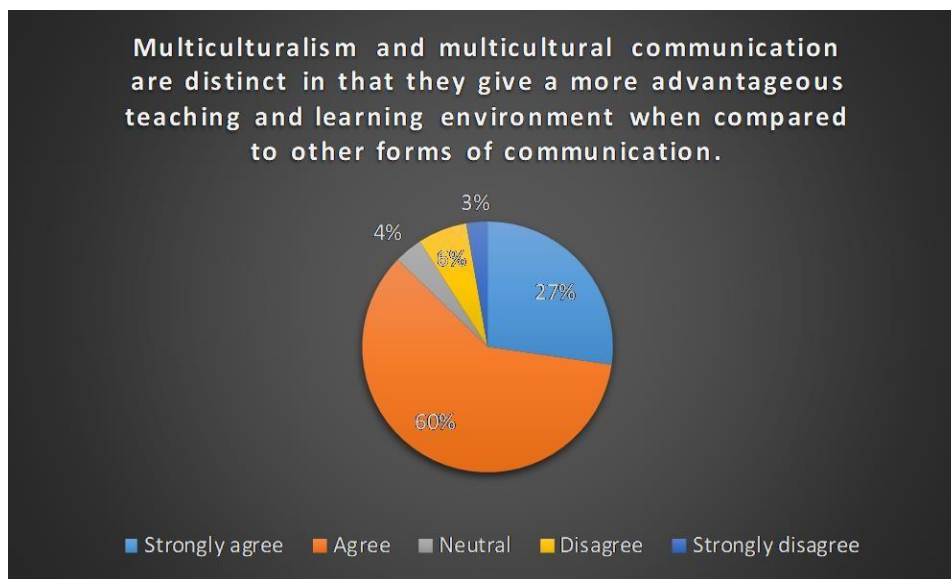
The result of the data indicates that 27% respondents strongly agree to the statement, 60% respondents agree and 4% chosen neutral to the statement, while 6% participants disagree to the statement and only 3% participants strongly disagree that Multiculturalism and multicultural communication give a more advantageous teaching and learning environment.

Table

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is possible to survive in a multicultural society by having grasp in one language.	17	35	22	30	6

Figure - Possible to survive in multicultural society

*It is possible to survive in a multicultural society by having grasp in one language.*
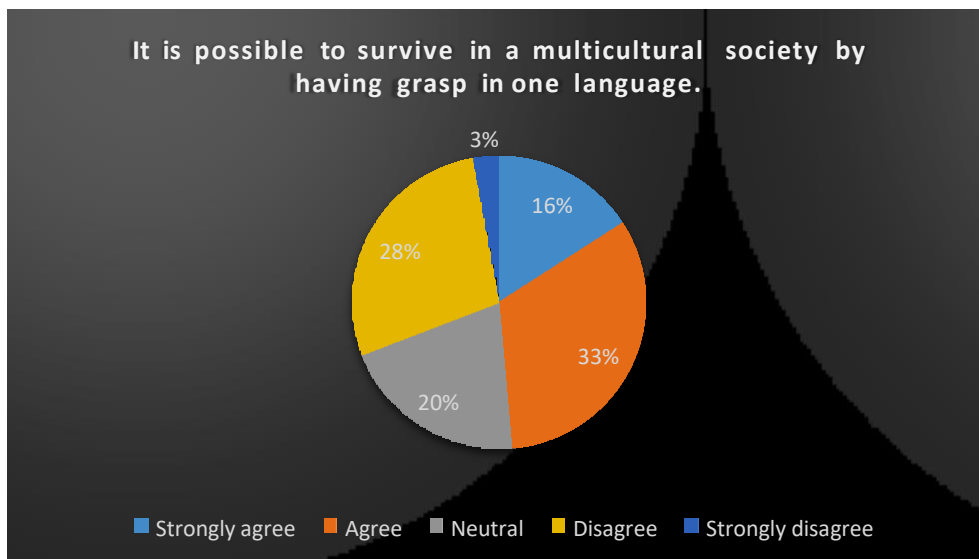
The investigation of the data indicates that 15% participants are strongly agree to the statement while 33% are agree to the statement and 20% participants are neutral to this statement. The statement that it is possible to survive in a multicultural society by having grasp in one language 28% respondents disagree and just 3% participants strongly disagree to this.

Table

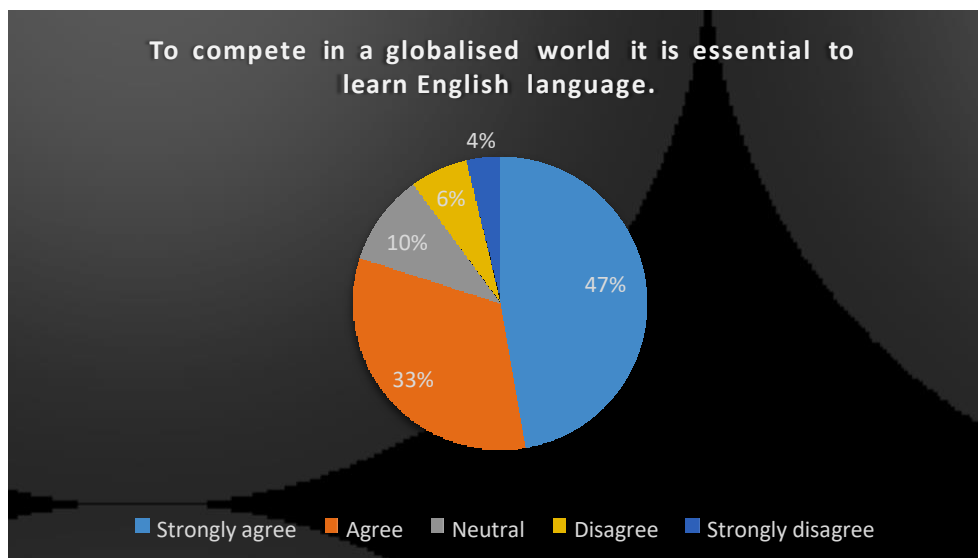| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English language is used to serve local and global services in Pakistan.	25	52	19	11	3

Figure - English language to serve local and global services
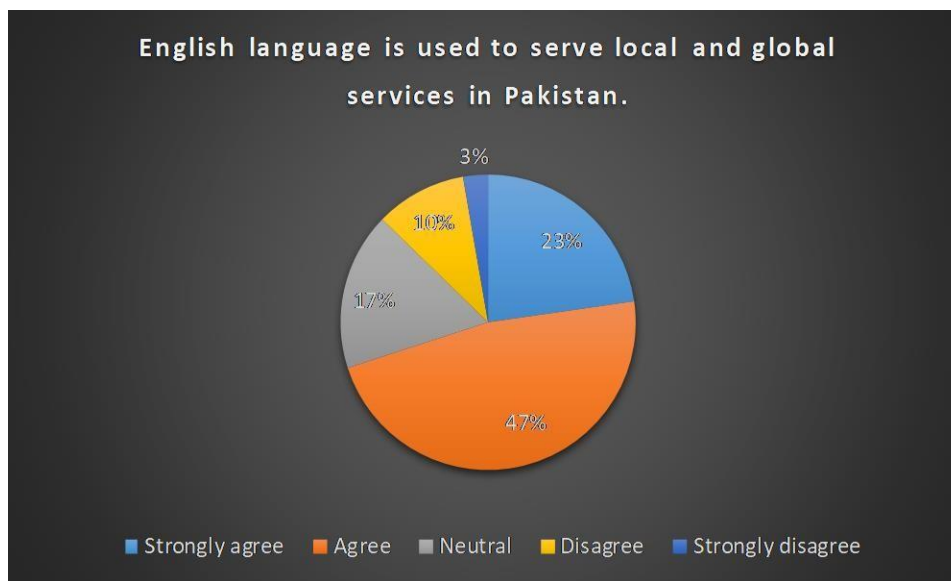
The result of the data indicates that 23% participants are strongly agree to the statement and 47% are agree, while 17% participants responded neutral to the statement. The statement which is English language is used to serve local and global services in Pakistan 0nly 10% participants aredisagree and 3% are strongly disagre*Table*

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
To compete in a globalized world it is essential to learn English language.	52	36	11	7	4

*Figure - Compete in a globalized world it is essential to learn English language.*

The investigation of the data indicates that 47% participants are strongly agree to the statementand 33% are agree to the statement, while 10% participants responded neutral to the statement.Only 6% respondents disagree and 4% participants strongly disagree to the statement that is tocompete in a globalized world it is essential to learn English language.

Table

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is necessary to understand the connection between culture and vocabulary by living in a multicultural environment.	34	46	18	10	2

Figure - Understand the connection between culture and vocabulary
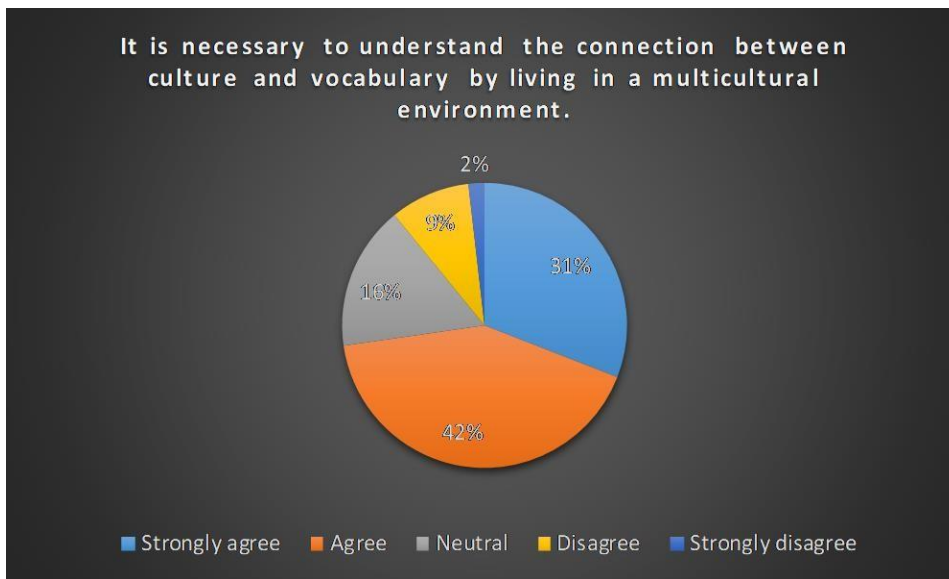
The result of the data indicates that 31% participants are strongly agree to the statement, 42% areagree to the statement which is that it is necessary to understand the connection between culture and vocabulary by living in a multicultural environment, 16% participants responded neutral to this and 9% disagree to this, while only 2% respondents strongly disagree to this

Table

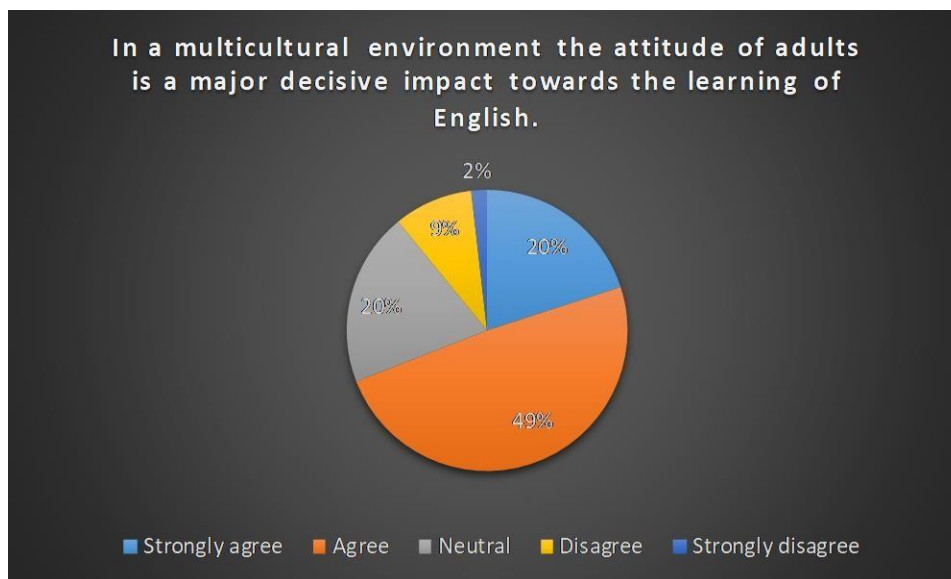| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In a multicultural environment the attitude of adults is a major decisive impact towards the learning of English.	22	54	22	10	2

Figure - Multicultural environment the attitude of adults is a major decisive impact
The investigation of the data indicates that 20% participants are strongly agree to the statement, 49% are agree while 20% responded neutral to the statement and 9% respondents disagree to the statement and only 2% participants strongly disagree to this.

Table

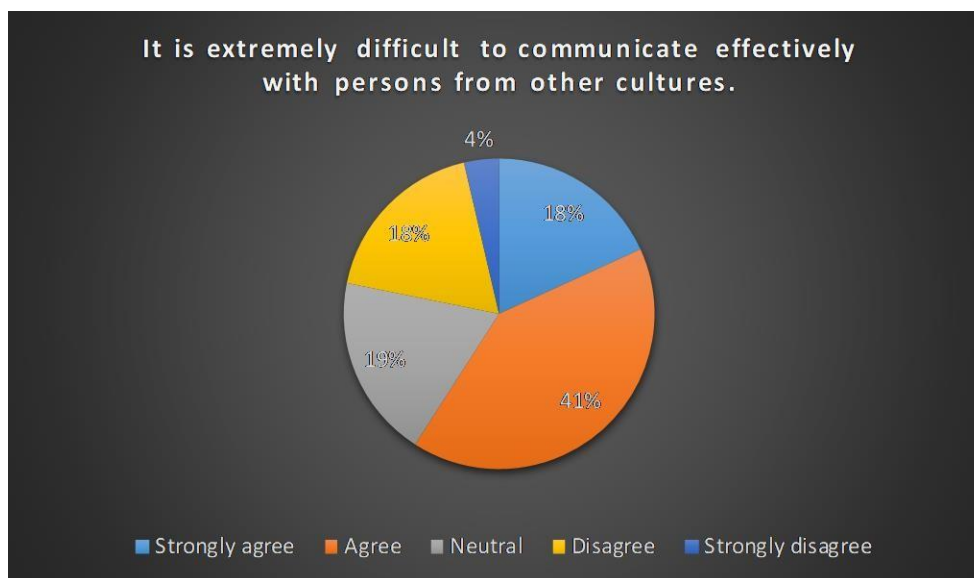| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is extremely difficult to communicate effectively with persons from other cultures.	20	45	22	20	3

Figure - Difficult to communicate effectively with persons from other cultures

The result of the data indicates s that 18% participants strongly agree to the statement, 41% participants agree to the statement which is, it is extremely difficult to communicate effectivelywith persons from other cultures, while 19% responded neutral to this and 18% participants disagree to the statement and only 4% respondents strongly disagree to this.

Table

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is possible to learn all of the languages spoken by the many cultures that make up a multicultural society.	19	47	25	15	4

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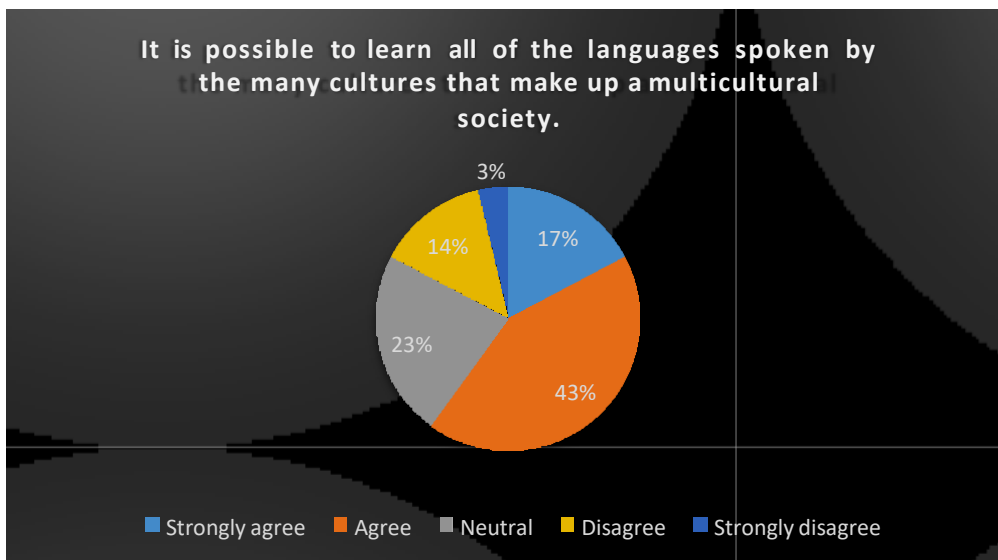LINGUISTICS AND
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Figure - Possible to learn all of the languages spoken by the many cultures
The result of the data indicates that 17% participants strongly agree to the statement and 43% participants agree to this while 23% participants responded neutral to the statement. 14% respondents disagree to this and only 3% participants strongly disagree to the statement and the statement is, it is possible to learn all of the languages spoken by the many cultures that make upa multicultural society.
Table

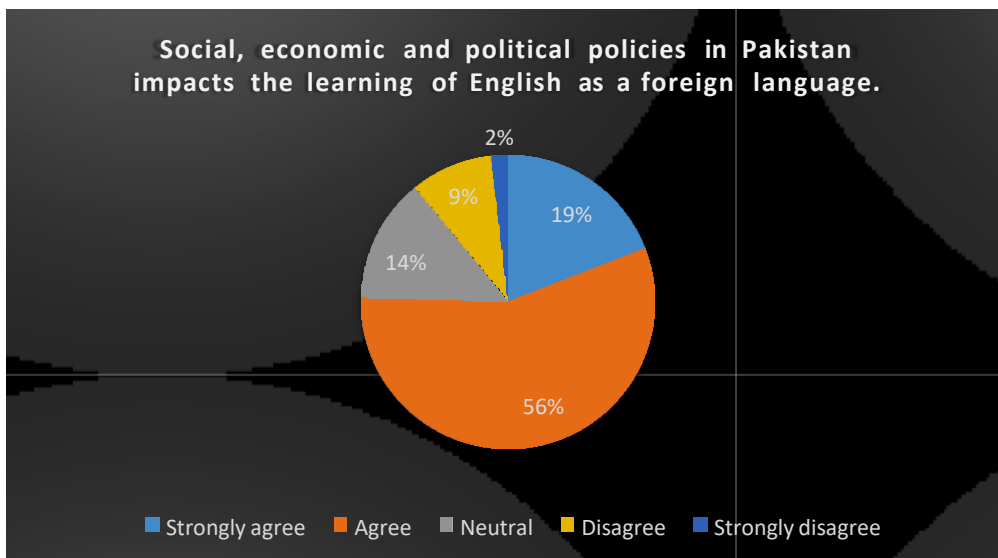| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Social, economic and political policies in Pakistan impacts the learning of English as a foreign language.	21	62	15	10	2

Figure - Social, economic and political policies in Pakistan impacts the learning of English
The investigation of the data indicates that 19% participants strongly agree to the statement and56% participants agree to this while the participants who responded neutral to the statement are14%. The respondents who disagree to the statement are 9% and only 2% participants strongly disagree to this and the statement is, Social, economic and political policies in Pakistan impactsthe learning of English as a foreign language.
Table

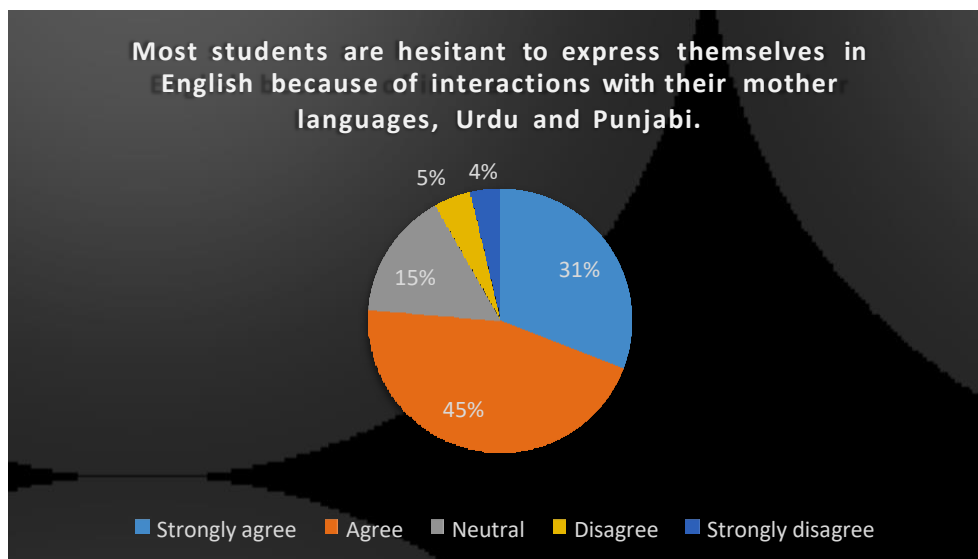| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Most students are hesitant to express themselves in English because of interactions with their mother languages, Urdu and Punjabi.	34	50	17	5	4

Figure - students are hesitant to express themselves in English
The analysis of data indicates that the respondents who agree to the statement are 31% and who agree to this are 45%, while the participants who responded neutral to the statement are 15%. Theparticipants who disagree to the statement are 5%, while only 4% respondents strongly disagree to the statement.
Table

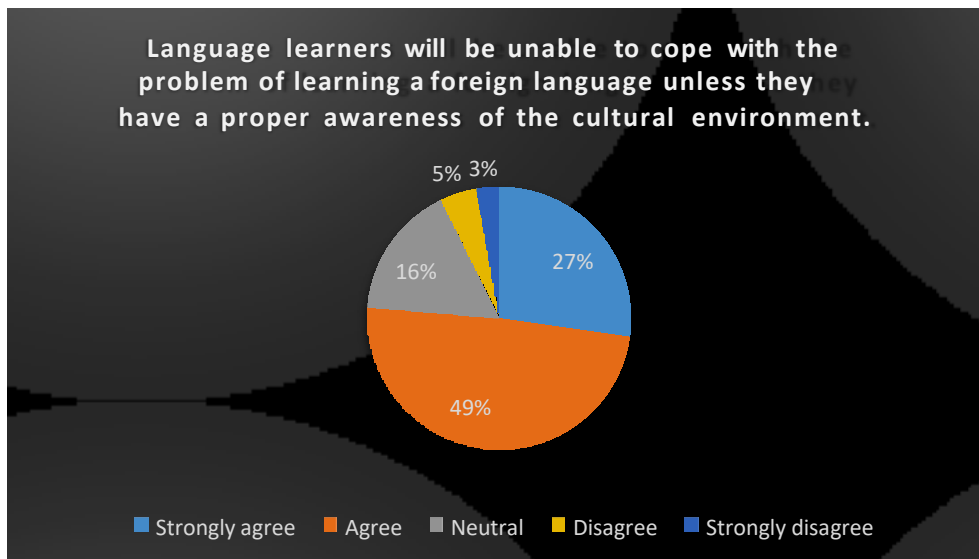| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Language learners will be unable to cope with the problem of learning a foreign language unless they have a proper awareness of the cultural environment.	30	54	18	5	3

Figure - Language learners will be unable to cope with the problem of learning a foreign language
The analysis of data indicates that 27% participants strongly agree to the statement and 49% participants agree to this statement while 5% participants responded neutral to the statement. The participants who disagree to the statement are 5% while only 3% respondents strongly disagree tothis statement.
Table

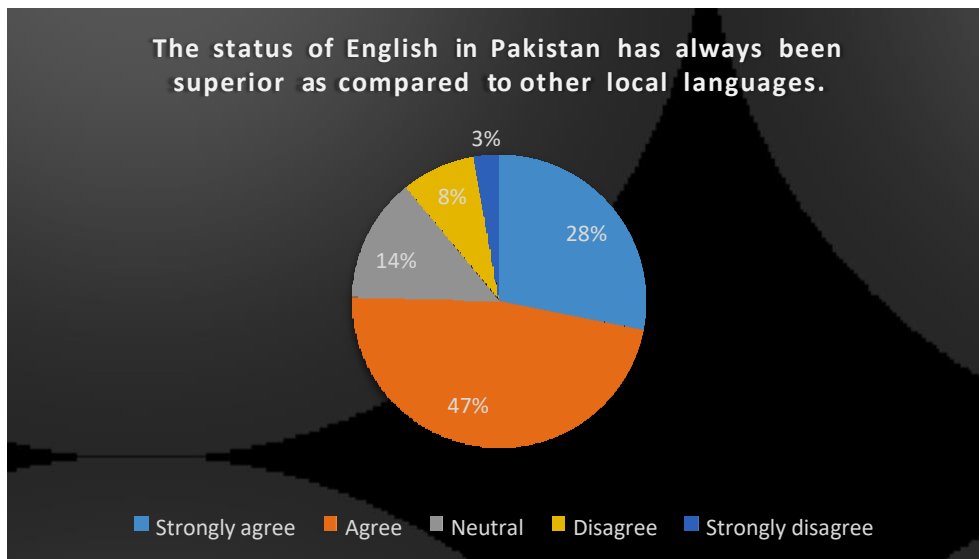| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The status of English in Pakistan has always been superior as compared to other local languages.	31	52	15	9	3

Figure - The status of English in Pakistan has always been superior as compared to other local languages.

The result of the data shows that 28% participants strongly agree to the statement and the participants who agree to the statement are 47% while the participants who responded neutral tothe statement are 14% and 8% respondents disagree to the statement while only 3% respondentsstrongly disagree to the statement.

Table

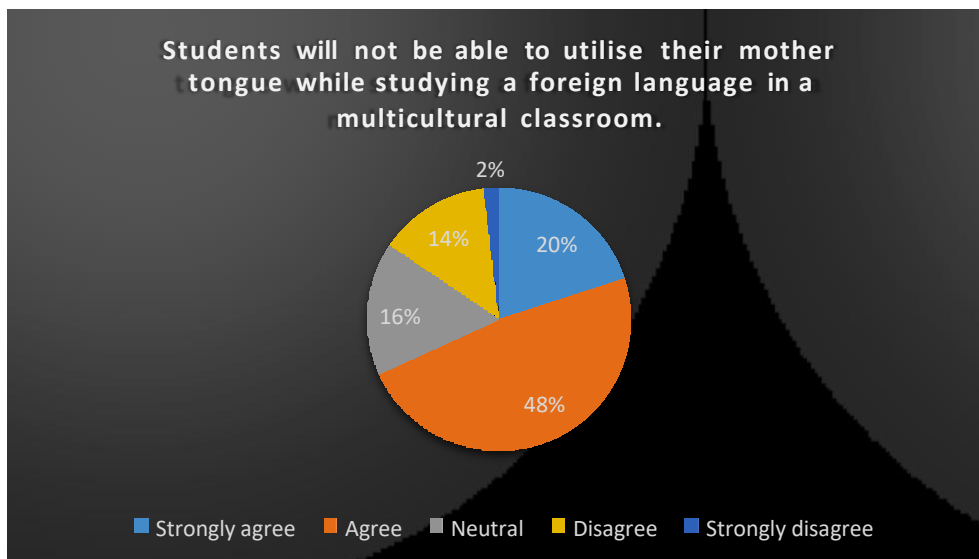| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students will not be able to utilize their mother tongue while studying a foreign language in a multicultural classroom.	22	53	18	15	2

Figure - Students will not be able to utilize their mother tongue
The result of data indicates that 20% participants strongly agree to the statement and 48% participants agree to this while the respondents who chosen neutral are 16% and the respondents who disagree to the statement are 14% while only 2% respondents strongly disagree to the statement.
Table

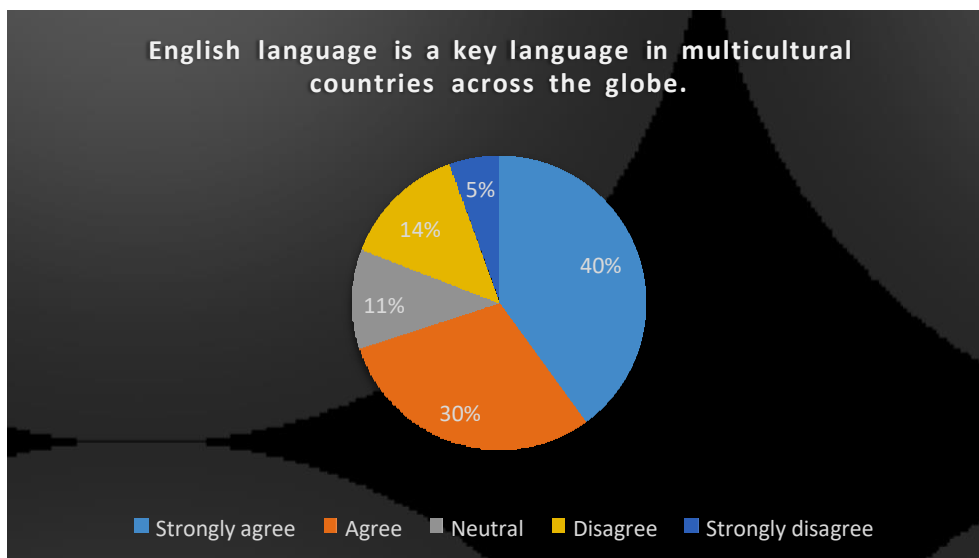| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English language is a key language in multicultural countries across the globe.	44	33	12	15	2

Figure - English language is a key language in multicultural countries across the globe. The analysis of data shows that 40% participants strongly agree to the statement and 30% participants agree to the statement and the statement is that, English language is a key language in multicultural countries across the globe. The participants who responded neutral to the statement are 11%. The respondents who disagree to the statement are 14% while 5% participants strongly disagree to this statement.
Table

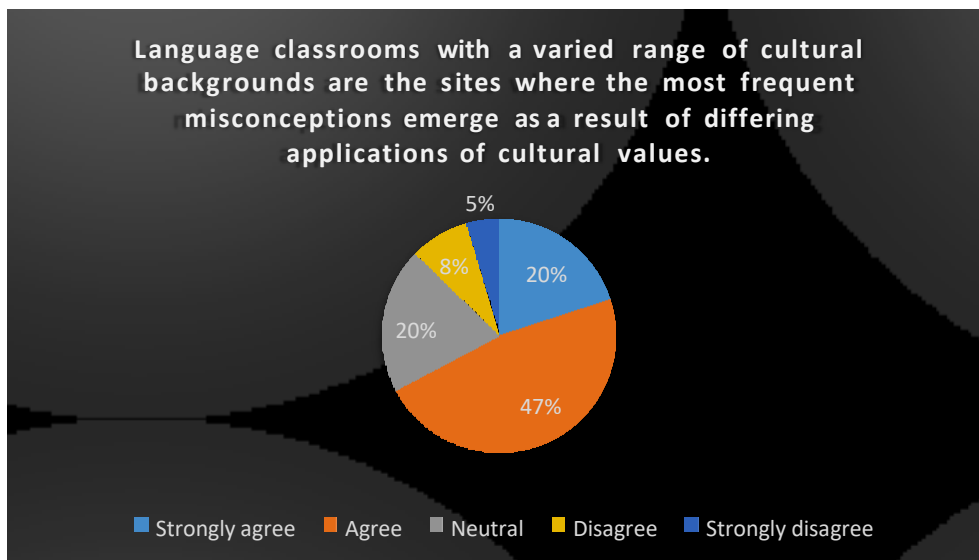| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Language classrooms with a varied range of cultural backgrounds are the sites where the most frequent misconceptions emerge as a result of differing applications of cultural values.	22	52	22	9	5

Figure - Language classrooms with a varied range of cultural backgrounds

The investigation of data indicates that 20% participants strongly agree to this statement and 47% participants agree to this statement, while the participants who responded neutral to the statement are 20%. The respondents who disagree to the statement are 8% while only 5% participants strongly disagree to the statement.
Table

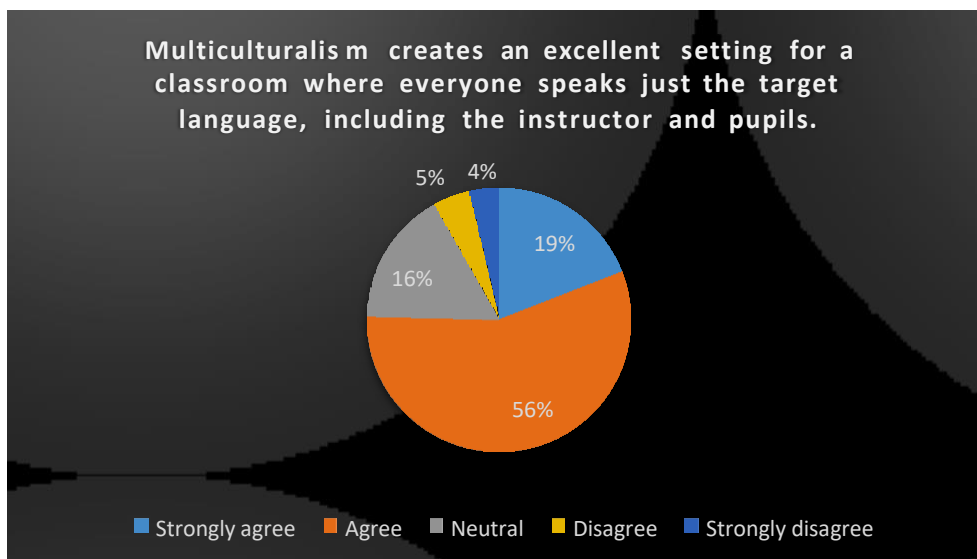| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Multiculturalism creates an excellent setting for a classroom where everyone speaks just the target language, including the instructor and pupils.	21	62	18	5	4

Figure - Multiculturalism creates an excellent setting for a classroom

The result of the data indicates that the participants who strongly agree to the statement are 19% while the participants who agree to the statement are 56% and the participants who responded neutral to the statement are 16%. The statement is that multiculturalism creates an excellent setting for a classroom 5% respondents disagree to this and only 4% participants strongly disagree to this statement.

Table

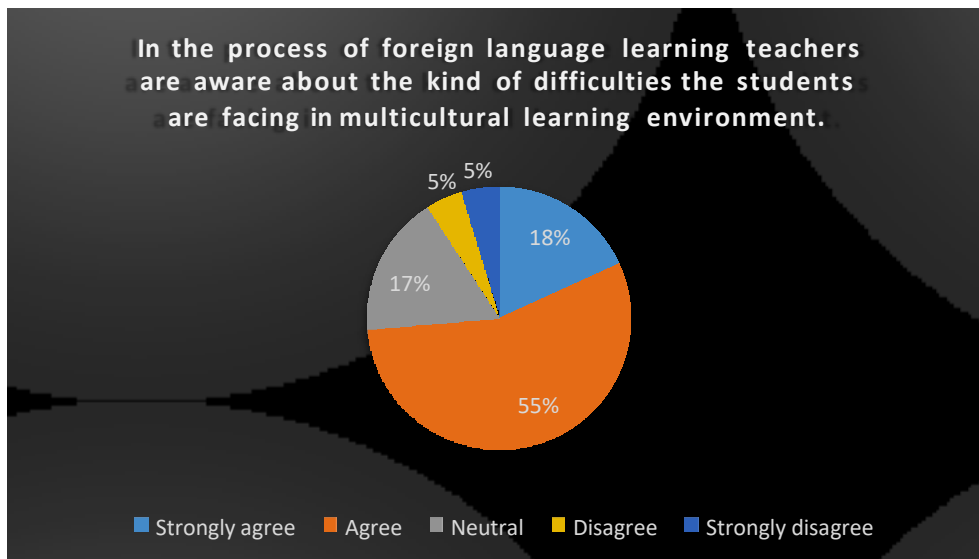| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In the process of foreign language learning teachers are aware about the kind of difficulties the students are facing in multicultural learning environment.	20	61	19	5	5

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Figure - process of foreign language learning teachers are aware
The analysis of data shows that 18% participants strongly agree to the statement while 55% respondents agree to the statement and the participants who responded neutral to the statement are 17%. The participants who disagree to the statement are 5% and the participants who strongly disagree to the statement are also 5%.
Table

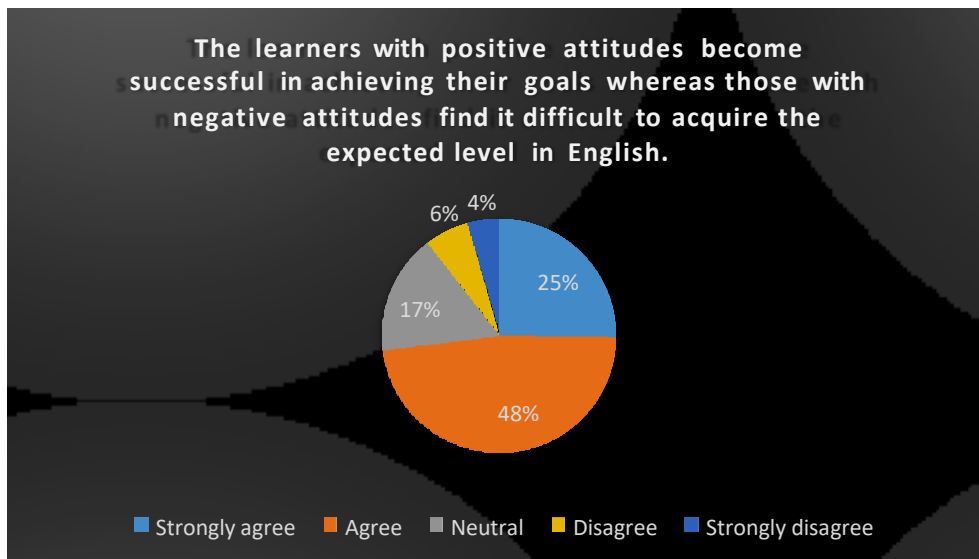| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The learners with positive attitudes become successful in achieving their goals whereas those with negative attitudes find it difficult to acquire the expected level in English.	29	55	19	7	5

Figure - learners with positive attitudes become successful in achieving their goals

The result of data shows that the participants who strongly agree to the statement are 25% and the participants who agree to the statement are 48% while the participants who responded neutral to this are 17%. The participants who disagree that learners with positive attitudes become successful in achieving their goals whereas those with negative attitudes find it difficult to acquire the expected level in English are 6% and those who strongly disagree to this statement are 4%.

Table

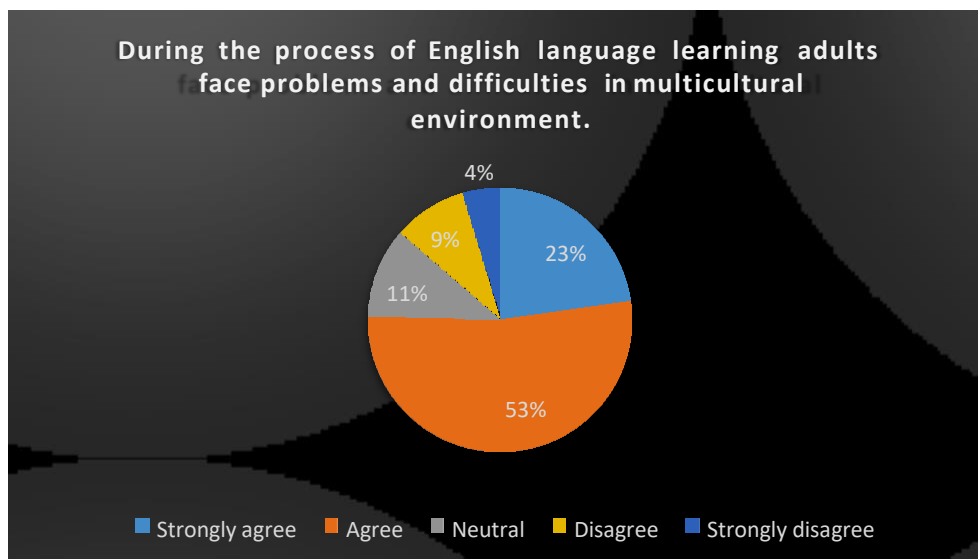| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
During the process of English language learning adults face problems and difficulties in multicultural environment.	25	58	12	10	5

Figure - English language learning adults face problems and difficulties

The investigation of the data shows that 23% participants strongly agree to the statement while 53% participants agree to this statement and the participants who responded neutral to this statement are 11%. The participants who disagree that during the process of English language learning adults face problems and difficulties in multicultural environment are 9% and only 4% participants strongly disagree to this statement.

Table

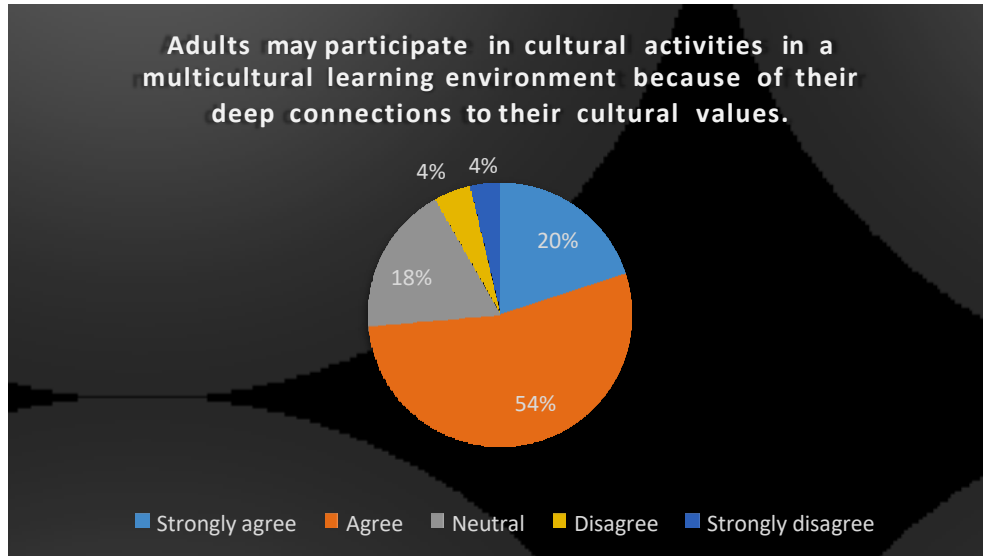| Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adults may participate in cultural activities in a multicultural learning environment because of their deep connections to their cultural values.	22	59	20	5	4

Figure -23 Adults may participate in cultural activities in a multicultural learning

The result of data indicates that 20% participants strongly agree to the statement and 54% participants agree to this statement while the participants

who responded neutral to the statement are 18% and the participants who disagree are 4% while the respondents who strongly disagree to the statement are also 4%.

ANALYSIS AND CONCLUSION

While English is a second language in many parts of the world, the notion of English as a multicultural language is founded on the truth that English is here to stay as an essential language. A range of difficulties that might emerge while learning English as a second language from a native speaker are discussed in this article. When it comes to studying the ideological effect of multiculturalism, how to detect, appreciate, and, in certain situations, replicate the power/knowledge embedded in the dominant discourses and social identity constructions is the most critical challenge. Multiculturalism, accommodates, limits, embraces and strengthens diversity. As a consequence, we may be able to think more thoroughly about how particular linguistic and cultural patterns get naturalized and normalized in everyday life in second language acquisition. On the contrary, discussions allow teachers and students to continuously interrogate the power in multiple expressions as social constructions of their identities, minimizing, reversing, and opposing cultural dominance in English language teaching. Critical multiculturalism is a prelude to critical pedagogy, which addresses the disparity and ideological supremacy by empowering teachers and students to establish, maintain and modify language usage, as well as their own identities and social realities. All samples conclude that students studying English as a second language in a multicultural context benefit from an understanding of the relationship between diversity and linguistics, which maybe used to the development of instructional strategies and pedagogies. After all, the higher the number of cultural ideas we comprehend, the greater the number of language skills we gain; the greater the number of language abilities we acquire, the better our effectiveness. Work on closing the gap and lowering levels of inequity may begin at the planning phases of language policy and curriculum development. Local languages and dialects must also be developed, popularized via school curricula, instructors trained in native and target grammars, academic materials on the indigenous languages developed and electronic and social media used to decrease dialect distinctions. Further, we live in an increasingly information-driven environment, the ability to communicate successfully in a foreign language is becoming more crucial. The ability to understand culture is not something that can be substituted when it comes to language learning. It is vital to learn both culture and language at the same time in order to gain complete linguistic knowledge. As a result of our increased exposure to other cultures, the number of language skills we acquire increases, and the increased number of language abilities. In a multicultural classroom, when instructors and students from various cultures mix together, they expect one another to act in a manner that is appreciated in their own cultural context. Because of the disparities in these norms, both instructors and students experience the intrusion of more and more cultural differences into their own sense of self and security as time progresses (Brown, 1986). It is not by chance that, 66 years after independence, Pakistan still lacks the infrastructure and policies necessary to better the lives of its citizens via educational opportunities. For the purpose of identifying the most significant factors impeding students' ability to acquire English as a second language, current study makes use of statistical analyses of questionnaires generated for Cultural components of ELT, such as social characteristics, religious beliefs and taboo terms, which are examined in the study in order to determine if they help or hinder students' ability to learn English as a second language (ELT). Cultural obstacles in ELT may be broken down into a

number of different categories, each of which has a significant impact on the teaching and learning process. Results from study show that integrating both Islamic teachings and being acquainted with L2 culture may help ELT teachers achieve success in teaching English to learners and help them overcome classroom challenges.

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