

## Idea and Use of Multilingualism in the Third World Countries: An Analytical Study

Md. Zahidul Islam\*

### Abstract

*Multilingualism aims at studying the main field of linguistics and it is used to mediate human sociality. Reserving the term as cultural and socio-centric human cognition, this article sketches the linguistic methods for discovering truly multilingual conceptualizations as illustrated at the ritual values and everyday conversational languages of different people. It provides insights into how multilingual issues influence the way of the speakers of different languages to communicate with people specially the people of the third world countries. Multilingualism as a world-wide phenomenon is examined from the people's mindset and practice as they disclose through their languages. Monolingual people always depend on their unique cultural value to learn a single language; but people of the third world countries become usually multilingual due to their migration from one place to another for the purpose of fulfilling their needs. From this point of view, the study also searches for the use of multilingualism in each and every aspect of the people of the third world countries.*

**Keywords:** *Multilingualism, language, culture, third world countries*

### Introduction

Multilingualism is a common and dominant phenomenon in the contemporary society and it is studied from different perspectives. It is becoming a social necessity driven by the needs of globalization and it also focuses on what cultural factors affect the use of language at the level of words, sentences, and discourse.<sup>1</sup> It becomes potential problem for the speakers of different languages to understand the linguistic use. Multilingualism in this sense can help to maintain interaction in the cross-cultural communication skills and enhance the ability of people especially the people of the third world countries. People of the third world countries have to face a continuous exacerbation of poverty that leads them to learn multi-languages in multilingual societies for searching their livelihood across the world. So, out of necessity these people are to be multilingual. Besides, in most of the third world countries' people

---

\* Senior Lecturer, Department of English, Bangladesh Islami University (BIU), Dhaka-1203. E-mail: zahid\_juk@yahoo.com

<sup>1</sup> Dewaele, J. (2012). "Multilingualism, empathy, and multicompetence" (PDF). *International Journal of Multilingualism*

having different social entities and speaking different languages migrate from own countries to other countries in search of livelihood. And they need to resort to multilingualism for communication. Although they are multilingual, their languages have conformity in origin, idea and uses. This compliance of linguistic use keeps these people united as language plays a vital role in building harmonious relationship among the people of a society.

### **Multilingualism**

Multilingualism implies using, or promoting the use of, multiple languages, either by an individual speaker or by a community of speakers. Multilingual people outnumber monolingual speakers in the world's population<sup>2</sup>. A multilingual person is generally referred to as a polyglot.<sup>3</sup> *Poly* means "many" and *glot* means "language". A multilingual, in a broad definition, is one who can communicate in more than one languages, be it actively (through speaking, writing, or signing) or passively (through listening, reading, or perceiving).<sup>4</sup> A basic distinction when discussing bilingualism and multilingualism is between the individual and societal level. At the individual level, bilingualism and multilingualism refer to the speaker's competence to use two or more languages. At the societal level the terms bilingualism and multilingualism refer to the use of two or more languages in a speech community and it does not necessarily imply that all the speakers in that community are competent in more than one languages.

Multilingual speakers have acquired and maintained at least one language during childhood, the so-called first language (L1).<sup>5</sup> This is (sometimes also referred to as the mother tongue) is acquired without formal education, by mechanisms heavily disputed. Children acquiring two languages in this way are called bilinguals. Even in the case of simultaneous bilinguals one language usually dominates over the other. A child may be a multilingual or trilingual by having a mother and father with separate languages being brought up in a third language environment. For better understanding in its context of our country, we can say: A child's father may speak a dialect of Barisal and his mother may speak a dialect of Chittagong, and they may be living at Dhanmondi in Dhaka. In this situation, the child may be a multilingual child.

### **Characteristics of Multilingualism**

Certain characteristics of world multilingualism make it suitable for many approaches despite belonging to different language families; the major languages of the world have come to share certain common syntactic features as a result of prolonged contact and linguistic convergence.<sup>6</sup>

<sup>2</sup> A Global Perspective on Bilingualism and Bilingual Education (1999), G. Richard Tucker, Carnegie Mellon University

<sup>3</sup> "Polyglot - definition of polyglot by the Free Online Dictionary, Thesaurus and

<sup>4</sup> Polyglot - definition of polyglot by the Free Online Dictionary, Thesaurus and Encyclopedia". Thefree dictionary.com. Retrieved 2010-07-10

<sup>5</sup> Ronald Wardhaugh, 1986: An Introduction to Sociolinguistics (3rd edition), (USA: Blackwell Publisher Ltd), 1998, p.90

<sup>6</sup> Peter Trudgill, 1974: Sociolinguistics, An Introduction to language and society (4th edition), (UK: Typeset Roland Press Ltd), 1976, p.42

- 
- Most of the languages are head-final, that is, in a verb phrase the verb occurs at the end of the phrase, in a postpositional phrase the postposition occurs at the end of the phrase and so on.
  - In questions, the question words do not move to the left periphery of the sentence, but rather remain in their default position.
  - Most of them have correlative clauses.
  - Most of the languages display relatively free phrase order, that is, though the default order of constituents in a sentence is SOV (Subject-Object-Verb), phrase orders such as SVO, VSO, OSV, OVS etc. are perfectly acceptable.<sup>7</sup>

### Causes of Multilingualism

Multilingualism can be the result of different factors<sup>8</sup>. Some of them are the following:

- Historical or political movements such as imperialism or colonialism: In this case the spread of some languages, such as Spanish to Latin America, it results in the coexistence of different languages.
- Economic movements in case of migration: The weak economics of some areas and countries results in movement of the population to other countries and to the development of multilingual and multicultural communities in the host countries.
- Increasing communications among different parts of the world and the need to be competent in languages of wider communication: This is the case with the development of new technologies and also with science.<sup>9</sup>
- Social and cultural identity and the interest for maintenance and revival of minority Languages: This interest creates situations in which two or more languages co-exist and are necessary in everyday communication.
- Education: Second and foreign languages are part of the curriculum in many countries.
- Religious movements that force people moving to a new country.

### Effects of Multilingualism

For a long time, scientists have been curious to know whether more than one language has a positive effect on the brain, or if it benefits thinking patterns. A large number of studies on the issue were carried out, but the conclusions were mixed. Now, a new work done by a European Commission-appointed group brings forth solid evidence that this is indeed the case, Alpha Galileo reports- "The research report brings forth six main areas where multilingualism and hence the mastery of complex processes of thought seem to put people in advantage. These include learning in general, complex thinking and creativity, mental

---

<sup>7</sup> de Craen, P. & Perez-Vidal, C. (2003). The education of teachers for multilingual schools in Europe. Retrived August 19, 2005

<sup>8</sup> Gunnarson, Britt-Louise (2013). "Multilingualism in the Workplace". *annual Review of applied linguistics* 33: 162–189.

<sup>9</sup> 5. Boocock, S. (1972). An Introduction to the Sociology of Learning. New York: Houghton Mifflin.

flexibility, interpersonal and communication skills, and even a possible delay in the onset of age-related mental diminishment later in life,”<sup>10</sup> Jyvaskyla University Continuing Professional Development Center specialized planner David Marsh explains. The expert has shouldered the duty of coordinating the international team of scientists that has carried out the study.

According to the team, versatile knowledge of languages contributes to increasing the efficiency with which an average individual uses his or her brain. One of the brain regions that are strong and directly affected by learning several languages is the one also involved in memory. Short-term memories are essential when people think, learn and make decisions. ‘It is obvious that enhanced memory can have a profound impact on cognitive function.’<sup>11</sup> David Marsh, specialized planner at the Continuing Professional Development Centre of Jyväskylä University says - “This may be one reason why the multilingual shows superior performance in handling complex and demanding problem-solving tasks when compared to monolinguals. They seem to be able to have an advantage in handling certain thinking processes,” he adds. The expert also argues that learning new languages should be a part of basic education, as a process that would stimulate youngsters in using a lot of their brain, and would benefit their cognitive skills later on in life, “This is inspirational for anyone who has an opportunity to learn, or otherwise keep an additional language active in their lives. Learning a language strictly as a separate subject in the curriculum does not work as effectively for a broad range of young people as compared to embedding second language learning into other subjects,” the expert concludes.<sup>12</sup>

### **Importance of Multilingualism**

The importance of multilingualism cannot be described in speech because language is the expression of human communication through which knowledge, belief, and behavior can be experienced, explained, and shared. Multilingualism starts from the Third World Countries.<sup>13</sup> People of the third world countries become multilinguists, not because of hobby but due to necessity . In the age of science and technology we are living in an age of globalization. We have become materialistic and in order to get more we need to learn more. Willingly or unwillingly people of the third world countries are becoming attracted to be multilinguists. When people of the third world countries like Bangladesh, India, Nepal, Bhutan , Sri Lanka go to developed countries like Canada, Australia, America , they are bound to learn English in order to get a good job .Without knowledge of English they won't be able to communicate or get a good job .So for survival people have to become multilinguists. Also if people of Bangladesh go to Italy, Japan or China they have to learn Spanish, Japanese or China in order to suit there. So these people who become multilinguists are becoming for the sake of earning, getting a good job, earning respect and for survival. There's no doubt that multilingualism has important implications for communication, identity, social and cultural integration, development and education. With its world-leading expertise in the fields of

<sup>10</sup> Chomsky, Noam. 1972. *Language and Mind* (Enlarged Edition). San Diego: Harcourt Brace Jovanovich Publishers.

<sup>11</sup> Blakemore, K. and Cooksey, B. (1981). *A Sociology of Education for Africa*. London: George Allen & Unwin.

<sup>12</sup> Brains benefit from multilingualism, Academy of Finland, November 26, 2009

<sup>13</sup> "The importance of multilingualism". [multilingualism.org](http://multilingualism.org). Retrieved 2010-09-16.

cognition, society and language the University of Groningen now offers a one-year Master's program in Multilingualism in co-operation with University Campus Fryslan (UCF) and NHL University of Applied Sciences. The Multilingualism Master is unique in combining teaching of many societal, individual, educational, cultural and historical aspects of multilingualism with a practical, research-driven approach.<sup>14</sup> The United Nations uses six official languages in its intergovernmental meetings and documents, Arabic, Chinese, English, French, Russian and Spanish; the Secretariat uses two working languages, English and French.<sup>15</sup>

### Advantages of Multilingualism

Our world is rapidly growing into an enormous melting pot and most of us are very aware of the fact that the ability to speak a foreign Language has never been as vital as it has been in the 21st Century. Every language expresses ideas in its own particular manner, giving us the ability to see things from another angle and thus allowing us to gain new insights of ourselves, our native culture and the world around us. This can spark creativity and give individuals an exciting new window through which to view the world and make decisions.<sup>16</sup> The advantages of multilingual are vast. Now, I would like to discuss the advantages of multilingualism:

**More Opportunities for Work:** Bilingualism greatly enhances our ability to find work in certain fields, especially where international business is concerned. Also, in areas where particular immigrant populations dominate, keeping in consideration that language greatly increases our chances of success in finding a job. Employers want the biggest bang for their buck, so finding an employee who both performs the job function and understands a necessary second language is much more valuable than finding and paying two employees.

**Understanding Foreign Culture:** As a speaker of two different languages, you have access to two, or sometimes more, cultures. Aside from participating in your native culture, speaking a second language allows you to better experience and understand the culture of the second tongue. For instance, speaking Spanish as a second language opens doors to a variety of countries throughout Latin America and Europe, as well as to Spanish speakers in the United States. With just one extra language, you gain access to an assortment of countries, each with a distinct culture and history. Reading about foreign countries is one thing, but being able to participate in the language and, in effect, in the culture itself, is entirely a different issue.

**Better Understanding of Native Language:** Speaking a second language forces a critical eye onto your mother tongue. Students studying languages at the university level may especially find that acquiring a second language allows them to better understand the grammatical rules of their native language in a way that most monolingual people don't come to understand. Finding links between languages, the shared words and the grammatical

---

<sup>14</sup> Baker, P. & J. Everseley. 2000. *Multilingual Capital*. London: Battlebridge Publications.

<sup>15</sup> Gumperz, J.J. 1964. *Linguistic and social interaction in two communities*. *American Anthropologist* 66.

<sup>16</sup> Wolff, Ekkehard (2000). *Language and Society*. In: Bernd Heine and Derek Nurse (Eds.) *African Languages - An Introduction*, 317. Cambridge University Press.

differences, is a fascinating foray into modern language. In 2004 BBC News described research from Canada's York University that suggested people who speak two languages as opposed to one are "mentally sharper" and that the additional languages can even prevent mental decline in later years. Just as frequent brain teasers or mental challenges keep a brain quick, it seems bilingualism provides overall benefits for the brain, which is a good reason to pick up another language.<sup>17</sup> If keeping one language straight seems hard enough, bilingual speakers sometimes find that they confuse words and grammatical structures from each language. Oftentimes, a mishap of the two languages is used -- for example, some Americans are familiar with Spanish, the mix of English and Spanish. Younger children might find that using one language at home and another at school adds a degree of self-consciousness if that second language is the weaker, lesser-used tongue.

A person who speaks multiple languages has a stereoscopic vision of the world from two or more perspectives, enabling them to be more flexible in their thinking, learn reading more easily. Multilinguals, therefore, are not restricted to a single world-view, but also have a better understanding that other outlooks are possible. Indeed, this has always been seen as one of the main educational advantages of language teaching” A multilingual person develops creative thinking and an ability to think more flexibly. Such people have two or more words for each idea or object. They are also more sensitive to the needs of listeners, as compared to monolinguals. Being multilingual has a positive effect on intellectual growth of a person as well. Multilingual people have a better thinking capability. Being versed in more than one language, gives people the benefit of better understanding. Multilingual individuals tend to show higher performance in examinations and tests as well. They find it quite easy to learn and speak any new languages.<sup>18</sup> Multilingual enjoys reading and writing in different languages. They can understand and appreciate literature in various languages. It gives them a deeper knowledge of different ideas and traditions. Needless to say, they do not face difficulties in communication whilst in a foreign country. Multilingualism offers an access and exposure to different cultures. Due to a wider cultural experience, there is a greater tolerance and open-mindedness of differences in creeds and customs. Language builds a bond between people. When a person speaks our native language, we tend to have a liking for them. This creates a powerful link between people from different countries as well as increasing a person’s sense of self-esteem when communicating with other people.

Recent scientific research showed that multilingualism can slow down the symptoms of ageing by boosting brain performance, and can therefore be an advantage in later life. Being bilingual adds to the expansion of one’s knowledge and understanding. It brings great fortune a CV. A bilingual person is always given priority over a monolingual person. It offers a wider choice of jobs in various fields. Bilinguals can get prosperous career opportunities in the retail, transport, tourism, administration, public relations, marketing, banking, accountancy, translation, law and teaching sectors.<sup>19</sup>

---

<sup>17</sup> Bialystok E, Craik FIM, Grady C, Chau W, Ishii R, Gunji A, Pantev C (2005). "Effect of bilingualism on cognitive control in the Simon task: evidence from MEG". *NeuroImage* 24 (1): 40–49.

<sup>18</sup> Elaine. 1982. *Language the Social Mirror*. London: Newbury House Publishers Inc.

<sup>19</sup> Finochiaro. Mary. 1974. *English as a Second Language: From Theory to Practice*. New York: Regents Publishing Co.

---

### **Disadvantages of Multilingualism**

There are some potential disadvantages of multilingualism. They are the following:<sup>20</sup>

- A child might start speaking three to six months later than a monolingual child. Beyond that, if a child doesn't start speaking three to six months after what is expected for monolingual children, then we need to consult a specialist to figure out what the cause is.
- Another potential disadvantage is the temporary mixing of languages. A child might mix up different words from different languages into one sentence. This is absolutely normal until the age of four.
- So if parents want their child to read and write in their second or third or fourth language they will have to find a way to add that to their child's curriculum, which means more hours, extra work in the afternoons after the normal regular school. So they got to be aware of the extra effort for their child and themselves.

### **Effects of Multilingualism on Children**

Kids get exposure to another culture. So rather than thinking there is only one way to everything, they stay open, open to possibilities. They know from the start that different people do things differently.<sup>21</sup> Bilingual children build bridges to new relationships because they have the capability: they can talk to diverse people, they build different sorts of relationships, and they can be the bridge between two kids who can't talk to each other - they can actually translate and help out. There are also potential economic advantages, of course. Later in life when a child finishes school, with a second language he or she will be more in demand. We live in an ever smaller world where languages are the only barrier, distances are no longer. So if a child speaks a second or third one, there's a clear economic advantage. Another advantage is the more flexible and divergent thinking. Researches actually show that kids who grow up with several languages think differently. They know from the start that there could be more than one word to one concept. Hence, their mind stays more flexible and that often also led to the fact that bilingual children do at least as well in school as their monolingual counterparts. Finally, the self-identity of your child will be affected as well. Your child will see himself or herself as a language or culture bridge. It's not only that they just are this bridge, they are actually conscious about it! And that is even more than doing it. It is about who your child is, the self-image your child adopts. More recently, a study published in *Psychological Science* in January states that being multilingual helps reading skills in your native language. The following sentence sums up the results of the study quite profoundly. Findings suggest that after learning a second language, people never look at words the same way again. Through eye-tracking studies, researchers found that bilingual (or multilingual) speakers took less time to process words that were cognates in their native and second languages. This study is remarkable because it turns the metaphorical table to provide insights to how speaking more languages can lead you to being more fluent in your

---

<sup>20</sup> Ronald Wardhaugh, 1986: *An Introduction to Sociolinguistics* (3rd edition), (USA: Blackwell Publisher Ltd), 1998, p.112

<sup>21</sup> Bialystok E, Craik FIM, Grady C, Chau W, Ishii R, Gunji A, Pantev C (2005). "Effect of bilingualism on cognitive control in the Simon task: evidence from MEG".

own, native tongue. So we see there are a lot of advantages and good reasons to tackle multilingualism or bilingualism for your child.

### **Practice of Multilingualism in Different Countries**

Multilingualism is badly needed in the 3<sup>rd</sup> world countries because the people of the areas depend on developed countries in every sector including language to adobe themselves in the contemporary world, the people of some 3<sup>rd</sup> world countries who are bound to learn multilingual are given below:

**India:** From time immemorial, before the present state of India was born, the Indian identity had been established. India, which has 15 official languages, 13 of them regionally and 2 nationally used in education, administration and mass communication, pursues a deliberate policy of multilingualism. For example, the State of Karnataka offers primary education in eight languages. So does the Bombay Municipal Corporation in the metropolis of Bombay. The State of West Bengal offers options of 14 languages at the Secondary School Examination. Only 58 mother tongues are used as the medium of instruction at the present time.<sup>22</sup> The fact that India is one of the most multilingual nations in the world is reflected in Mr. Patel's linguistic repertoire. For example-Mr. Patel is a spice merchant who lives in Bombay. When he gets up he talks to his wife and children in Kathiawari. Every morning he goes to the local market where he uses Marathi to buy his vegetables. At the railway station he buys his ticket in Bombay city using Hindi.

**Bangladesh:** The 10th International Mother Language Day on 21 February 2009 thus lays an importance to recall any the objective of this celebration<sup>23</sup>: "the recognition of linguistic diversity and the importance of multilingual education." "We need to preserve and promote multilingual environments that show due respect for all expressions of cultural diversity," said Koïchiro Matsuura, Director-General of UNESCO on the eve of the International Mother Language Day 2009. He further mentioned that ten years after the Day was proclaimed by the General Conference of UNESCO on the proposal of Bangladesh, it's now clear that the foundations of linguistic diversity and multilingualism is essential as the languages, which form part of the identity of individuals and peoples, are key to sustainable-development strategy, peace, and social cohesion. Linguistic diversity is a major guarantee for cultural diversity. Although having a distinct language is not a requirement for having a distinct culture, simply using a language associated to a specific culture or community can act as a meaningful expression of that culture, so why does language matter so much? Languages reflect the diversity of humanity in the ways in which we connect ourselves with one another and to how we use language how we think about the world around us. Moreover, multilingualism contributes to sustainable development, the strengthening of dialogue, social cohesion and peace.

Languages are a fundamental component of culture and serve as tools and means of communication. Languages are at the heart of humanity's intangible heritage. They are born,

---

<sup>22</sup> [www.sciencedaily.com](http://www.sciencedaily.com)

<sup>23</sup> [Unesco.org](http://Unesco.org)



they evolve and, sometimes, they are doomed to die just like any other biological being. As it behooves us to do all in our power to safeguard them so as to preserve the world's invaluable cultural diversity, the "language martyrs" of Bangladesh, who were shot dead on 21/22 February, 1952, gallantly sacrificed their life to protect and promote their mother tongue, cultural identity, and linguistic diversity. The date 21 February, corresponding to 8 Falgun 1359 in the Bangla calendar was thus, chosen as the International Mother Language Day. The Language Movement catalyzed the assertion of Bengali national identity in Pakistan, and became a forerunner to Bengali nationalist movements, including the 6-point movement and subsequently the Bangladesh Liberation War in 1971. On May 16, 2007, the United Nations General Assembly proclaimed 2008 to be the International Year of Languages and formally recognized the observance and its resolution of the International Mother Language Day as languages constitute a highly interdisciplinary domain and a precondition for the enjoyment of fundamental human rights. But while we are paying our heartiest gratitude to those "language martyrs" and safeguarding endangered languages to maintain cultural diversity worldwide. Half of the 7000 languages spoken today are in danger of disappearing before the century ends- that's 1,200 months from now. So this means that somewhere in the world, a language dies about every two weeks. Some 96% of them are spoken by 4% of the world's population, and less than 25 % are used in cyberspace. Half of today's languages have fewer than 10,000 speakers and a quarter have fewer than 1,000.

According to Jeanie Bell, aboriginal linguist<sup>24</sup>, "Languages are precious storehouses of history, experience and culture; a crucial link between the past and the future." If mother tongue is a bridge between the past and future, the multilingualism is a tool for building bridges between people. Dozens of languages today have only one native speaker still living, and that person's death will mean the extinction of that language. It will no longer be spoken or known by anyone. Furthermore, many ethnic minority communities are not only losing their linguistic and cultural patrimony, they also lack access to education in their mother tongue. Among others, the most obvious concern is the geographical locations of these communities. This issue is not confined to single nation but is a cross-border issue manifested by the diverse cultural back grounds. We need to raise awareness about the purposes and benefits of mother tongue-based multilingual education programs as we are all concerned not only with the threat of losing linguistic heritage but also in helping those deprived due to lack of access in basic education and literacy in mother tongue.

To strengthen the process of promoting languages and multilingualism as vehicles for democracy, fundamental human rights, state of law, peace and dialogue in the world, UNESCO in 2002 and 2003 in Paris, France, asked an international group of linguists to develop a framework for determining the vitality of a language in order to assist in policy development, identification of needs and appropriate safe guarding measures. Bangladesh is noted for the ethnic homogeneity of its population. Over 98 percent of the people are Bengalis, predominantly Bangla-speaking people. Although, Bangladesh's tribal population consisted of 897,828 persons, just over 1 percent of the total population, at the time of the 1981 census, people speaking different languages also have contributed to the ethnic

---

<sup>24</sup> "Jeannie Bell". *Batchelor Institute of Indigenous Tertiary Education*. 2014.

characteristics of the region. Most tribal people are of Sino-Tibetan descent and have distinctive Mongoloid features. They differ in their social organization, marriage customs, birth and death rites, food, and other social customs from the people of the rest of the country. Some of them speak Tibeto-Burman languages. We should be aware of their ethnic cultures and linguistic diversity as we know whoever wishes to keep his/her own language and custom safe must respect and secure other languages and customs. In this context, it is urgent to take action to promote linguistic diversity and multilingualism, in other words to encourage the development of coherent regional and national language policies which give the opportunity for an appropriate and harmonious use of languages in a given community and country. No matter what someone's language group, languages and multilingualism affects all cultural groups thus making the preservation of ethno linguistic minority language groups a matter to be addressed by all people.

**Singapore:** While India is at one end of the spectrum, probably Singapore is on the other and is planning towards monolingualism. The 62 percent Chinese in that country are being taught Mandarin, although none of them are Mandarin speakers. The large majority of them are Hokkien speakers and the rest are diverse dialect users who are bilingual in Hokkien. The Malayan population is about 22 per cent and Indians about 11 per cent. The accent is on English education. This year the Government of Singapore has imported 400 English teachers from England. This is justified on the ground that Singapore is a trade centre and therefore English is in its best advantage<sup>25</sup>. This experiment may succeed because of the smallness of the place and the peculiar demography and politics of the country and the region. But the results would be quite interesting from the point of language planning.

**Indonesia and Malaysia:** In the South-East Asia the case of Indonesia and Malaysia deserve special mention. Both the countries took planned action to create standard national languages<sup>26</sup>. Both countries agreed to keep their national languages separate, though they work in close co-operation and co-ordination. Because of many factors Indonesia has been more successful in establishing its national language and uses it in a larger number of domains than Malaysia. Both the countries face pressure from their ethnic minorities for some recognition of their languages. The solution to their problems lies in multilingual interdependence rather than assertion of dominance. The leadership in both the countries is obliged to make a success of their resolve in creating unity in diversity.

### **Multilingualism in the Scholarly Views**

There are variety comments on multilingualism. Sridhar says, 'multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilinguals have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills

<sup>25</sup> Grin, François; Sfreddo, Claudio; Vaillancourt, François (2013). *Economics of the multilingual workplace*. [S.l.]: Routledge

<sup>26</sup> Wang, X. (2008). *Growing up with three languages: Birth to eleven*. Briston, United Kingdom: Multilingualism Matters

all the way to excellent command of the grammar and vocabulary and specialized register and styles.’ He also adds: ‘Multilinguals develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used.’<sup>27</sup> For a long time, scientists have been curious as to whether knowing more than one language has a positive effect on the brain, or if it benefits thinking patterns. A large number of studies on the issue were carried out, but the conclusions were mixed. Now, a new work done by a European Commission-appointed group brings forth solid evidence that this is indeed the case, Alpha Galileo reports- “The research report brings forth six main areas where multilingualism and hence the mastery of complex processes of thought seem to put people in advantage. These include learning in general, complex thinking and creativity, mental flexibility, interpersonal and communication skills, and even a possible delay in the onset of age-related mental diminishment later in life,”<sup>28</sup> Jyvaskyla University Continuing Professional Development Center specialized planner David Marsh explains<sup>29</sup>. The expert shouldered the responsibility of coordinating the international team of scientists that has carried out the study.

According to them, versatile knowledge of languages contributes to increasing the efficiency with which an average individual uses his or her brain. One of the brain regions that are strong and directly affected by learning several languages is the one also involved in memory. Short-term memories are essential when people think, learn and make decisions. The expert says-“This may be one reason why the multilingual shows superior performance in handling complex and demanding problem-solving tasks when compared to monolinguals. They seem to be able to have an advantage in handling certain thinking processes,” he adds. The expert also argues that learning new languages should be a part of basic education, as a process that would stimulate youngsters in using a lot of their brain, and would benefit their cognitive skills later on in life. “This is inspirational for anyone who has an opportunity to learn, or otherwise keep an additional language active in their lives. Learning a language strictly as a separate subject in the curriculum does not work as effectively for a broad range of young people as compared to embedding second language learning into other subjects,”<sup>30</sup> the expert concludes.

## Conclusion

To sum up we can say that in many parts of the world people speak a number of languages and individuals may not be aware of how many different languages they speak. They speak them because they need to do so in order to live their lives. Their knowledge is instrumental and pragmatic<sup>31</sup>. In such situations language learning comes naturally and is quite unforced.

<sup>27</sup> Cummins, James P. (1981) The Role of Primary Language Development in Promoting Educational Success for Language Minority Students.

<sup>28</sup> Fathman, Ann. The Relationship between age and second language productive ability. 27 October 2006 Onlinelibrary.wiley.com

<sup>29</sup> National Association of Scholars. Archived from the original on 12 April 2013. Retrieved 7 February 2014.

<sup>30</sup> Tokuhashi-Espinosa, T. (2003). *The multilingual mind: Issues discussed by, for, and about people living with many languages*. Westport, Connecticut: Praeger Publishers

<sup>31</sup> Takahashi, S. (2013). *Awareness and learning in second language pragmatics*. *Language, Culture, and Communication*, 5, 53-76.

On the basis of overall analysis we can see that there are many advantages and disadvantages of multilingualism but the advantages outnumber the disadvantages.<sup>32</sup> Also we can say that people of the Third World countries become multilinguists for reasons that are economic privation or political and religious oppressions. So we can say that people of the Third World countries are multilingual and they are so out of necessity related to their very pitiful existence.

## References:

- A Global Perspective on Bilingualism and Bilingual Education* (1999), G. Richard Tucker, Carnegie Mellon University.
- Bialystok E, Craik FIM, Grady C, Chau W, Ishii R, Gunji A, Pantev C (2005), "Effect of bilingualism on cognitive control in the Simon task: evidence from MEG". *NeuroImage* 24 (1): 40–49.
- Blakemore. K. and Cooksey, B. (1981), *A Sociology of Education for Africa*. London: George Allen & Unwin.
- Boocock, S. (1972), *An Introduction to the Sociology of Learning*. New York: Houghton Mifflin
- Chomsky, Noam. (1972), *Language and Mind* (Enlarged Edition). San Diego: Harcourt Brace Jovanovich Publishers.
- Elaine. (1982), *Language the Social Mirror*. London: Newbury House Publishers Inc.
- Fathman, Ann. *The Relationship between age and second language productive ability*. 27 October 2006 Onlinelibrary.wiley.com
- Finochiaro. Mary. (1974), *English as a Second Language: From Theory to Practice*. New York: Regents Publishing Co.
- Peter Trudgill, (1974), *Sociolinguistics, An Introduction to language and society* (4th edition), (UK: Typeset Roland Press Ltd), 1976,p.42
- Ronald Wardhaugh, (1986), *An Introduction to Sociolinguistics* (3rd edition), (USA: Blackwell Publisher Ltd), 1998, p.112
- Ronald Wardhaugh, (1986), *An Introduction to Sociolinguistics* (3rd edition), (USA: Blackwell Publisher Ltd), 1998, p.90
- Wolff, Ekkehard (2000). *Language and Society*. In: Bernd Heine and Derek Nurse (Eds.) *African Languages - An Introduction*, 317. Cambridge University Press.

<sup>32</sup> Wang, X. (2008). *Growing up with three languages: Birth to eleven*. Briston, United Kingdom: *Multilingualism Matters*.