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ANALYSING EFL STUDENTS' ATTITUDE TOWARD ENGLISH AND THEIR INDIGENOUS LANGUAGE IN WEST JAVA

By

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Abstract:

The purpose of this study is to gain a deeper understanding of how EFL students perceive English and their indigenous language in multilingual settings. The participants of this study were EFL students at a private university in West Java, Indonesia, who speak at least two languages, including English and indigenous languages. Participants in the study were given questionnaires and interviews as part of the data collection process. The findings demonstrated that the participants had positive attitudes toward English and their first language. They did not assert that one language was more prestigious or better than the other. The investigation showed that their attitude toward English and their first language was ambivalent. Despite having so close interaction with various languages and cultures, the participants were nevertheless able to keep their native tongue and culture. On one side, the findings showed such relief that the participants were able to maintain their indigenous language. However, the teachers should also be aware of participants' foreign language acquisition since English and their native language are from different language families.

Keywords: *EFL learners, language attitude, multilingualism, indigenous language*

Abstrak:

Tujuan dari penelitian ini adalah untuk mendapatkan lebih banyak pemahaman tentang bagaimana siswa EFL memandang bahasa Inggris dan bahasa asli mereka saat mereka berada dalam pengaturan multibahasa. Peserta penelitian ini adalah mahasiswa EFL di sebuah perguruan tinggi swasta di Jawa Barat, Indonesia, yang berbicara setidaknya 2 bahasa, termasuk bahasa Inggris dan bahasa asli. Peserta dalam penelitian diberikan kuesioner dan wawancara sebagai bagian dari proses pengumpulan data. Temuan menunjukkan bahwa para peserta memiliki sikap positif terhadap bahasa Inggris dan bahasa pertama mereka. Mereka tidak menegaskan bahwa satu bahasa lebih bergengsi atau lebih baik daripada yang lain. Investigasi menunjukkan bahwa sikap mereka terhadap bahasa Inggris dan bahasa pertama mereka ambivalen. Meskipun memiliki interaksi yang sangat erat dengan berbagai bahasa dan budaya, para peserta tetap mampu mempertahankan bahasa dan budaya ibu mereka. Di satu sisi, temuan menunjukkan kelegaan sehingga para peserta dapat mempertahankan bahasa asli mereka. Namun, guru juga harus menyadari pemerolehan bahasa asing peserta karena bahasa Inggris, dan bahasa ibu mereka berasal dari keluarga bahasa yang berbeda.

Kata kunci: *Pelajar EFL, sikap bahasa, multibahasa, bahasa adat*

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INTRODUCTION

The language attitude of EFL (English as Foreign Language) students toward their Indigenous languages varies quite a bit since it might be affected by cultural values and experiences they have. The studies of EFL students' language attitudes have become a critical area in language research since the findings may give some significant insights into language maintenance and acquisition (read also: Fauzi and Hakim, 2022; Püski, 2024; Umam, 2020). Positive attitudes of speakers toward their indigenous language are closely related to their cultural identity and pride. On the other hand, their negative attitudes may lead to cultural degradation and threaten the existence of the current indigenous language (see also: Huang & Chan, 2024; Linkola-Aikio, 2024; Sánchez & Arzola-Franco, 2023). Consequently, studies on speakers' language attitudes are needed to investigate how speakers position their mother tongue among the various languages they can speak.

Some research has been conducted to investigate the language attitude of EFL learners toward their native language and the foreign language they learned (Dweik et al., 2014; Kurniasari & Mbato, 2018; Liu & Zhao, 2011; Rezaei & Farnia, 2016). Current research, conducted by Huwari (2021), explored the language attitude of EFL students in Jordan. The findings showed that most participants of this research were at a medium level of language attitude toward English. During the investigation, it was found that the participants who started learning English at an early age (6 years old and below) have a higher positive attitude toward English compared with those who learned English at an older age. In line with this finding, Fang & Liu (2020) also investigated the language use and attitude of EFL speakers in China. This study gave more concern about translanguaging in Chinese universities. The results revealed that the range of attitudes of the Chinese EFL students was between neutral and positive attitudes toward translanguaging. Another study conducted by Getie (2020), investigating factors that influence students' attitudes toward learning English, also pointed out similar results. Most respondents of this research showed a positive attitude toward English spoken as a foreign language in Ethiopia. Nonetheless, the respondents indicated a negative attitude toward the use of English as a foreign language by the teachers. Moreover,

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the language attitude of the EFL learners not only defines their eagerness to learn a new language but also their willingness to maintain their local wisdom (Chien, 2024; Feng et al., 2024; Gomashie, 2022; Hammime, 2021). Speakers' awareness and solidarity in preserving every language are important in maintaining minority languages among bilingual or multilingual speakers. Therefore, multilingual classroom teachers need to be aware of the curriculum, lesson plan, and assessment they administer for the students in multilingual classes (Calafato, 2020). For multilingual classrooms, including some materials on intercultural awareness may also be an option.

Our inquiries then turn to several nations that have an English-speaking majority but also have several minority languages used by transmigrant populations or native individuals whose mother tongue is not English, such as New Zealand. Multilingual challenges also emerged in this country, where Maori is the native language and English is the official Government language, and they have numerous immigrants from different cultural backgrounds (Barkhuizen et al., 2006). Moreover, Barkhuizen et al. (2006) argued that the participants from the Pakeha community in New Zealand were more conservative toward English as a means of communication, compared with those from different ethnicities who were bilingual. It showed a positive attitude of Pakeha toward English, but at the same time, it was ambivalent toward other languages in the community. In this case, the government set a brilliant policy by maintaining the Maori language to be taught at school with expecting that New Zealanders will be able to speak basic Maori. It is also reported that being a bi-multilingual speaker brings many cognitive advantages, such as avoiding dementia (Fox et al., 2019). Thus, attempting to maintain the indigenous language by including a language subject in the curriculum at school could have many positive effects on the learners.

How a language is perceived by its speakers has an impact on how well it survives. It implies that how they view a given language, and their attitude have an impact on its viability and continued use. Linguists have done many pieces of research in the field of language attitude. Mbatha et al. (2023) investigated how the speakers of the IsiZulu language, spoken in Soshanguve, maintain their ethnic language. The results of their study showed that it was affected by the attitude of the language users. They consistently communicated by using this language as a means of communication in various domains. On the other hand, Almansour

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(2024) pointed out that using bilingual languages in EFL classrooms affected students' positive language attitude toward learning a foreign language. Students felt less anxious when the classroom teacher switched the codes (Almansour, 2024). It indicates that presenting bilingual classroom settings may motivate students' learning motivation, especially at beginner and intermediate levels.

Indonesian EFL learners might share similar insights into language attitude toward English, as Kurniasari & Mbato (2018) pointed out from their study that their Indonesian participants showed a positive attitude toward English due to the need for this language as an international lingua franca. Looking back at some language phenomena in Indonesia, Faridah (2019) investigated why some shops in Aceh, Indonesia, were named using English, not the indigenous language of the locals. It indicated that the locals believed the superiority of English could give advantages in marketing purposes, better than their indigenous language. Similarly, the youngsters in South Jakarta, Indonesia, also proudly mixed their languages (English and Bahasa Indonesia) to communicate with others to show language pride and to fill the social demand (Rusydah, 2020). This phenomenon was popular, especially in social media communication (Wijaya & Bram, 2021). These previous studies showed how the EFL learners in Indonesia believed that English was superior and more prestigious than the indigenous languages they spoke. It is, however, not a good sign of language existence in a multilingual context since this view of superiority may threaten the existence of the first language. In this case, Sorokina (2023) suggested that bilingual language users be more attentive toward the assimilation of language and culture in a bilingual context to prevent language loss.

To summarize, this evidence proved that most EFL learners in several countries showed positive attitudes toward English (Fang & Liu, 2020; Getie, 2020; Huwari, 2021). However, we also need to pay attention to how the EFL learners perceive their attitude toward their indigenous language and culture, since they have a responsibility to maintain their ancestors' culture and language. Thus, this research aimed to investigate the language attitude of EFL learners in West Java toward English and their first language. We conducted this research at a private university in West Java, Indonesia. Most of the research participants are multilingual speakers and are fluent in using the Sundanese language to communicate

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actively. Besides, some can speak the Arabic language since this language is also commonly used in Islamic boarding schools around the regency. We believe that a foreign language student should be aware that everyone has the responsibility to protect their own culture, including their native language and local knowledge, to prevent developing a negative attitude toward language and culture. By considering this background, we are interested in investigating how the participants were positioning each language based on their language attitudes. We proposed two research questions to be investigated in this research, those are:

1. How are EFL students' language attitudes toward English?
2. How are EFL students' language attitudes toward their indigenous language and culture?

METHOD

Design

This research was conducted in a qualitative approach and supported with descriptive quantitative approach to answer the research questions. Creswell and Creswell (2018) defined qualitative research as a method to investigate social problems. Moreover, quantitative approach can also be combined with qualitative approach to strengthen the analytical process. We specifically chose phenomenology as our research approach since our focus was on the everyday use of languages. Cohen et al. (2007: 22) argued that phenomenology is an approach dealing with human behavior defined by phenomena being involved. By conducting this research, we explored the students' language attitudes, as they became the main aspect to be studied.

Participant

The participants of this research were EFL students who took English courses at a university level in West Java. Most of these participants spoke at least 3 languages, including the regional language, national language, and English as a foreign language. The sampling technique used in this research is a purposive technique. We took 122 samples out of 292 population. Most of them are 18-19 years old and can speak in the Sundanese language, Bahasa Indonesia, and English. We excluded students who did not speak in regional language

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since our focus is on investigating students' attitudes toward maintaining indigenous language and culture while learning international languages.

Instrument

To avoid bias, we collected the data by using triangulation. We set two research instruments, which are a questionnaire and an interview. Moreover, we assessed the validity and reliability of our instrument by using construct validity and inter-rater. We gathered ordinal data in this research by asking the participants to fill out the questionnaires we shared in Google Forms, and qualitative data were also taken during the interview. Eddington (2015: 7) argued that ordinal data can be taken from labeled scales to find out participants' agreement toward our research object. We shared two types of questionnaires in this study to investigate students' attitudes toward English and students' attitudes toward their first language and culture. After that, qualitative data were gathered by conducting interviews to avoid data bias.

The questionnaires were divided into 2 parts; the first part consisted of 11 questions, aimed to investigate the EFL learners' attitudes toward English, and the second part was arranged to investigate the language attitudes of EFL learners toward their first language and culture. It consisted of 13 questions in a row, constructed on a Likert scale. We adapted Dweik et al.'s (2014) formulation into our research instruments and gained ordinal data from the Likert scale of the questionnaires given. The Likert scale was used to analyze the questionnaire data and to measure whether the respondents gave a positive or negative language attitude toward those two issues, since the participants were required to give their responses to each point of the questionnaire by choosing one of five options. The scores for each option can be seen as follows:

Table 1. Score equivalence for the questionnaire

<i>Likert Scale</i>	<i>Equivalent Score</i>
<i>Strongly Disagree (SD)</i>	1
<i>Disagree (D)</i>	2
<i>Undecided (U)</i>	3
<i>Agree (A)</i>	4
<i>Strongly Agree (SA)</i>	5

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The equation of participants' responses was calculated by calculating the meaning of each question. Dweik's category of language attitude was used to identify the language attitude of the participants as follows:

Table 2. Level of attitude toward languages

<i>Mean</i>	<i>Level of Attitude</i>
<i>1 – 2.33</i>	<i>Low</i>
<i>2.34 – 3.67</i>	<i>Medium</i>
<i>3.68 – 5</i>	<i>High</i>

(Source: Dweik et al. (2014))

A low level of attitude indicates that speakers have a negative language attitude. Meanwhile, the high level of attitude indicates that the respondents have a positive language attitude.

The structured interview has also been conducted to gain more data in investigating their loyalty to maintaining their local wisdom inherited from their indigenous culture. We gave the participants 6 questions to find the insights into their language attitude. Those 6 interview questions were categorized following participants' perception of language prestige, the most comfortable language to speak, and their awareness of language politeness and cultural degradation.

Data collection technique

Data collection was carried out using questionnaires and interviews. The questionnaires were adapted and developed by Dweik et al. (2014). It was developed to further investigate not only EFL learners' language attitudes toward English but also their attitudes toward their first language and indigenous culture. Since the research had been conducted in the middle of the pandemic, the questionnaires were designed digitally by using Google Forms, and the structured interview was also conducted by using Google Meet as the medium to get the content data. There were two categories of questionnaires that the participants should fill in: a questionnaire to measure participants' language attitude toward English, and participants' language attitude toward their indigenous language and culture. The questionnaires were designed on a Likert scale, so we got ordinal data from the data-collecting process. Moreover, we invited the participants to a structured interview as it was a part of triangulation to avoid bias during the data collection process. They were given 6

questions in a row to investigate their language attitude toward the languages they spoke and their culture.

Data analysis technique

The collected data were measured by using the parameter of language attitude that has been introduced previously by Dweik et al. (2014). We gained the ordinal data from the two types of questionnaires we shared with the participants and scored by using the score equivalent as explained in Table 1. We measured the meaning and the standard deviation of the data by using the formula adopted from Peers (1996:75). Here is the formula we used to measure the mean scores:

$$\bar{X} = \frac{\sum x}{n} \quad (1)$$

Notes:

\bar{X} : mean

x : each sample's score

n : number of samples/ populations

Besides measuring the means, we also calculated the sample standard deviation by using the following formula:

$$S = \sqrt{\frac{\sum (x - \bar{X})^2}{n-1}} \quad (2)$$

Notes:

S : sample standard deviation

\bar{X} : mean

x : each sample's score

n : number of samples/ populations

We calculated the means of our data to further analyze students' level of attitudes. It was measured by using the parameter we enlisted in Table 2. On the other hand, we also measured the sample standard deviation of the data to ensure that we had an accurate prediction of the entire population since we had a limited number of samples in this research.

Furthermore, the data taken from the interview were transcribed and analyzed by using a descriptive qualitative approach. In qualitative studies, qualitative description is needed to

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analyze the data to find insights based on inductive reasoning (Thorne, 2016). The interview transcriptions were coded and interpreted descriptively to investigate the findings.

RESULT AND DISCUSSION

Result

We have two research aims to investigate in this research those are (1) to investigate EFL students' language attitudes toward English and their indigenous languages, and (2) to investigate EFL students' attitudes toward their indigenous language and culture. We shared two questionnaires with the research participants to reach the first aim. Also, we conducted a structured interview, inviting 10 participants, to gain the data for the second aim. The following are the findings from the questionnaires and interviews! (**Table 3 as attached in the appendices**).

In responding to the questions, ambivalent responses were found. Giving inconclusive arguments, more than half of the participants said that English is not more or less prestigious than their indigenous language. On the contrary, most of the respondents realized that learning English was important because it was spoken as an international language and used as the main language in their textbooks. Besides, they agreed to teach English to their future children due to the growth of globalization. Regarding their pride in English, again, almost half of the respondents gave ambivalent answers to several questions.

Another questionnaire was also designed and distributed to the respondents to measure the language attitude of EFL learners toward their first language and culture. Most languages in Indonesia have a strong association with local wisdom, which is expressed in several linguistic features. Thus, this questionnaire was given to testify to their attitude and concern toward their mother language and indigenous culture. This questionnaire consists of 13 statements adapted from Dweik et al. (2014). The statements in numbers (1), (3), and (11) were wholly adapted from the questionnaire of Dweik et al. (2014), and the rest statements were developed to answer the research questions. Here is the result of the questionnaire (Table 4).

Table 4. Language Attitude of EFL Learners toward Their First Language and Culture

Statement	Likert Scale					Total	Mean	St. Dev*)	Level of Attitude
	SA	A	U	D	SD				
I believe that my first language is:									
More useful than English	35	152	201	18	1	407	3.33	0.73	Mod
More prestigious than English	35	156	180	28	2	401	3.28	0.80	Mod
More important than English to be used in my society	100	216	120	14	1	451	3.69	0.84	High
Important because it is spoken as a lingua franca in my hometown	100	224	87	32	1	444	3.64	0.93	Mod
The language in which I express my emotions	70	248	129	6	0	453	3.71	0.69	High
Important because this is my regional language, and it reflects my culture	160	240	66	16	0	482	3.95	0.83	High
Important to be taught in the university to conserve our Indigenous culture and language	115	280	75	6	1	477	3.91	0.75	High
Important to teach my children to preserve our Indigenous culture and language	140	272	78	0	0	490	4.01	0.66	High
The language I do not like the most	0	6	78	240	165	489	4.00	0.76	High
The language that is hard to learn	0	32	120	192	90	434	3.56	0.89	Mod
The language I am proud of	195	236	66	2	1	500	4.09	0.77	High
Important to be used in daily life, as the English language is used	70	248	132	4	0	454	3.72	0.68	High
Associated with the cultural heritage	75	260	108	12	0	455	3.73	0.73	High
<i>Average Mean</i>							3.74		<i>High</i>

*) Standard Deviation

More than half of the respondents agreed that their indigenous language is important due to some parameters, as shown in Table 2 above. Moreover, most of them argued that they also used their indigenous language to express their emotions. Half of them planned to teach their indigenous language to the next generation. Furthermore, more than half of the

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respondents argued that it is important to teach the indigenous language to university students to preserve their cultural heritage.

After delivering the questionnaire to the respondents, we invited 10 participants to be interviewed. This interview was needed to gather more data about participants' language attitudes. Here are the results of the interview! (**Table 5 as attached in the appendices**).

The above finding showed students' attitudes and points of view toward English, their indigenous language, and their culture. The first category showed that most participants pointed out that all languages were equally prestigious, except P3 and P6, who thought that the position of English as an international language made this language more prestigious than other languages. Nevertheless, their first language still became the main choice for them to express their emotion. Furthermore, questions 3 until question 6 showed that all the participants had a good awareness of the distinction values of language politeness and culture represented in English and their indigenous language.

Discussion

Comparing the findings in Table 3 and Table 4, the average score of means from both questionnaires showed in high level of participants' language attitude (3.68 in Table 3 and 3.74 in Table 4). It means that students' language attitudes toward English and their attitudes toward their indigenous language and culture were at a positive level. Other than that, the scores of standard deviations of each number of questions showed much less than the means. This means that the results had quite good data accuracy.

We also investigated participants' perspectives about language prestige through questionnaires (the second question in Tables 3 and 4) and interviews (the first question). Here is the interview excerpt of the first interview question:

Excerpt 1 (Q1)

P1: "I think both languages are equally prestigious and important. It depends on the situation; when and where we speak each language."

P4: "I speak 3 languages, actually, and I think all of them are prestigious."

P3: "English. Because it's an International language."

Most participants argued consistently that English and their indigenous language were equally prestigious; only two participants (P3 and P6) stated that English was more prestigious than

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their first language. Bahasa Indonesia is commonly used daily since most communities are multilingual. On the other hand, their regional language should be used when they communicate with people of the same ethnicity or with their local society. The language policy in Indonesia also supports this language phenomenon, as *Badan Pengembangan dan Pembinaan Bahasa* (Department of Language Development and Cultivation) always encourages all Indonesians to prioritize Bahasa Indonesia, to maintain indigenous/regional languages, and to comprehend foreign languages. This policy reinforced each citizen to speak bilingual/multilingual and to maintain their indigenous language while studying English as a foreign language.

The other categories in the interview's results also indicated that the participants still had positive attitudes toward their indigenous language and culture, as stated in the following interview data:

Excerpt 2 (Q2)

P2: "I feel more comfortable explaining my idea in the Sundanese language because it's my first language and I use it in everyday conversation."

Excerpt 3 (Q6)

P8: "I will teach my indigenous language and culture to my future children because those are our cultural heritage. They need to know their roots."

Those two excerpts indicate positive views of the participants to maintain their indigenous language and culture. Despite the growth of globalization and modernism, the participants had a strong awareness of the important position of their indigenous language and culture. Their eagerness to use their indigenous language daily and teach that language to the future generation showed their positive attitude toward their language and culture.

On the other hand, Akynova et al. (2014) pointed out different findings from similar research on students' language attitudes in Kazakhstan. Their findings implied that English was perceived as prestige by their students, as this language is spoken in developed countries (Akynova et al., 2014). English is also used as the means of communication and medium of instruction at secondary and tertiary schools in Kazakhstan. A different report (Ndiribe & Aboh, 2022) elaborated more worrying results from their study of language attitude in Nigeria, as it is a multilingual country. English as a foreign language in Nigeria got more recognition politically, and it threatened the marginalization of indigenous languages spoken

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in Nigeria. Fortunately, the Indonesian Government has anticipated this kind of issue by encouraging multilingual speakers in Indonesia to always treat language equally to avoid language marginalization in Indonesia. Our research in West Java showed that the attitude of the multilingual speakers here was under control.

Cross-cultural understanding becomes a factor that should be learned by EFL students since they also need to prevent intercultural miscommunication. Most participants in this study could still obey their local wisdom; therefore, it helped them to communicate in culturally polite manners. They carefully chose the lexicon to express their idea so that they would not break the politeness principle that had been taught by their parents and their ancestors. Most of them, especially female respondents, did not use the English swear-word in their daily conversation since they thought it was a kind of taboo thing to be spoken, as they thought the same way for the swear-word in their first language. They still maintained their local wisdom when they spoke in English to preserve their cultural heritage. Even though they are multilingual speakers, they are already accustomed to choosing what language to use in the diglossic area. The findings showed that bilingual/multilingual speakers had additional cognitive values in communication. In short, it supported the previous studies that claimed bilingualism/multilingualism affected speakers' cognitive resources in language development (Friesen et al., 2021; Tao et al., 2021; Tsimpli et al., 2020).

CONCLUSION AND SUGGESTION

Conclusion

It is critical to investigate multilingual speakers' language attitudes due to the intertwined relationship between one language and its culture. Since the regional language in Indonesia and English come from different cultures, cross-cultural understanding became an important topic to be learned. The results of respondents' questionnaire analysis revealed that the level of their language attitudes toward their indigenous language and English is at a moderate level. It indicated that the respondents did not think one language was superior to another. Their understanding of language function and policy in the communication context influenced the balance of their language attitude. The balanced attitudes of multilingual language users ease the stakeholders to maintain the languages spoken in that speech community.

Limitation

However, we strongly noticed that participants' English proficiency was still at the intermediate-low level. Therefore, further research is needed to investigate the impact of this correlation between language attitude and EFL learners' English acquisition and proficiency. Since this research also has limitations in the number of participants and a narrow research area, we encourage and recommend further research to conduct more investigation in another diglossic area of Indonesia with th more heterogeneous background of the respondents.

Implication

The findings of this research implied that participants had positive attitudes not only toward English but also toward their indigenous language and culture. They had a balanced perception of language prestige, valuing English as a global language and indigenous language and culture as their identity. This perception becomes a fundamental view for EFL learners who live in multilingual areas since they have a responsibility to master English, but at the same time, they are also responsible for preserving their indigenous language and culture. These findings highlight the importance of integrating cross-cultural competence into EFL education, promoting policies that support multilingualism, and reinforcing the role of indigenous languages in academic and social domains.

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Appendices

Table 3. Language attitude of EFL learners toward English

Statement	Likert Scale					Total	M	St. Dev*)	Level of Attitude
	SA	A	U	D	SD				
I believe that the English language is:									
More useful than the other languages I speak	35	176	168	30	0	409	3.35	0.77	Mod
More prestigious than other languages I speak	40	168	150	42	1	401	3.28	0.85	Mod
More important than my first language is to be spoken in class	95	232	102	18	2	449	3.68	0.88	High
Important because it is spoken as a foreign language in my country	105	260	102	4	0	471	3.86	0.70	High
The language in which I express my emotions	45	208	147	24	0	424	3.47	0.77	Mod
Important because this is spoken around the world	230	220	51	4	2	507	4.15	0.84	High
Important because this is the language used in my textbook and the university's reading resource	105	272	78	6	4	465	3.81	0.86	High
Important to teach my children and the next generation	135	288	57	8	0	488	4.00	0.71	High
The language I do not appreciate	0	12	54	284	135	485	3.97	0.75	High
A language that is easy to comprehend	20	180	180	24	1	405	3.31	0.73	Mod
The language I am proud of	70	236	123	10	3	445	3.62	0.83	Mod
Average mean							3.68		High

*) Standard Deviation

Table 5. The Interview results

No.	Category	Attitude toward indigenous language and culture						Notes
		Frequency			Percentage (5)			
		Pos*	Neu*	Neg*	Pos*	Neu*	Neg*	
1	<p>Perception of language prestige Q1: Which language is more prestigious for you, English or your first language? A1: 8 participants (P1, P2, P4, P5, P7, P8, P9, P10) answered that both languages were equally prestigious, and 2 other participants (P3, P6) chose English</p>	-	8	2	-	80%	20%	Most participants argued that each language had its function; therefore, most of them thought that both languages were prestigious.
2	<p>The most comfortable language to speak Q2: Which language is more comfortable for you to speak your idea clearly, your first language or English? Give your reason! A2: 7 participants (P1, P2, P4, P5, P7, P9, P10) felt more comfortable communicating their ideas in their first language, while 3 (P3, P6, P8) participants preferred English.</p>	7	-	3	70%	-	30%	Given the answers to the second question, 7 respondents admitted that they were more likely to speak in their first language rather than English. They argued that they could not speak fluently yet in English fluently, therefore, they felt comfortable and confident expressing their idea in their first language. Nonetheless, the other 3 respondents answered that they felt comfortable speaking up about their ideas in English, especially on formal occasions.
3	<p>Awareness of language politeness and cultural degradation Q3: Are you aware that the cultural value of politeness in your first language is different from that in English? A3: All the participants admitted that they were</p>	10	-	-	100%	-	-	Most of them were quite aware that the cultural values of the people were represented in the way language was used. They noticed that English and their indigenous language had some cultural

aware of it.						distinctions in defining language politeness.	
<p>Q4: We know that your culture has a distinctive rule of language politeness compared with English. How do you manage your cross-cultural understanding of the languages you master to avoid cultural degradation?</p> <p>A4: 3 out of 10 participants (P3, P6, P9) argued about the way they use address terms in English.</p> <p>7 out of 10 participants (P1, P2, P4, P5, P7, P8, P10) explained the language style they used to communicate with the elderly and friends.</p>	10	-	-	100%	-	-	They used the title and first name to address the teachers or the older ones, as it was considered polite in their native language. They also explained that they always spoke in formal language with the academic faculty inside and outside the classroom.
<p>Q5: Do you like to swear when you are angry? In what language did you swear?</p> <p>A5: 8 (P1, P3, P4, P5, P6, P7, P8, P10) out of 10 participants admitted that they would swear in both languages when they get angry at something.</p> <p>2 other participants (P2, P9) said that they did not swear as it was considered impolite.</p>	2	8	-	20%	80%	-	Most participants answered honestly that they also used English swear words when they had bad feelings. However, they did not do that in a public space.
<p>Q6: As a multilingual speaker, do you think it is important to teach your native language to the next generation? Please, give some reasons for your answers!</p> <p>A6: 10 out of 10 participants answered that they would teach their indigenous language to the next generation.</p>	10	-	-	100%	-	-	All the participants argued that their indigenous languages were part of their cultural identities. Thus, they stated that teaching their indigenous language to the younger generation would save their culture as well.

*) Pos=positive, Neu=Neutral, Neg=Negative