RESEARCH ARTICLE

Beyond Imagination: Multicultural, Multilingual Perceptions of Similarities and Differences

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ABSTRACT

The highlight of this paper is to focus on the significance of Multicultural and Multilingual environment by dissipating high number of African Americans English language learners. Learners are culturally diverse students but similar from various backgrounds such as African, Native American, Mexican and others. In a social environment, language and culture plays a crucial role by weariness in the formation of diversity. Diversity implements Multiculturalism among Multilingual students of all races and ethnic background by acquitting education thus making way for an artistic view. The view of Multiculturalism has not been fully developed theoretically or through education but narrow in its definition. Definition in the African American language, culture and education paves way for an understanding of its explanation.

Keywords: Multiculturalism, Multilingualism, Bilingualism, Diversity, Ethno linguistics, Multiliteracy.

INTRODUCTION

African American ethnic and racial populations are being classified based on transformation in division to cultural and linguistic diversity. Diversity is experienced by the minority learners of English language to trial self consciousness across one's culture. Culture differs from other cultures challenging the commonalities by allowing interactive perceptions. Perceptions of experiences by Multicultural people trial imperceptions based on Cultural identity. Identity by experiences of living in more number of cultures is truly disowned as they are bilingual if not Multilingual. The approach is towards the acquisition of second language distanced by the intergroup whose Multicultural identity differs from ethnic contexts. Contexts advances into theoretical part by withdrawing the approach to language and ethnicity. The significance of accepting theory is by the intergroup functioning whose insignificance lies in the native competence of language learning. Learning is viewed to increase the sphere of observation by delusion to decrease the interactive identity growth that is defeated in the racial concepts namely race, religion, ethnicity, gender, class, colour etc. It creates spaces of subjectivity by destroying cultural practices in a Multicultural environment where Multilingual perspectives exist. Perspectives of discrete languages and its ideology by insensibilities are projected by bilingual education in a heteroglossic manner. Language policies of Multilingual societies have a significant

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marking on learning English languages by African Americans mislabelled as practices of the region enables greater curiosity for the linguists. Linguists of Multilingual nations portray influences of globalization by suggesting language policies through education in constructing Multicultural societies irrespective of differences**.** Differences in a Multicultural society are viewed as a democratic language policy but deceived by an interdisciplinary approach for Multilingual educational systems that undergo socio - political conditions towards language of understanding by African Americans. Researchers have tried to create an instructional approach by destroying its practice where Multicultural education examines experiences. Experiences conduct the practice by renouncing perceptions in a Multicultural, Multilingual society. Society manifests racism by concealing evidences with some groups. Groups need to be instructed about culture but not misguided without proper knowledge and approach for practice. Practice should be adequate to the majority of learners rather than inadequateness to catch up with the Multicultural strategies. Strategies act as inquiry based instructions but are ceased about culture. Strategies pave way for an understanding of the hegemonic linguistic structures in a learning environment than misunderstanding by educators in the society. Languages cope up with cultural and social reproduction by rejecting its issues that encompass African American English learners. Learners are educated in a Multicultural environment preferred to stupidity about cultural diversity towards the change of life. Life impacts cultural practices alternate to loss that are needed to be analysed. Principles of practice acknowledge social and cultural wealth by not disclaiming transnationality that is fused with linguistic knowledge. Knowledge in diversity is managed by higher education and inclusion of socio-political issues rather than mismanaging the resistance of cultures. Cultures are revisited in the form of race theory and Multicultural education to enhance cross cultural trends. Trends recover spaces for an indigenous self determination of language issues dissimilar to the loss in a Multicultural condition. Conditions of Multilingual education policy and

practice help to build a global citizen by fulfilment. Multilingualism in education from principles to practice produces new power relations in a Multicultural atmosphere by annihilation where issues and perspectives prevail. Cultural diversity and education teaches practices of cultures by receiving instructions through Multilingualism as it reveals immigrants cultural identities. Identities of similarity and differences are perceived by Multiculturalism and Multilingualism but overlooked beyond imagination.

Theoretical framework

Multicultural and Multilingual atmosphere are beyond imagination but close to culture and language. An atmosphere witnesses similarities hostile to differences in the encounter of culture, race, class, gender towards building a Multicultural and Multilingual society. Society by African American English language learners contradict to globalization for social justice. Justice by Multicultural education against injustices of experiences is perceived by Multilinguals. Multilinguals in a diversity practice complicated social relationships similar to speculations. Speculations related to attitudes are analyzed dissociated in a social environment as it tends to change implicitly and explicitly. Attitudes are distinguished by ethno linguists that are obscure according to its representations. Representations are recognised by disowning falsification that ignores characteristic features. Characteristic features are subjective to manifestations but objective of racism to certain African American English language learners. Learners analyse Multiculturalism through bilingual education but synthesise to redefine equality of Multilinguals in American education. Education focuses on ideologies but disperse about Multicultural attitudes that are influential in nature. Nature of gender differences is insignificant to common identities. Identities are negotiated in a Multilingual context by linguistic minority whose interactions are most of the time accountable to societal power. Power formed in Multilingual settings is wrecked in the beliefs system, cultural practices and language use where language behaviours come into play. Language behaviours interpret conception of

ideology, identity and negotiation mystifying similarity to bilingualism. Bilingualism is important to social vitality and justice but trivial in its paradigm. The approach highlights importance of Multiculturalism, Multilingualism by playing down Multiliteracies that makes way for an increased number of African American English language learners like any other. It changed the dynamics of identity by firmness through practice in a diverse environment. Diversity relevant to cultural beliefs are being suggested to learners irrelevant of its need to understand its practice prior to experience through teaching. Teaching through discourses is taken in by students of varied socio-cultural backgrounds to illuminate communications with diverse groups.

Results and discussions

Multilingual and Multicultural atmosphere in which identities are negotiated by interactions rather than disagreed with gender, class, race, ethnicity and sexuality. The dominant groups that exists considers an ideal model of society by disregarding singular lingual, ethnic, religious and ideological as one marvel about who would prevail with identities in a Multilingual setting. Multilingual settings witnesses negotiations taking place in the proximity hostile to ideology that distances with those who does not cope up with the existence. Existence is interpreted in the language behaviours but misinterpreted with bilingualism. Bilingualism is familiar with Post Structuralist approach but unfamiliar indeed as it is followed towards identity formation. Identity formation is given importance in a social atmosphere for justice alternative to languages. Languages for the African Americans and their solidarity are through Multilingual and Multicultural contexts. Contexts necessitate social authenticity with determination from mould and divisions of linguistics. Linguistics is negotiated within and outside group expressions in terms of ethno linguistic. Ethno linguistics is decided before hand with racial marks whose expressions in diversity exercise discussions resting in convergent and divergent social practices. Social practices mirror democratic conditions created and absorbed by various African American groups with social and cultural backgrounds. Cultural backgrounds are

linked with native languages that separate and produce multiple texts by withholding the vigorous nature clinging to literacy interest and experience.

Conclusions

The problem lies in the dominant linguistic structure where the solution is moved by cultural and social reproduction for learners of African American English. In this analysis, the focus is on the language dispersed for African American younger generations that helps to understand social environment. Social environment is witnessed of culture and racial interactions alien to language issues that persist around the African American learners from the past. The language issues explain Multicultural scenarios complicating the productions of Multilinguals that are overlooked by the dominant linguistic structures. Dominant linguistic structures highlight race, class and gender by playing down social justice of education that is needed to be acknowledged. Acknowledge in building a working class by dismantling the colour concepts. Concepts intersect cultures against the necessity are deep rooted, needs to be achieved as goals. Goals in terms of equality but vague related to symbols. Symbols of Multiculturalism give importance to a sense of belonging rather than being insignificant in the larger community. Community differences of any kind are not portrayed between ethnic and racial groups but the caricature of equality in the learning materials to African American English learners. Multiculture remains an issue of interest but departs with Multilingual students to reorder and transform symbols of functioning. Functions in terms of Multicultural strategies need to be modernized alternate to old fashion. The approach paves way for African American students to understand the possibility of occupying self to build an open societal culture preferred to a state of similarities and differences. This conceptual paper approves Multicultural education amidst Multilinguals by disapproving cultural practices. This deconstructs language discourse by constructing diversity. Diversity is understood by linguistic approach but misunderstood to lead a meaningful life. Life is perceived by African American English learners but not missed due to usage of native language. Life complexities are viewed by learners

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by overlooking modifying changes. Changes are perceived involving varied problems by not overlooking education. Education connects with all aspects of life by disconnecting communication to understand high risk at the initial stages of encounter life. Approach is convergent in analysis to divergent ignorance at the social environment where culture and language play with similarities and differences.

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