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Mother Tongue Attitude Scale (MTAS)

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Abstract

The main aim of this study is to develop a valid and reliable measurement scale that can be used to identify the bilingual individual's attitude towards a mother tongue that is undergoing attrition due to a dominant second language. Scale research was applied to a total of 439 Kurdish-Turkish bilingual participants aged from 17-35 living in Turkey. An exploratory factor analysis and a reliability analysis were performed to determine the validity of the scale. The scale developed according to the results of exploratory factor analysis consists of 12 items in total from three dimensions, behavioral, cognitive and affective. KMO measure adequacy was found to be 0.874 and the strength of the relationship among variables by the Bartlett test was found to be 2047.005 and Chi-square output was statistically significant ( $p < 0.05$ ). The item factor loadings of the scale ranged from 0.845 to 0.613, and item total correlation values ranged from 0.671 to 0.478. In addition, the total Cronbach Alpha reliability coefficient of the scale was 0.874; accordingly, the Cronbach Alpha reliability coefficients for the sub-dimensions of the scale were estimated to be between 0.801 and 0.8769. Moreover, the fit indices of the model were examined and the Chi-square value ( $\chi^2 = 256.01$ ,  $N = 439$ ,  $df = 51$ ,  $p = 0.00$ ) was significant. The fit index values of the scale were: AGFI=0.86, RMSEA= 0.096, SRMR=0.066, CFI=0.90, IFI=0.95, NFI=0.94, NNFI=0.94. It was concluded that the scale developed for this study is valid and reliable, theoretically providing a basis for evaluating the attitude of individuals towards their mother tongues.

**Keywords:** Scale, Bilingualism, Mother Tongue, Attitude

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**Introduction**

A language is defined by its heterogeneity and by the process of continuous transformation that characterizes it. A language is also natural and alive that is why it is always the best to consider the language aspects occurred within language naturally (Babayigit, 2020a). These aspects are highlighted in language studies today. In these interlocutions, the concepts of cultural pluralism, multiculturalism and interculturality are widely used and because of these phenomena, the concepts of mother language, second language and foreign language are the terms for which it can be hard to find definitions. The difference between a second language and a foreign language is related to the context in which you learn or acquire a language other than your native language. A second language can be defined as the language learned in a country where the target language is the language used socially. For example, a Turk living in London learns English as a second language. Nevertheless, foreign language is the language you learn in a country where the spoken language is not the target language, for example, a Turk who lives in Turkey learning English in a language school. One these (first, second or foreign) languages might be more influential and dominant because of its usage or prestige in a particular community. Sometimes, a second language can become dominant to the extent that it causes the mother tongue to undergo attrition, which is defined as the non-pathological loss of a part or all of a language of a bilingual speaker.

The study of language attrition has attracted the interest of the scientific community for three decades (Köpke and Schmid 2004). The case of L1 language attrition, which, according to Schmid and Köpke (2009), is a phenomenon that occurs among bilingual speakers, whose language system is affected by the acquisition and use of a second language; there are several linguistic domains in which the phenomenon of attrition manifests itself, such as the phonological, lexical, morphological, and syntactic. Gürel (2004) states that the language attrition of L1 is a multifaceted phenomenon studied from various points of view, such as psycholinguistic, sociolinguistic and neurolinguistic. For Schmid (2010) this phenomenon is evidenced by speakers who often use more than one language, becoming more evident in bilinguals where L2 begins to play a fundamental role in their daily lives. First language attrition can be regarded as the process by which pre-existing linguistic knowledge becomes less accessible or might be modified to a degree as a consequence of acquisition of a new language, and thus L1 production, processing or comprehension are affected by the presence of a dominant second language (Schmid and Köpke, 2017; Köpke, 2018). Therefore,

attrition can be seen as a form of accelerated linguistic change in an individual or in a community (Schmid, de bot 2004). The attrition is the loss of a language by an individual and consequently is observed in the course of a single generation. Studies reveal that the phenomenon is characterized by loss of structural aspects of the tongue and appears to occur at the neurological level. The transfer of the simpler L2 rules reduces the memory load; the bilingual speaker can maintain the two languages by combining elements of L1 and L2, thereby achieving a more economical grammar (Seliger, 1989). In addition, they point more to internal factors – emotions, attitudes, motivation, stress (Özok, 2019; Tayiz and Özok, 2020) as well as external ones such as age, academic background, and the length of the exposition process. For Hamers and Blanc (2000) attrition is a process of linguistic regression in which partial or complete loss can be experienced. These losses can be supplied with elements of L2. In Sharwood Smith's view (1989) linguistic acquisition and loss appear as related and opposing processes. In other words, we would be counteracting expansion versus decrease phenomena, complication versus simplification. Most people undergoing language attrition tend to forget their first language or are at least less skilled at a language they were once fluent in (Schmid, 2013). Also, thanks to motivational attrition of bilinguals, they are able to develop more communicative skills and grasp the implied aspects in the target language (Babayiğit, 2020c).

Causes of attrition can be either internal or external. In general, the attrition of L1 in an L2 environment is a process in which the lack of contact with L1 leads to a reduction in the proficiency of L1 (Schmid and De Bot, 2004). Seliger and Vago (1991) suggest another definition: L1 is weakened by the increased use and function of L2. The input deprivation of L1 and the cross linguistic influence (CLI) of another language acquired and used, external causes, trigger the attrition process. This is because a native speaker with no opportunity to read or listen to your L1 communicates with other native speakers and interacts in a language other than his/her mother tongue. Internal causes such as the motivation and attitude of a speaker are as important as external (interlingual) factors in triggering attrition. According to Schmid and Bot (2004) the linguistic contact with a dominant second language might change the linguistic system of less used L1 somehow, and therefore L1 begins to suffer from the attack of the second language since it is used more and more and so begins to lose elements. These losses lead to the appearance of gaps that will be filled by L2 items. This "war image" is used by Schmid (2006) to describe the process of attrition. According to Cook (2000) attrition is determined by external linguistic factors, but it is necessary to contemplate the

non-negligible role played by the extra-linguistic factors. These include sociolinguistic variables such as age and education, and other issues such as contact with L1, duration of immigration and attitudes.

### **Language Attrition and Attitude**

In attrition literature, the attitude of people, living in a dominant second language environment towards both L1 and L2 is generally regarded as an effective extra-linguistic feature in language development (Schmid, 2011). According to Köpke and Schmid, attitudes, motivation and affective factors seem to have a strong impact on language learning and to play a role in multilingual community settings, and therefore influence attrition in some way (2004, p.12). Similarly, attitudinal factors are seen to be strongly related to both L1 attrition and L2 acquisition by De Bot, et al. (2007). Herdina and Jessner (2002) state that bilingual migrants with a positive attitude towards their mother tongue can be said to be more likely to put effort into the conservation of the their L1. Such people are expected to do their best to maintain their L1 by checking words in a dictionary, using their L1 whenever they have a chance, and being careful about “correct” grammar in their speech. Prescher’s (2007) study related to L1 attrition in German migrants in the Netherlands showed a close relationship between language attrition and attitude. Another study by Cherciov (2013) indicates that attitudes towards the L1 play an important role in shaping language proficiency. It has been proposed that only a combination of factors may provide the conditions for attrition to arise along with the existence of a dominant language, so extra-linguistic factors, such as attitude towards a language also have a part to play in losing a language (Schmid, Yilmaz, 2018). As stated by Köpke (2014), external factors are of crucial importance in attrition, though attrition as a process is related to brain mechanisms and cognitive processes. External factors, including attitudinal factors, are part of the cause in determining whether there will be attrition, to what extent, and what type of attrition will occur.

Despite the fact that attitude has a significant role in the language attrition process, there are hardly any scales or questionnaires such as sociolinguistic and personal background questionnaires that might afford insights to researchers (Schmid ,2005). Since the questionnaire with eight items is directed at attitude, language choice and language contact, it might not be sufficient on its own to present a clear idea concerning the attitude of language undergoing attrition. Therefore, MTAS is believed to be a really helpful device for researchers studying language attrition.

### **The Community Sampled in the Study**

The community sampled in the study is Kurdish –Turkish bilinguals living in Turkey. The official language of Turkey is Turkish, which means that the only language of instruction in the education system is Turkish. Moreover learning and speaking Turkish is obligatory as education is compulsory in Turkey until the age of 12; this includes 4 years primary school, 4 years secondary school and 4 years of high school education. This means that people of Kurdish ethnicity have to know Turkish well in order to even subsist. It is not surprising that Turkish-Kurds and their children have been faced with the phenomenon of language attrition or language loss. Their language has almost fallen out of use, since maintaining the language has become problematic. Whereas Kurdish children are exposed to Turkish all day long, they have limited exposure to their mother tongue, which is only when they spend time with their families. In some cases, Kurdish parents view the Kurdish language as having no economic value or prestige, which results in a lack of interest on the part of their children (Cigerli, 2000). Due to language contact, some words come into Kurdish language from other languages like Arabic (Karacan and Khalid, 2016) and Turkish. Lack of contact with the Kurdish language has brought the Kurdish community to reduced levels of proficiency in their language; therefore, their first language (Kurdish) is being replaced by their second language (Turkish). Also, bilinguals of Kurdish and Turkish have problems in learning English and they mostly use Kurdish terms during English classes (Babayiğit, 2020b). This situation manifests itself as difficulty in accessing some lexical items, disfluency, and some grammatical mistakes. And come to think of it, that long-lasting ban on the Kurdish language might have affected the attitude of Kurdish people towards their mother tongue and their second language either in positive or negative ways.

### **Methodology**

This research is a scale development study. This study was conducted to create a scale called Mother Tongue Attitude Scale (MTAS) to measure the attitude of bilingual individuals towards their mother tongue, and test its validity and reliability. A pool of 35 items consisting of written materials was created. The development and validation of the scale underwent the following steps: firstly, review of the relevant literature was helpful to get an idea about writing some of items in the pool (Horwitz et al.,1986; Blanc ,2000; Schmid, 2006; Schmit, de Bot 2006; Çubukcu, 2008; Bozavli & Gulmez, 2012; Serraj & Noordin, 2013; Zhang, 2013). Secondly, informal interviews and discussions with educated Kurdish people

(experiencing language attrition), professors and lecturers of ELT departments as well as the professors of educational psychology at Van Yüzüncü Yıl University in Turkey were important sources for us to create the items for the scale. They were asked to write down their ideas and beliefs about first language attrition. Then, in order to be able to provide coverage for the scales, the subject was examined by two academics, experts in the field. In the context of the scope validity of the scale, the conformity / validity levels of the items in the scale were determined by referring to the opinions of five experts in ELT Programs and Measurement and Evaluation in Education. In the light of expert opinions in accordance with the technique of Lawshe (1975), each item was graded as “the substance measures the targeted structure,” “the substance is related to the structure but unnecessary,” and “the substance does not measure the targeted structure.” The scale consisting of 22 items was produced. The items in the measure are arranged as a five-point Likert scale, which consists of typical multiple-choice options including: strongly agree; agree; no opinion; disagree; strongly disagree. The final scale created was applied to the selected group of 439 students. In order to ensure the validity of the scale structure, an exploratory factor analysis was applied based on the analysis of basic components (Kline, 2005; Tabaschnick and Fidell, 2001). After the analysis, 10 items (T1, T2, T3, T5, T9, T14, T18, T19, T20, T22) were removed since their loadings were low (items having the total correlation under 0.30 or item loadings are under 0.40), thereby creating a Mother Tongue Attitude Scale (MTAS) consisting of 12 Items. Before removing the items, 5 experts were consulted. It was considered that if the basic properties could be measured with a small number of items, the MTAS would be more functional and applicable.

### **The Sample of the Study**

The sample of the study consists of students from three high schools in the same region whose mother tongue is Kurdish and second language is Turkish. The study was carried out in 2017. According to Kline (2005), the sample should be 10 times the number of items and this number should not be less than 200. Andrew, Pedersen and McEvoy (2011) state that the number of samples is 20 for each item, but 10 subjects are sufficient for each item. Correspondingly, the scale was applied to a total of 439 high school students studying in the Turkish central province of Van. In the selection of the sample, the maximum diversity method was adopted from the objective sampling types. In this context, taking into consideration as to whether or not they could represent universally, the selection attempted to include students from upper, middle and lower socioeconomic levels (McMillan and Schumacher, 2006). With this method of sampling, it can be said that sampling of different

situations related to the problem gives important clues about universal values (Büyüköztürk, 2007). Kline (1994) argues that the sample size should be between 100 and 200 in order to develop a scale and that in this way, the selected sample ratio is quite sufficient to determine the validity and reliability of the scale. Nevertheless, when the demographic characteristics of the participants are examined we find that of the students, 210 (47.80%) were female, 229 (52.20 %) were male and the age of students participating in the research ranged from 17-35 years.

### **Analyzing the Data**

With the validity and reliability analyses of the scale, exploratory factor analysis and item analysis were used. Explanatory factor analysis and item analysis of the study were carried out by means of the SPSS 17.0 package program. The significance level of all statistical procedures used in the study was accepted as 0.05.

### **Results**

The findings obtained from data will be examined under the headings of and findings on exploratory factor analysis and findings related to reliability.

### **Results of Exploratory Factor Analysis**

After applying the generated scale to the selected group of students, descriptive factor analysis was used to determine the structure validity of the MTAS. At the end of the exploratory factor analysis, items with a total correlation value of 0.40 and above were left on the scale. In the analysis conducted, it was determined that the factors loadings of 12 items in the measure are above 0.40 and 10 items are below 0.40. For this reason, these 10 items (T1, T2, T3, T5, T9, T14, T18, T19, T20, T22) have been removed from the scale and the BMO value of the scale and the Bartlett test result was found to be adequate since it was determined that the KMO value of the scale is 0.874.

*Table 1. KMO and Barlett's Test Result*

KMO and Barlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	,874
Approx. Chi Square	2047,005
Barlett's Test of Sphericity df	66
Sig.	,000

The KMO value is used to test whether the distribution is sufficient for factor analysis and the 0.80 and 0.90 range is accepted as being excellent (Kline, 1994, Büyüköztürk, 2007). In addition, if the value of the KMO is close to 1, it is concluded that the number of working groups is sufficient (Murphy and Davidshofer, 1991, Kline, 1994, Fraenkel and Wallen, 2000). The Bartlett sphericity test implies that the measured variable is highly variable in the universe parameter (Thompson, 2004). As a result, the BMO value obtained in this study was found to be 0.874 and the Bartlett sphericity test result is also significant ( $p < 0.000$ ), which can be seen in Table 1.

In factor analysis, factors with an eigenvalue greater than 1 or 1 are considered as important factors (Büyüköztürk, 2007). In this study, the eigenvalue was taken as 1.00 and three factors with an eigenvalue greater than 1.00 were identified. For this purpose, the factors related to the results of the analysis of the rotated components applied to the scale and the factor loads related to the factors included in these factors are given in Table 2.

Table 2. Component analysis of the scale

	<b>Initial</b>	<b>% of</b>	<b>Cumulative</b>	<b>% of</b>	<b>Cumulative</b>
	<b>Eigenvalues</b>	<b>Varianc</b>	<b>%</b>	<b>Total</b>	<b>Variance</b>
		<b>e</b>			<b>%</b>
Affective	5,070	42,252	42,252	5,070	42,252
Cognitive	1,380	11,499	53,752	1,380	53,752
Behavioural	1,091	9,089	62,841	1,091	62,841

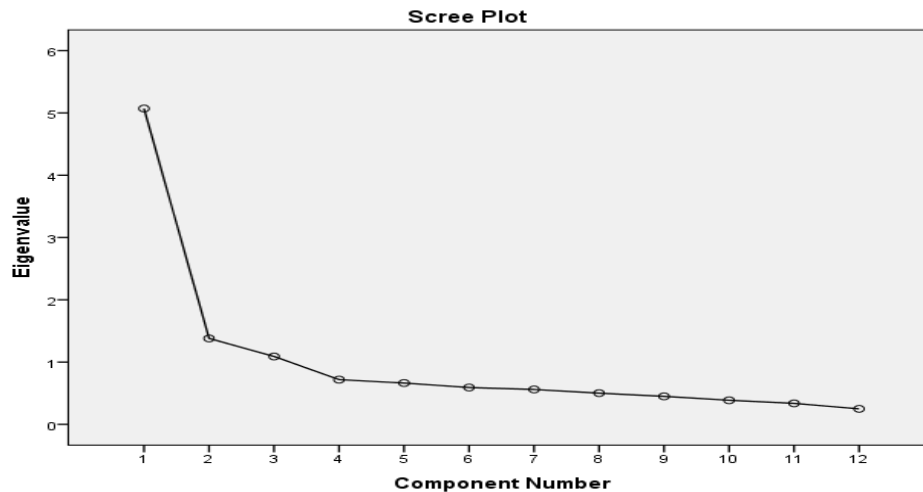
According to the findings in Table 2, the variance ratio explained by the first factor is 42.253%, the variance ratio explained by the second factor is 11.499% and the variance ratio explained by the third factor is 9.089%, accordingly the cumulative ratio of the scale is 62,841.

The table shows that the scale has 12 components; however, there are number of approaches can be used for deciding on the number of factors to include in a factor analysis (Gorsuch, 1983) and the choice of approach can definitely affect the results and their credibility. We decide to choose the number of components by means of eigenvalues of 1.00 or higher as well as a scree plot of eigenvalues plotted. So the components having 1.00 or higher value are three components which can be seen in Table 1.



In order to get a clearer picture of the number of components, Cattell's Scree Plot (Kline, 1994) was used and Graph 1 shows the maximum number of significant factors.

Graph 1. The Scree Plot of the Scale



In the graph, the vertical axis shows the eigenvalues and the horizontal axis shows the factors. It is obtained by combining the points found in the mapping of the graphical factors with their eigenvalues. The factor of high deceleration and rapid decline in the graph gives a number of important factors. The horizontal lines show that the contributions of the additional variances brought by the factors are close to each other (Fabrigar et al., 1999; Büyüköztürk, 2010). In the Scree Plot suggests three factors due to the way the slope levels. Therefore, this Scale was accepted to have three dimensions to explain the maximum amount variability in the data. The components were named as behavioral, affective, cognitive domains according to the content of the items.

Table 3. The factors of the scale and reliability statistic

	Number of items	Cronbach Alpha
Affective	4	,801
Cognitive	4	,787
Behavioral	4	,770
Total	12	,874

Table 3 shows that the Cronbach Alpha reliability coefficients of the scale factors change between 0.80 and 0.77. According to exploratory factor analysis, the items were distributed under three factors. Each factor is then named according to the general properties of the

substances under it. Confirmatory factor analysis also supports this distribution of the exploratory factor analysis with the index of compliance. Considering that reliability must be at least 0.70 in the analysis of alpha (Anderson, 1988; Kline, 1994; Peers, 1996), it can be said that each factor has very reliable values.

*Table 4. The domains and their items*

<p><b>Affective Domain</b></p>	<p>2. I believe speaking my mother tongue will bring me no good.</p> <p>9. I feel that it will be a great loss in my life If I cannot speak, read and write in my mother tongue.</p> <p>6. I don't feel there will a significant gap in my life if I don't speak, read and write in my mother tongue.</p> <p>1. Deep inside of me, I do not want to speak my mother tongue.</p>
<p><b>Cognitive Domain</b></p>	<p>5. I think I speak my mother tongue only when I have to.</p> <p>7. Speaking my second language is enough to for me to get by in this country.</p> <p>11. I choose to speak my mother tongue whenever I have an opportunity.</p> <p>12. I think I should have the right to speak my mother tongue everywhere including formal places (such as schools, banks, government buildings)</p>
<p><b>Behavioral Domain</b></p>	<p>3. I generally answer a question in my second language despite being asked in my mother tongue.</p> <p>4. At home, I speak my second language</p>

	<p>with my parents.</p> <p>8. Though I am bad at speaking my mother tongue, I speak it in front of other people.</p> <p>10. I can express my feelings better in my mother tongue.</p>
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Table 4 shows the domains and their items and the cognitive domain includes the items related to cognition such as the verb “think and choose.” As can be seen in the table, the items starting with verbs “feel, want and believe” are listed under Affective Domain. The items having the verbs “express, speak and answer” are related to the Behavioral Domain.

*Table 5. Rotated Component Matrix of the Loads of the Items in Factors*

<b>Rotated Component Matrix</b>		
Items	Components	
T2. I believe speaking my mother tongue will bring me no 1 good.	2	3
	,779	
T9. I feel that it will a great loss in my life If I cannot speak , read and write in my mother tongue.	,771	
T1. I don't feel there will a significant gap in my life if I don't speak, read and write in my mother tongue	,747	
T6. Deep inside of me, I do not want to speak my mother tongue	,674	
T7. Speaking my second language is enough for me to get by in this country.	,845	
T12. I think I should have the right to speak my mother tongue everywhere including formal places (such as schools, banks, government buildings)	,831	
T11. I choose to speak to my mother whenever I have an opportunity.	,577	
T5. I think I speak my mother tongue only when I have to.	,542	

T4. At home , I speak my second language with my parents.	,809
T3. I generally answer a question in my second language despite being asked in my mother tongue.	,802
T8. Though I am bad at speaking my mother tongue, I speak it in front of other people.	,619
T10. I can express my feelings better in my mother tongue.	,613

In the findings of Table 5, it can be seen that the loadings of the items in the first factor (affective) on the scale were changed between 0.779 and 0.644; the factor loadings of the second factor (cognitive) were 0.845 and 0.543 and finally the factor loadings of the third factor (behavioral) ranged from 0.809 to 0.613.

### **Confirmatory Factor Analysis of the Scale**

Another method for the construct validity of the scale is Confirmatory Factor Analysis (CFA). Confirmatory Factor Analysis (CFA) was performed to determine whether the factor structure found in the Explanatory factor analysis is confirmed. Therefore, the chi-square fit test for CFA, Comparative Fit Index (CFI), Normed Fit Index (NFI), Incremental Fit Index (IFI), Root Mean Square Error of Approximation (RMSEA), the adjusted goodness-of-fit index of the scale (AGFI), the goodness-of-fit index (GFI) and Root Mean Square Residual (RMR) indices were examined.

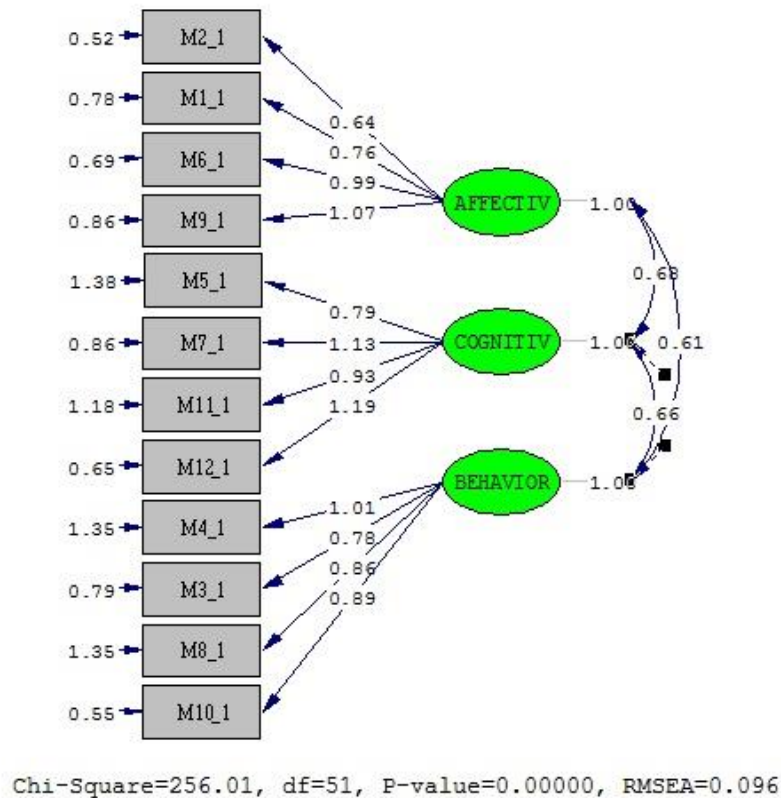
*Table 6. Goodness of Fit Index of the Scale and Normal Values*

<b>Index</b>	<b>The value of the Scale</b>	<b>Acceptable Value</b>
$\chi^2$ "p" Value	P>0.000	P>0.05 -
GFI	0.91	>0.90
AGFI	0.86	>0.90

CFI	0.90	>0.90
RMR	0.66	< 0.08
NNFI	0.94	>0.90
NFI	0.94	>0.96
IFI	0.94	>0.96
RMSEA	0.096	<0.08

Accordingly, as can be seen in Table, the values for RMSEA were found to be 0.096 and the values indicate a poor fit since they are between .08 and .10. However, the adjusted goodness-of-fit index of the scale (AGFI) and the goodness fit index (GFI) is 0.86, which is acceptable since the value is smaller than ,090 (MacCallum et al., 1996; cited in Hooper, Coughlan, & Mullen, 2008 ) The values for comparative fir index (CFI) is 0 ,090 ; the values of normated fit index (NFI) and non-normated fit index (NNFI) are 0.094; incremental fit index (IFI) of the scale is 0,095 and these values indicates acceptable and perfect fit for a scale (Hu & Bentler, 1999; Bentler and Bonett, 1980; Marsh, Hau, Artelt, Baumert and Peschar, 2006; Schermelleh -Engel, Moosbrugger & Müller 2003). A good and acceptable value was found as 0.066, which is an acceptable and good value for Root Mean Square Residual (RMR) since it is expected to be between 0.05 and 0.10 (Schermelleh-Engel, Moosbrugger & Müller 2003). Compatibility of the chi-square ( $\chi^2$ ) model is  $\chi^2 = 256.01$ ,  $N = 439$ ,  $df = 51$ ,  $p = 0.00$  and this is statistically meaningful. When the compliance criteria of the MTAS are evaluated, it can be said that the model is good. Figure 1 shows the diagram of participants' attitudes towards their mother tongue.

Figure 1. The path diagram and the factor loads of the items in MTAS



In the structural equation model, path diagrams can be obtained as a result of analysis. After creating the appropriate matrix, the fit indices and analysis of a PATH diagram can be drawn by drawing a PATH diagram. These schemes briefly present the outputs of the model graphically (Gatignon 2011). The sample PATH Diagram of the scale is shown in Figure 1.

**Conclusion**

As a result of this study, 12 items, which consist of 3 sub-dimensions were developed in order to determine the attitude of young adults towards their mother tongue. The results obtained in this study are presented below. In order to examine the construct validity of the scale, EFA and CFA were conducted. As a result of EFA, the scale was determined to be 3 dimensional. Three dimensions of the scale explain 62.84 % of the total variance, which is a really acceptable percentage to explain a scale since the rates of variance of 40 % and over are sufficient (Tavsancil, 2006). The factor loads of the items in the scale ranges from .542 to .845. The first dimension of scale (affective) explains 42,25 % of total variance and the loads of the items in the first factor on the scale were changed between 0.779 and 0.644, the

loadings of the second dimension (cognitive) explains 11.50 % of the total variance and the factor loads of the items in this dimension varies from .845 to .543 and finally, the last dimension of scale (behavioral ) explains 9.09 % of total variance and the factor loadings of the last dimension changes from .809 to .613 .

In order to determine the validity of the factor structure found in the EFA, CFA was performed. The fit indices of the model were examined and the Chi-square value ( $\chi^2 = 256.01$ ,  $N = 439$ ,  $df = 51$ ,  $p = 0.00$ ) is significant. The fit index values of scale: AGFI=0.86, RMSEA= 0.096, SRMR=0.066, CFI=0.90, IFI=0.95, NFI=0.94, NNFI= 0.94. Accordingly, the model is seen to be compatible. Furthermore, the internal consistency (Cronbach Alpha) reliability coefficient calculated with the data obtained from 439 participants and correspondingly .874 for the whole scale and .801 for the affective sub-dimension of the scale and .839 for the cognitive sub-dimension of the scale, and finally the internal consistency for the behavioral sub-dimension of the scale .770. As a result, considering the boundaries related to reliability, it can be said that reliability coefficients of the scale MTAS and all its sub-dimensions are sufficient; accordingly, based on the validity and reliability of the scale, it can be said that this scale can be used in studies to determine the attitude of individuals towards their mother tongue.

According to UNESCO (2010), 200 of the world's languages have been lost in the last three generations – 2,300 are at risk of disappearance. Today, 90 percent of the world's spoken languages (around 6,000) are in danger of extinction. Language is a means of communication and a lifestyle. The extinction of languages implies the crisis of biological diversity. Since language constitutes the basic structures of human existence and consciousness, it holds a significant place in a society (Karacan & Babayiğit, 2017). Because with the disappearance of languages, the unique lifestyles of human beings that have been going on for thousands of years have been lost. As we Kurds have mentioned in the literature, attitude plays an important role in forgetting a language. The present MTAS could be a very important research tool for researchers working in areas such as language attrition and language loss, since there is no other scale in related literature to measure the attitude of individuals towards their mother tongue.

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## Appendix-1

### Mother Tongue Attitude Scale (MTAS)

**SA:** Strongly Agree **A:** Agree **NO:** No Opinion **D:** Disagree **SD:** Strongly Disagree

1. Deep inside of me, I do not want to speak my mother tongue. ®

SD	A	NO	D	SD
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2. I believe speaking my mother tongue will bring me no good. ®

SD	A	NO	D	SD
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3. I generally answer a question in my second language despite being asked in my mother tongue.

SD	A	NO	D	SD
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4. At home, I speak my second language with my parents.

SD	A	NO	D	SD
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5. I think I speak my mother tongue only when I have to. ®

<b>SD</b>	<b>A</b>	<b>NO</b>	<b>D</b>	<b>SD</b>
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6. I don't feel there will a significant gap in my life if I don't speak, read and write in my mother tongue. ®

<b>SD</b>	<b>A</b>	<b>NO</b>	<b>D</b>	<b>SD</b>
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7. Speaking my second language is enough to for me to get by in this country. ®

<b>SD</b>	<b>A</b>	<b>NO</b>	<b>D</b>	<b>SD</b>
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8. Though I am bad at speaking my mother tongue, I speak it in front of other people.

<b>SD</b>	<b>A</b>	<b>NO</b>	<b>D</b>	<b>SD</b>
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9. I feel that it will be a great loss in my life If I cannot speak, read and write in my mother tongue.

<b>SD</b>	<b>A</b>	<b>NO</b>	<b>D</b>	<b>SD</b>
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10. I can express my feelings better in my mother tongue.

<b>SD</b>	<b>A</b>	<b>NO</b>	<b>D</b>	<b>SD</b>
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11. I choose to speak my mother tongue whenever I have an opportunity.

<b>SD</b>	<b>A</b>	<b>NO</b>	<b>D</b>	<b>SD</b>
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12.I think I should have the right to speak my mother tongue everywhere including formal places (such as schools, banks, government buildings).

<b>SD</b>	<b>A</b>	<b>NO</b>	<b>D</b>	<b>SD</b>
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