

LANGUAGE USE AMONG MALAYS IN KELANTAN

NASUHA BINTI SUHAILI

**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2016

LANGUAGE USE AMONG MALAYS IN KELANTAN

NASUHA BINTI SUHAILI

**DISSERTATION SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ENGLISH AS A
SECOND LANGUAGE**

**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2016

UNIVERSITY OF MALAYA

ORIGINAL LITERARY WORK DECLARATION

Name of Candidate: **NASUHA BINTI SUHAILI**

Registration/Matric No: **TGB 110044**

Name of Degree: **Master of English as a Second Language**

Title of Project Paper/Research Report/Dissertation/Thesis ("this Work"):

LANGUAGE USE AMONG MALAYS IN KELANTAN

Field of Study: **Sociolinguistics**

I do solemnly and sincerely declare that:

- (1) I am the sole author/writer of this Work;
- (2) This Work is original;
- (3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
- (4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;
- (5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
- (6) I am fully or otherwise, I may be subjected to legal action or any other action as may be determined by UM.

Candidate's Signature

Date: **1st March 2016**

Subscribed and solemnly declared before,

Witness's signature

Date: **1st March 2016**

Name: **Dr Paolo Coluzzi**

Designation: **Supervisor**

ABSTRACT

This study looks at the different languages that are used in Kelantan and uncovers when certain languages are used in certain domains. It compares the use of language between the young and the old respondents and between gender groups. In addition, it also looks at the language attitudes of the respondents toward the Kelantanese Language and aims to gauge its overall vitality. A survey consisting of a 41-item questionnaire was used as a means to gather data for this research. The participants who responded were from three different age groups: young (14-21 years), mid (22-49 years) and older (50-80 years). A cross-sectional survey design was used while the data was tabulated using frequency counts, percentages, non-parametric Mann Whitney test and t-test. The findings reveal that the Kelantanese language is used in the majority of the domains, which shows that the language is very much vital. However, there is a definite shift in the younger group to using more standard forms. The female gender also showcases a preference to use more standard forms in the formal and social domains compared to the male gender. Furthermore, new social settings such as Facebook have widened the social circles of the younger generation, which inadvertently has promoted the use of English as a global language. It is the hope of the researcher that this research will add on to the body of knowledge pertaining to the current state of language use in Kelantan.

ABSTRAK

Kajian ini menunjukkan kepelbagaian bahasa yang digunakan di Kelantan dan mendedahkan bila satu bahasa digunakan di sesuatu tempat. Kajian ini juga menunjukkan perbezaan penggunaan bahasa yang digunakan oleh responden muda dan responden tua serta pembolehubah jantina. Selain itu, ia juga akan mengkaji sikap bahasa responden terhadap Bahasa Kelantan dan menilai daya ketahanan bahasa tersebut. Satu soal selidik yang mengandungi 41 soalan diagihkan untuk mendapatkan data bagi kajian ini. Responden yang menjawab soalan tersebut merangkumi tiga peringkat umur; muda (14-21 tahun), pertengahan (22-49 tahun) dan berumur (50-80 tahun). Kajian ini merupakan kajian keratan rentas dan dinilai berdasarkan kekerapan penggunaan, peratusan, ujian bukan parametric mann-whitney dan ujian-t. Penemuan dari kajian ini menunjukkan bahawa Bahasa Kelantan merupakan bahasa yang paling banyak digunakan di semua tempat dan mempunyai daya ketahanan bahasa yang tinggi. Walau bagaimanapun, kajian menunjukkan peralihan bahasa dari golongan muda kepada penggunaan bahasa yang lebih rasmi. Responden perempuan pula juga memilih untuk menggunakan lebih banyak bahasa rasmi di domain sosial dan domain rasmi berbanding responden lelaki. Tambahan pula, domain sosial baru seperti Facebook telah membuka lingkaran sosial golongan muda dan menggalakkan penggunaan Bahasa Inggeris sebagai bahasa global. Oleh itu, sebagai penyelidik menjadi harapan untuk menambahkan ilmu mengenai penggunaan bahasa yang berlaku di Kelantan.

ACKNOWLEDGEMENTS

“In the name of Allah, the Most Gracious and Most Merciful”

I would like to first and foremost give my thanks and gratitude to Him for giving me the strength in completing this dissertation. It is with his faith and blessings that I have come this far in my studies.

Much appreciation is given to my wonderful supervisor, Dr Paolo Coluzzi, for his tremendous support and patience in guiding me on this journey. It has been a life-long learning experience that I will take with me throughout my whole life.

Not forgetting my amazing family, especially to my parents who have been my pillars of support since day one of my graduate studies and to my younger siblings who have been there for me constantly.

I would also like to express gratitude to the father of my children who have supported me in more ways than one and my incredible girlfriends who has been by me through my ups and downs; through my laughter and tears and through my high and low points in life.

For my beautiful children, you give the strength and drive to keep pushing myself. It has not been an easy road but I am forever thankful to be where I am today.

Thank you again for all your support. I am truly humbled.

May Allah bless all of you.

TABLE OF CONTENTS

Abstract	ii
Abstrak	iii
Acknowledgements	iv
Table of Contents	v
List of Tables	ix
List of Charts	xiii

CHAPTER 1: INTRODUCTION

1.1	Introduction	1
1.2	Background of the Study	3
1.2.1	The Citizens of the Kelantan State	3
1.2.2	English Language Status and Role in Malaysia	4
1.2.3	Bahasa Malaysia as a National Language	4
1.2.4	Kelantanese as a Language	5
1.3	Statement of the Problem	6
1.4	Rationale of the Study	8
1.5	Purpose and Objectives of the Study	8
1.6	Research Questions	8
1.7	Research Hypotheses	9
1.8	Significance of the Study	9
1.9	Limitations of the Study	9

CHAPTER 2: LITERATURE REVIEW

2.1	Introduction	10
2.2	Language and Gender	10

2.3	Age and Language	11
2.4	Domains of Language Use	12
2.5	Language Attitudes	14
2.6	Language Shift and its Reversal	17
2.7	Language Vitality Studies in Malaysia	19
2.8	Assessing Language Vitality	22
2.8.1	Fishman's Graded Intergenerational Disruption Scale (GIDS)	22
2.8.2	UNESCO Language Endangerment Framework	24
2.8.3	Ethnologue Language Vitality Categories	25
2.8.4	Expanded Graded Intergenerational Disruption Scale (EGIDS)	26
2.9	Conclusion	29

CHAPTER 3: METHODOLOGY

3.1	Introduction	30
3.2	Research Design	30
3.3	Population and Sample	31
3.4	Instrumentation	31
3.5	Data Collection Procedure	32
3.6	Methods of Data Analysis	33
3.7	Conclusions and Limitations of the Study	34

CHAPTER 4: ANALYSIS OF DATA AND FINDINGS

4.1	Introduction	35
4.2	Demographics of the Respondents	34
4.3	Language Use in Different Domains	40

4.4	Significant Difference In Language Use Within Different Domains Between The Younger And Older Groups (Language Vitality).	50
4.5	Significant Difference in Language Attitudes Between the Younger and Older Groups	60
4.6	Significant Difference in Language Use within Different Domains Between Gender (Language Vitality).	66
4.7	Significant Difference in Language Attitudes Between Genders (Language Vitality)	77

CHAPTER 5: DISCUSSION OF FINDINGS AND CONCLUSION

5.1	Introduction	84
5.2	Discussion of Findings and Conclusions	84
5.2.1	Respondents' Language Use in Different Domains	84
5.2.2	Significant Difference in Language Use within Different Domains between the Younger and Older Group (Language Vitality)	86
5.2.3	Significant Difference in Language Attitudes between the Younger and Older Groups (Language Vitality).	88
5.2.4	Significant Effect of Gender on Language Use within Different Domains.	89
5.2.5	Significant Difference in Language Attitudes between Gender	91
5.3	Conclusion	91
5.4	Suggestions for Further Research	92

LIST OF REFERENCES

93

APPENDICES

APPENDIX 1

99

APPENDIX 2

108

University of Malaya

LIST OF TABLES

Table 4.2.1	Age of the Respondents	36
Table 4.2.2	Gender of the Respondents	36
Table 4.2.3	Respondents' Religion	37
Table 4.2.4	Respondents' Education Level	37
Table 4.2.5	Respondents' Profession	38
Table 4.2.6	The Languages Respondents' are Most Fluent In	39
Table 4.2.7	Respondents' First Language	39
Table 4.3.1	Language Use in Family Domain	41
Table 4.3.1.1	Which language do/did you normally use with your grandparents?	41
Table 4.3.1.2	Which language do/did you normally use with your parents?	42
Table 4.3.1.3	Which language do/did you normally use with your siblings?	43
Table 4.3.1.4	Which language do/did you normally use with your wife/girlfriend/ husband/ boyfriend?	43
Table 4.3.1.5	Which language do you normally use with your children?	43
Table 4.3.1.6	Which language do you normally use with your grandchildren?	44
Table 4.3.2	Language Use in Formal Domain	44
Table 4.3.2.1	Which language do you normally use with the doctor?	45
Table 4.3.2.2	Which language do you normally use in public offices?	45
Table 4.3.2.3	Which language do you normally use with the police?	46
Table 4.3.2.4	Which language do you normally use when you send emails?	46

Table 4.3.3	Language Use in Social Domain	47
Table 4.3.3.1	Which language do you normally use with your friends?	47
Table 4.3.3.2	Which language do you normally use with your neighbours?	48
Table 4.3.3.3	Which language do you normally use when you go shopping locally?	48
Table 4.3.3.4	Which language do you normally use with your work/class mates?	48
Table 4.3.3.5	Which language do you normally use when you SMS?	49
Table 4.3.3.6	Which language do you normally use on Facebook?	49
Table 4.4.1	Significant Difference in Language Use Within Different Domains Between Younger and Older Groups	50
Table 4.4.2	Difference in Language Use in the Family Domain Between Younger and Older Group	51
Table 4.4.2.1	Language Use with Grandparents	51
Table 4.4.2.2	Language Use with Parents	52
Table 4.4.2.3	Language Use with Siblings	52
Table 4.4.2.4	Language Use with Wife/ Girlfriend/ Husband/ Boyfriend	53
Table 4.4.3	Language Use in Formal Domain Between Younger and Older Group	53
Table 4.4.3.1	Language Use with the Doctor	54
Table 4.4.3.2	Language Use in Public Offices	54
Table 4.4.3.3	Language Use with the Police	55
Table 4.4.3.4	Language Use when Sending Emails	55
Table 4.4.4	Language Use in Social Domain Between Younger and Older Group	56

Table 4.4.4.1	Language Use with Friends	56
Table 4.4.4.2	Language Use with Neighbours	57
Table 4.4.4.3	Language Use when Shopping Locally	57
Table 4.4.4.4	Language Use with Work/ Class Mates	58
Table 4.4.4.5	Language Use when SMS	58
Table 4.4.4.6	Language Use on Facebook	59
Table 4.5.1	Descriptive Statistics for Young and Old Group Towards Language Attitude	60
Table 4.5.2	Difference in Language Attitude Between Younger and Older Group	60
Table 4.5.3	Language Attitude Between Younger and Older Group	61
Table 4.5.3.1	Perceptions towards Differences in Spoken KTN Between Young and Old	62
Table 4.5.3.2	Percentages and frequencies for perception towards spoken KTN between the young and old	62
Table 4.5.3.3	Perception towards Learning/Improving KTN	63
Table 4.5.6	Perception towards KTN Protected as an Official Language	64
Table 4.5.7	Perception on KTN as a School Subject	64
Table 4.5.8	Perceptions on a Periodical in KTN	65
Table 4.5.9	Perception on KTN in 10 Years' Time	65
Table 4.6.1	Significant Difference in Language Use within Different Domains Between Gender	66
Table 4.6.2	Language Use in Family Domain Between Gender	67
Table 4.6.2.1	Language Use with Grandparents	67
Table 4.6.2.2	Language Use with Parents	68
Table 4.6.2.3	Language Use with Siblings	68

Table 4.6.2.4	Language Use with Girlfriend/ Boyfriend/ Spouse	69
Table 4.6.2.5	Language Use with Children	69
Table 4.6.2.6	Language Use with Grandchildren	70
Table 4.6.3	Difference in Language Use in Formal Domains Between Genders	71
Table 4.6.3.1	Language Use with the Doctor	71
Table 4.6.3.2	Language Use in Public Offices	72
Table 4.6.3.3	Language Use with the Police	72
Table 4.6.3.4	Language Use when Sending Emails	73
Table 4.6.4	Difference in Language Use in the Social Domain between Gender	73
Table 4.6.4.1	Language Use with Friends	74
Table 4.6.4.2	Language Use with Neighbours	74
Table 4.6.4.3	Language Use when Shopping Locally	75
Table 4.6.4.4	Language Use with Class/ Work Mates	75
Table 4.6.4.5	Language Use when SMS	76
Table 4.6.4.6	Language Use on Facebook	76
Table 4.7.1	Descriptive Statistics for Male and Female Groups Towards Language Attitude	77
Table 4.7.2	Difference in Language Attitude Between Gender	77
Table 4.7.3	Language Attitude Between Gender	78
Table 4.7.3.1	Perceptions towards the KTN Spoken by Young and Old	79
Table 4.7.3.2	Difference of Use KTN Between Young and Old	79
Table 4.7.3.3	Perceptions towards Learning/Improving KTN	80
Table 4.7.3.4	Perceptions towards KTN Protected as an Official Language	81

Table 4.7.3.5	Perceptions on KTN as a School Subject	81
Table 4.7.3.6	Perceptions on a Periodical in KTN	82
Table 4.7.3.7	Perceptions on KTN in 10 Years' Time	83

LIST OF CHARTS

Chart 6.1	Language Used in Different Domains	108
Chart 6.2	Differences in Language Use within Different Domains Between Younger and Older Groups	108
Chart 6.3	Differences in Language Attitudes Between the Younger and Older Groups	109
Chart 6.4	Differences in Language Use Within Different Domains between Genders	109
Chart 6.5	Differences in Language Attitudes between Gender	109

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Malaysia is a country where much of its community is known to be bilingual, multilingual or multi-dialectal. It is a country made up of 13 states and three federal territories. As of 2011, Malaysia's total population stood at 28.6 million (Department of Statistics Malaysia, 2011). Of these number 50.4% are Malays, 24.6% Chinese, 7.3% Indians and the rest made up of minority and indigenous communities with each of these ethnicities having a direct impact on the Malaysia's linguistic repertoire.

Because of Malaysia's multi-ethnic and multi-cultural situation, there are approximately 80 different languages spoken as a first language within its borders. Among these, Malay, Mandarin, Tamil, Kadazan and Iban are included (Asmah Hj Omar, 2004). In addition, because of its colonial heritage and its worldwide importance, English has a conferred second language status and a working knowledge is considered to be an asset to many working Malaysians.

Standard Malay (SM), a standardized form of the Johore-Riau dialect of Malay (Zuraidah, 2003), is constitutionalized as the National Language. Within this context, the term National Language is used to describe the language used for official purposes such as the use in Federal or State legislation, spoken by the majority of Malaysians and serving as the main medium of instruction in public schools and universities.

However, the Malay language itself is spoken by an approximate 270 million people across the Malay and Indonesian archipelago. The Malay language is not a

uniform language and it is made up of different regional dialects, and although little research has been done in identifying and differentiating between these dialects, it is believed that the majority of Malays in Malaysia learn and identify themselves as being users of a particular regional dialect first before adopting the more standardized form as they proceed through the education system.

Kelantan, one of the states that form Malaysia, is located in the north-eastern corner of the Malaysian peninsula where it borders with the states of Terengganu in the southeast, Perak in the west, and Pahang in the south. To the north lies Thailand. In terms of population, Kelantan has 1.68 million people of which the Malays are the ethnic group that makes up the bulk of citizens at approximately 1.27 million. This is followed by Chinese (47 546), Indians (3571), various indigenous groups (15 257) and other ethnic groups (8 789) (Jeli District Council, 2014).

Kelantan is one state where its people are proud of their Kelantanese language (hence KTN) “as it is clear that the Kelantanese regard their dialect as a fundamental part of their regional culture and a symbol of group membership and loyalty” (Zuraidah, 2003, 23). There are times when a speaker will choose to use one language variety to project his or her identity. The Kelantanese Malays will use KTN whenever they meet another fellow Kelantanese even when they are outside of Kelantan to project their identity and group solidarity. This in accordance with a statement by Le Page and Tabouret-Keller (1985, 181):

[T]he individual creates for himself the patterns of his linguistic behaviour so as to resemble those of the group or groups with which from time to time he wishes to be identified, or so as to be unlike those from whom he wishes to be distinguished.

The use of KTN both within and outside its home state clearly showcases its strength as an identifying characteristic of what it means to be Kelantanese. Coupland (2007) further emphasized this by stating that the speaker's behavior in doing so projects his/her attitude towards a certain identity. The speaker wishes not only to associate with but to disassociate from certain cultures, and hence will use the linguistic variety that further emphasizes that identity. This notion reflects the concept which Garvin and Mathiot (1956) refer to as 'unifying and separatist functions'. In fact, Asmah Haji Omar (1982) goes on further by stating that a Malay variety may dominate over another if it is considered more prestigious. All this points towards one conclusion, i.e. that showcasing identity by using linguistic means is a behavior commonly shown in Malaysian settings.

The Kelantanese language, though widely used in Kelantan, like all other minority/ regional languages in Malaysia, lacks an official status. As such, there is no official written form and the mode of transmission is oral. Therefore it is important to have some form of record as to the vitality as well as the changes (if any) occurring within the language. This research has been conducted to discover the language repertoire that is used in Kelantan and to investigate the vitality of KTN as well.

This research will attempt to look into the language repertoire of Malay Kelantanese from Kota Bharu. It will also examine KTN's use in terms of different domains, age, gender, language forms and attitudes.

1.2 Background of the Study

1.2.1 The Citizens of the Kelantan State

In terms of the ethnic representation within its borders, Kelantan, like the rest of the country, is a diverse state with many subgroups represented. Malays, however, make

up the majority (95%) followed by Chinese (3%). Other major groups also include the Thais or rather *Orang Siam*, as they are popularly referred to, indigenous people (orang asli), as well as those of Indian descent.

1.2.2 English Language Status and Role in Malaysia

English is the second language learnt in schools. English is regarded as an important language and is used during official functions, for business purposes, as a medium of instruction (mostly at the tertiary level), as a language of law and in the media (Hamidah, Fisher and Rich, 2014). The recent policy implemented by the government, *Memertabatkan Bahasa Melayu Memperkukuhkan Bahasa Inggeris* (MBMMBI), aims to reinforce the English language as a language for global communication. This strategy is to allow Malaysians to explore opportunities at the international level. However, in many rural areas in Malaysia, it is often seen as a foreign language as it is nobody's mother tongue and it is rarely used in everyday conversation. This scenario can also be seen in Kelantan where English is rarely used in everyday language.

1.2.3 Bahasa Malaysia as a National Language

After independence in 1957, the Malaysian government made the then called Bahasa Melayu as the national language. This was aimed to strengthen a sense of nationalism among Malaysians (Gill, 2005). Then later in the sixties, according to Asmah (1992, 157), the national language was renamed Bahasa Malaysia to ease racial tension and to strengthen unity amongst Malaysians. It was also renamed to signify the language for Malaysians. Furthermore, Bahasa Malaysia is the main language used in all the core subjects and act as the main medium of instruction in all national schools in Malaysia.

1.2.4 Kelantanese as a Language

In this research KTN will be referred to as a language and not a dialect. According to the Encyclopedic Dictionary of Language and Languages, dialect is defined as ‘a language variety in which the use of grammar and vocabulary identifies the regional or social background of the user’ (as cited in Coluzzi, 2007). KTN does meet this definition however it is not comprehensive. A dialect is usually a low variety of the standard language. As written by Chambers & Trudgill (1998, 3), ‘a substandard, low status, often rustic form of language, generically associated with peasantry, the working class, or other groups lacking in prestige’. This description diminishes the importance of the status of Kelantanese. In fact, the Kelantanese are very proud of their language and will speak only KTN when meeting other Kelantanese outside of Kelantan. To avoid degrading the value of the language, a different term is used throughout this research. More specifically, KTN is appropriately referred to as a regional language. As Wirrer (1996, 246-7) states, a regional language is spoken by the society of that region and although the language itself is quite different from the standard language, the community still regard themselves as part of the major population. Additionally, Tomasz Wicherkiewicz (2003) has listed a number of characteristics that make up a regional language. They are as follows:-

- They share a close genetic relationship to the corresponding majority language of the state; regiolects are often regarded as being ‘only’ dialects of a majority/state language.
- Relatively long history of common development, especially sociopolitical, of the regional and corresponding majority language.
- Lacking or not fully shaped feeling of national separateness within the group of speakers; however, strong regional and/or ethnic identity, with the language constituting the main constituent of the identity/regional ethnicity;

- High dialectal differentiation within the regiolects, which, hence, can be often classified as dialect clusters or L-complexes;
- Lacking an adopted uniform literary standard or literary norm, or the standard being *in statu nascendi*;
- Rich, often very ancient literary tradition of dialectal/ regional literature;
- Relatively low social prestige of a regiolect, often lower than in the past;
- Underdeveloped status language planning methods;
- Sometimes a confessional separateness of the regiolect speakers;
- Opposition within the group against being perceived and officially treated as [a] national minority group, often a paradoxical resistance against being seen as minority group at all; an ‘embedded’ national/linguistic identity

Most of these characteristics define KTN and what it is. KTN is actively used as the community language in Kelantan. It is used in trading activities, business exchange, in the home environment, informal situations and even some formal situations. Therefore, KTN can be considered as a language to recognize its difference from Standard Malay (SM) and the importance of its active use.

1.3 Statement of the Problem

Each state in Malaysia has its own unique regional language that is spoken within the community. Kelantan is no different from the rest. Actually, KTN may be the most different Malay variety from the standard. As SM is used as a medium of instruction for most school subjects and English is the second language learnt in Malaysia, it has been interesting to see how well KTN is used together with the other two languages in different domains as KTN is not an official language.

The broad usage of KTN by its users as a medium of communication both within and outside Kelantan's geopolitical boundaries as well as a means of social identification has been previously documented. Nonetheless, as it stands, most of what KTN is (other than within the realm of a few ancient treaties and diligent researches) exists purely in the oral form. Furthermore, as suggested by some of the available literature and demographical data, KTN is learnt informally through a process akin to enculturation, meaning it is learned when one is immersed in the society. It is a regional language that is used every day, spoken both in private, informal, public and formal settings. Zuraidah (2003, 22) even states that "the local language is the language variety in which all social interactions except for those in the written medium are carried out".

This raises pertinent research questions. Specifically, what conditions have allowed KTN to flourish thus far? How long can KTN remain vital without the practice of the written form? How does L2 figure in all this? How does KTN measure up to other languages similar to it? What lessons can be learnt? What challenges lie ahead for KTN?

As there is currently no available literature on the status of the languages used in Kelantan, it is pertinent for the researcher to bring light upon this matter. This research looks at the different languages that are used in Kelantan and uncovers the reasons why a Kelantanese would select a certain language to be used in certain domains. It also aims to compare the use of language between the young and old people living in Kelantan and to see if there is ongoing language shift in the younger generation. Lastly, it is important to gauge the vitality of KTN, English and SM in Kelantan.

1.4 Rationale of the Study

This research will add on to the body of knowledge pertaining to the current state of language use in Kelantan. The findings of this research will provide insights on the attitudes of the Kelantanese towards different language varieties used in Kelantan. The researcher hopes that this research will jumpstart other research into this field.

1.5 Purpose and Objectives of the Study

The purpose of this study is to investigate language vitality and attitudes among the people living in Kelantan. Specifically, the study attempts to fulfill the following objectives:

- i. to identify the languages that are used in different domains
- ii. to examine whether there is a difference in use and attitudes towards languages between the younger and older people in Kelantan.
- iii. to examine whether there is a difference in use and attitudes towards languages between gender.
- iv. To gauge the vitality of KTN and the use of English and SM.

1.6 Research Questions

This study seeks to answer the following research questions:

- i. Which languages are used in different domains?
- ii. Is there a significant difference in language use within different domains between the younger and older groups (language vitality)?
- iii. Is there a significant difference in language attitudes between the younger and older groups (language vitality)?
- iv. What significant effect does gender have towards the use of languages within different domains?

- v. Does gender affect language attitudes?

1.7 Research Hypotheses

The research hypotheses of the study are as follows:

- i. KTN is the language used in the majority of the domains.
- ii. There is no significant difference in language use within domains between the younger and older group.
- iii. There is no significant difference in language attitudes between the younger and older group.
- iv. There is a difference in language use between male and female.
- v. There is no difference in language attitudes between male and female.

1.8 Significance of the Study

This study is important as very little research on language use and attitudes and the level of language vitality in Kelantan has been published so far. Moreover, this study will cover differences in language use with regards to age, gender and domains.

1.9 Limitations of the Study

This research is limited as it only discusses the Kelantan setting, specifically in Kota Bharu and therefore it cannot be generalized to the regional languages/ dialects spoken in other states in Malaysia (as well as in Southern Thailand) or to the Kelantanese community living outside of Kelantan, even though there might be some similarities. This is due to time constraints on the researcher's part and her contacts to carry out the research that were based in Kota Bharu.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will focus on literature on gender and age in language, domains of language use and language attitudes followed by a discussion on language shift and language revitalization. There follows a review on language vitality studies in Malaysia highlighting the theories on assessing language vitality.

2.2 Language and Gender

According to McConnell-Ginet (2003), gender practices evolve when people interact with one another within and between communities. This social experience runs across worldwide and is much discussed when it comes to the usage of language by different genders. Holmes (2008), stated that the linguistic forms used by men and women are different in all speech communities. For example, the general perception of women is that they use more standard forms of language and are more linguistically polite. Men, on the other hand, would use more vernacular forms of language. This pattern is consistent throughout many speech communities as we see in Trudgill's (1974) study in Norwich where men would use the alveolar /n / in words like reading and singing while women would use the standard velar nasal /ng /. Trudgill also claims (1983: 162) that his study of the usage of language forms between gender is "the single most consistent finding to have emerged from social dialect studies over the past twenty years."

There are a number of reasons on why women would use more standard forms. Holmes (2008) explained three reasons that may account for their preference for

standard forms over vernacular forms. The first reason is that women are more status conscious than men. Standard forms are associated with high social status and women are aware of this fact. Thus, using standard forms would signal their social status in the community. The second reason is that women are viewed as the guardian of society's values. Society expects women to model better behaviour than men. As mothers, they may want their children to have more opportunities through the use of the standard language. This notion is applied to the type of language that they use. However, this reason may not apply to certain domains of language use. The third reason proposed that women being viewed as a subordinate group should use more standard forms of language. Polite speech is being equated as standard forms. In certain languages, like Japanese, more polite forms of language are only used by the female gender. For example when referring to the pronoun 'I', only men would use *ore* or *boku* which are casual forms while women would use '*atashi*' and '*watashi*' which are more formal variants. Men use more vernacular forms to express machismo as stated in the previous example. Overall, we see a consistent trend in using more standard forms among the female gender.

2.3 Age and Language

There is a common pattern of language forms used among the different age groups. According to Holmes (2008), vernacular forms are high in childhood and adolescence and are reduced when approaching middle age as this is where societal pressures are the greatest. At an older age, societal pressures are reduced and vernacular usage gradually increases. In a survey conducted in New Zealand as reported by Holmes (2008), it was founded that those in their 40s use less vernacular forms than those in their 20s and 70s. In another interesting study that was conducted in Montreal among French Canadians, young people begin life monolingual in French. However, as they

got older and immerse themselves in school and work life, they become bilingual. Only after retirement, did they revert back to French as a dominant language. Another point about age is that old people may be using similar linguistic forms as they used when they were young, a period when the standard official language may not have been so spread as today. It is on this assumption that the ‘apparent time hypothesis’ employed here is based on Coluzzi, (2014).

2.4 Domains of Language Use

The domains of language use refers to the settings that influence the type of communication taking place. Here communicators have a preference in their choice of language use towards the interlocutor with regards to the situation that they are in. Fishman (1997) theorizes domains as “all of the interactions that are rather unambiguously related (topically and situationally) to one or another of the major institutions of society; e.g the family, work sphere, education, religion, entertainment and the mass media” (44).

Of all the domains, the most important would be language use at home or within the family (Clyne and Kipp, 1999; Fishman, 1997; Kostoulas-Makrakis, 1995; Tannenbaurn, 2003). The family domain is such an important domain as it is the heart of where a language is developed and maintained. Once the first language of the speaker dwindles in use at home, all other domains will be affected and become vulnerable (Fishman, 175). Language is naturally transmitted in the home environment making it the main medium of intergenerational language transmission (further explained in 2.6.2). This is crucial in maintaining language vitality.

The vitality of the language can be seen when a language is spoken in multiple domains. Researchers Baker and Pry (1998) also state that languages can be divided into high varieties or low varieties standing in a diglossic relationship, and that usually

minority languages are low varieties spoken in informal domains while majority languages are normally high varieties spoken in formal domains. A work or education environment is usually considered a formal domain where the high variety is used. It is also important to note that the high variety is usually a written language and the low variety is often the spoken language. A formal domain does not necessarily mean one where people use formal registers. A domain, as stated by Holmes (2008), draws three factors that help a speaker decide what language to use in that particular situation; the person they are speaking to, the setting where they are conversing in and the topic that they are speaking about.

Antonini (2012.) conducted a research comparing the use of the Irish language in two domains. The research was based in two Gaeltacht areas and observed the language spoken in the community and family domains. The researcher used a questionnaire to gauge the level of Irish language use from these two communities when speaking to different speakers. The findings within the community domain showed that the highest use of Irish language is when speaking with teachers, the local priest, shopkeepers and students of Irish. This portrays the active use of the language in schools and the Church domains. On the other hand, the lowest use of Irish language in the community areas was when speaking with veterinarians, tourists, civil servants and welfare officers. In these areas, English is a predominant language and an Irish speaker will have a higher tendency to switch codes. The findings from the family domains presented a high use of the Irish language between mother and children, father and children and grandparents and children. The lowest use of the language in this domain was between children and their friends. Overall, there is a positive trend in the home use of the Irish language which shows successful intergenerational transmission. The researcher hoped this trend would continue to help the survival of the Irish language.

Another research by Adams, Matu and Ongagora (2012) analyses the domains of language use and choice of the Kinubi speaking group in Kibera, Kenya. This research was carried out through observation and interviews with the respondents in their home. Their findings discovered that Kinubi is the main language used at home. When interviewed, the respondents without a doubt would state that Kinubi is their home language and there was no need to discuss the options of the use of other languages. The older members in the community prefer to use Kinubi when interacting with each other whilst the younger members code switched between Kinubi, Kiswahili and Sheng when interacting with other groups in their community. The results points out that Kinubi is vital in the home environment. This piece of research reconfirms that the home is the 'anchor' and indicates a high degree vitality of the language.

2.5 Language Attitudes

Language attitudes can be defined as the perception one has towards different varieties of language (Ryan et.al, 1982). Fasold (1984) and Baker (1988) also argued that the concept of language attitudes can be stretched to (the influence on) attitudes towards the speaker. A listener may judge a speaker through: his/her accent, speech patterns, use of vocabulary, intonation and use it as a basis to evaluate the speaker's style, attitude, personality and social status. However, though attitudes are not inherited, they are somewhat constant and, all things remaining the same they will probably persist.

One interesting feature to view language attitudes is that they are learnt through socializing during childhood and adolescence (McKenzie, 2010). It seems as if it is through these experiences that perceived notions towards a certain language are created. Researchers have two different views with respect to language attitudes: the behaviourist view and the mentalist (cognitive) view. According to Fasold (1993: 147-

148) the behaviourist view observes language attitudes from the responses produced by an individual during social interactions. Some researchers argue that this view is too straightforward though as age, gender, provenience, group membership or language background of the individual may influence the behavior. On the other hand, the mentalist view implies that language attitudes can be observed by examining somebody's mental and emotional processes (Bohner and Wanke, 2002).

The study of language attitudes actually encompasses a wide range of attitude topics. Baker (1992: 29–30) has listed down the following major areas:

- (i) attitude towards language variation, dialect and speech style
- (ii) attitude towards learning a new language
- (iii) attitude towards a specific minority language
- (iv) attitude towards language groups, communities and minorities
- (v) attitude towards language lessons
- (vi) attitude of parents towards language lessons
- (vii) attitude towards the uses of a specific language
- (viii) attitude towards language preference

One research that portrayed attitudes towards language variation, dialects and speech styles is Choo (2011) research on listeners' attitudes towards spoken varieties of Malaysian English. The researcher used a matched-guise technique to gauge the listeners' language attitudes. The study delivered interesting results. 50 undergraduates listened to 5 recordings in Malaysian English using acrolectal, mesolectal and basilectal varieties. Her findings showed that acrolectal varieties were rated as the highest in all qualities except for humour. They were perceived to be high in social status, competence and solidarity. However, the acrolectal variety did not show any signal that the listeners identified with the speaker. This shows that the listeners associate spoken variety of Malaysian English with the speaker's socio-economic status. On the other

hand when the mesolectal and basilectal varieties were compared, the basilect variety proved to be more popular than the former.

Ihemere (2006) conducted a research to gauge attitudes towards language preferences. His research took place in Nigeria and focused on Nigerian Pidgin English (NPE) which is the main medium of communication, and the indigenous Ikwerre language. His aim was to investigate the Ikwerres' attitudes to their languages (Ikwerre and NPE), and how these attitudes contribute to establish their language choices. The result of the research shows a shift from Ikwerre monolingualism to NPE dominant bilingualism. Younger speakers show a steady shift towards being bilingual or using NPE in various communicative purposes. The results also show that being bilingual is looked upon highly, encouraging speakers to use NPE. Positive attitudes towards becoming bilingual are important as speakers are aware of such perceived notions, thus make a conscious effort in their language choices.

A piece of research which set up to discover attitudes towards language groups, communities and minorities was conducted by Sachdev and Hanlon (2001). The groups that they concentrated on were two aboriginal communities: the Haida in Haida Gwaii (British Columbia) and the Cree in Fisher River (Manitoba). History showed that the colonization from Europe to assimilate Aboriginal Peoples has led to the dwindling use of the Aboriginal Languages. It was only in the late 60's that the government policies reverse and aimed to revitalize the languages. One marker to promote the use of Aboriginal languages is to have ingroup identification and positive language attitudes (Gardner, 1985; Giles & Coupland, 1991). The researchers surveyed the respondents from the two groups to find out their level of language use, the degree of code-mixing in their communication and perceptions on their group identity, vitality and the value of Aboriginal languages. The results from their findings showed low ingroup language proficiency and use among the Cree and Haida participants. However, the participants

from both communities have high prestige for their languages and identified with the Aboriginal ingroup. It was also reported that the language have high vitality especially among younger speakers as many have continued to learn the language outside their personal domain. The perceived vitality on the formal language learning of the Aboriginal languages was a success but not entirely true as learners reported to be more positive about learning English than their Aboriginal languages. This is due to many factors such as large class sizes for Aboriginal languages, meager financial resources, insufficient curriculum development, little time spent learning Aboriginal languages, inadequate teacher's training, insufficient community and elder involvement in school programmes, etc (Kirkness, 1989; AFN, 1990; RCAP, 1996). Nevertheless, this study proves that positive attitudes towards ingroup languages and high ingroup identification are a step towards revitalizing Aboriginal languages.

2.6 Language Shift and its Reversal

According to Fishman (2009, 32) language shift happens when there is a change in the use of a language when psychological, social or cultural processes take place. The occurrence may have languages (or language variants) be replaced by a more dominant language when their speakers interact in certain domains of language behavior or intergroup contact. Language shift usually takes place among bilingual or multilingual speakers. It is a collective process whereby a speech community stops using a language in favour of the another more prestigious variety (Ravindranath, 2009). The factors that contribute to language shift are generally social and past research showed that speakers' attitudes play a big influence (Baker-Jones 1998, Crystal 2000, De Klerk 2000). The process of language shift continuously develops from one generation to another (Fasold, 1984). There are three main processes identified by Fishman (1964, 1968) that may lead to language shift. They are:

- i. Habitual language use and the frequency of it being used bilingually along sociologically relevant dimensions;
- ii. Psychological, social and cultural processes and their relationship to stability or change in habitual language use;
- iii. Behaviour toward the language including attitudinal behavior, cognitive behavior or overt behaviour.

Fishman (1972a) then hypothesizes his theories and claims that urban dwellers are more inclined to shift to another language compared to rural dwellers. This is because in urban areas, the national or international language will be a preferred language to use compared to a minority language for easier communication. He also states that a language that is regarded with high prestige is preferred than a less prestigious one. Holmes (2008), on the other hand, states that there is usually an important reason for a community to shift to another language. Some reasons may be based on politically and economically derived decisions.

Wei's (2006) research points out how language policy has made Taiwan to become the multilingual state that it is today. A successful revival like the one experienced by the Hebrew language in Israel is an excellent example of how language policy can play a powerful role.

To protect the threatened minority languages and hold up language shift, reversing language shift (RLS) is a necessary task to be undertaken. It goes beyond just the revival of a language. It is a "call for cultural reconstruction and for greater cultural self-regulation" (Fishman, 1991, 17). Thus, Fishman (1991b: 12) proposed a scale (GIDS) to measure the state of a language. This will be further discussed in topic 2.6 on how language vitality can be measured

2.7 Language Vitality Studies in Malaysia

According to Fishman (1971), a language is deemed vital when there is active interaction among the speakers within the community. The more speakers there are and the more vital the language usually is and the more important it is to employ the language in various domains or, as Fishman aptly puts it, “the greater it’s potential for standardization, autonomy and historicity” (1991, 27). On the other hand, every language should have the right to be treasured and preserved as each is unique (Kymlicka, 2003). All languages carry the knowledge and past history of each culture’s heritage. They represent a group’s cultural identity and to be robbed of the right or opportunity to speak in one’s mother tongue truly defies the imagination.

Globalization favours languages which are useful in education, occupation, urbanization, socialization and economic settings. In Malaysia, Bahasa Malaysia and English are media of instruction and communication in schools and other formal settings. Nonetheless, this does not mean that the other language varieties should be let to fade away as they should be allowed to flourish and be used together with the standard languages (Haja Mohideen, 2010).

Research by Noriah and Nor Hashimah (2012) on the language vitality of the Sihan community in Sarawak showcased that the Sihan language is vital but threatened by several factors. Their research was conducted using questionnaires and analysis using the nine criteria of language vitality, outlined in the UNESCO Expert Meeting in March 2003 (Lewis 2006, 4; Brenzinger et al. 2003). Although the language is not experiencing any broken intergenerational transmission, the community that speaks that language is very small. It is therefore being threatened by a more dominant language (Bahasa Melayu) as speakers in the community are multilingual. The results from their survey showed that the domains where the Sihan language is being actively used are non-formal and personal domains. However in the domains of religion, customs and

traditional medicine, there seems to be a steady decline in the use of the language. On the other hand, the results from the domains neighbourhood, place of work and primary education revealed that the Sihan language is not favoured at all. These three domains are places where the community mingles with other ethnic groups, tourists and administration officials who may not be necessarily local. Thus, a common language is preferred to be used which is the local Malay language. The Sihan community is neither embarrassed nor dislikes speaking the Sihan language, however they do doubt the possibility of maintaining their community's language in the future. As it is, the findings portrayed the vitality of the Sihan language deteriorating as it scored low in the nine criteria proposed by UNESCO. The numbers of Sihan speakers are decreasing, the language is spoken mostly in unimportant domains and the language does not have any orthography and documentation. All these are contributing factors to the decline of the language.

On the contrary, a study in the same state but of a different ethnic group portrayed a different set of results. Coluzzi et al's (2014) research on language vitality of the Bidayuh produced quite positive results. The language is vital within the community but shows ongoing language shift among its younger speakers. He similarly conducted a survey which showed the language being spoken within family domains and "medium" domains like when shopping locally was mostly Bidayuh. However Bahasa Melayu is the language of choice used in administrative offices and other high domains. In his research, two age groups were compared; older (51 years and above) and younger (15 to 30 years). Both groups have high regards for their language and consider their grasp of Bidayuh as fluent as their other spoken languages. Language shift is clearly observed among younger and highly educated Bidayuh towards Bahasa Melayu and English. As every generation succeeds, the Bidayuh language is used less

and less. The results point out that the Bidayuh language is vital within its community but is endangered in urban settings.

Ting and Tham's (2014) research on the vitality of the Kadazandusun (KD) language in Sabah also shows language shift among its younger speakers towards more dominant languages such as Bahasa Malaysia and English. As these dominant languages have more functionality, it is only natural that a switch towards these languages occurs when the opportunity arises. The researchers used the Expanded Graded Intergenerational Disruption Scale (EGIDS) by Lewis and Simons (2009) as a framework for their study. The result from their survey found KD language to correspond to EGIDS level 4 (educational) and level 5 (written). Compared to other ethnic language, KD language is not only transmitted intergenerationally but can also be learnt in the state public schools. What is interesting to note is that although KD is the dominant ethnic group in Sabah, its language is not spoken regionally or even for trade, thus making language use dormant within its community.

In 2003, Zuraidah conducted research on Kelantanese students who have been placed in a different ethnolinguistic environments to find out two objectives. The first was to gauge the students' perception on the vitality of KTN and the second was to see whether this was reflected in their interactions in their new settings. The conclusion of her findings showed that although the students have high regard towards KTN, they are aware of the dominance of Bahasa Melayu and will switch to speaking in BM when interacting with speakers who do not speak KTN. However, even though they are out of Kelantan, they will still speak in KTN when meeting other Kelantanese, ie, when speaking to their lecturer who is Kelantanese on subjects that do not require a conversation in BM.

2.8 Assessing Language Vitality

2.8.1 Fishman's Graded Intergenerational Disruption Scale (GIDS)

One of the most important factors in the assessment of language vitality is the development of our understanding of the intergenerational transmission of a language. A language is passed on from one generation to the other and that is the key indicator of language maintenance in Fishman's (1991) GIDS framework. Here Fishman realized that a language that is being used in many different domains portrays a positive and prestigious use of the language. It is mostly the society and institutional role that influence parents to continue passing on the language to their children thus continuing their language heritage. If the social norms change in time, language shift may arise and the language may begin to be used less.

There are 8 levels in the GIDS framework. The description of each level is as below:

- i. The language is used in education, work, mass media, and government at the nationwide level.
- ii. The language is used for local and regional mass media and governmental services.
- iii. The language is used for local and regional work by both insiders and outsiders.
- iv. Literacy in the language is transmitted through education.
- v. The language is used orally by all generations and is effectively used in written form throughout the community.
- vi. The language is used orally by all generations and is being learned by children as their first language.
- vii. The child-bearing generation knows the language well enough to use it with their elders but is not transmitting it to their children.

- viii. The only remaining speakers of the language are members of the grandparent generation.

(Adapted from Fishman's GIDS 1991)

According to Lewis and Simons (2009), GIDS was more focused on the level of disruption rather than maintenance. Languages at level 1 are the least disrupted on the scale and this disruption gradually worsens down the scale in regards to its functionality and domains of use in the community.

Throughout two decades of it serving as an eye opener for researchers to recognize language shift and its reversal, some shortcomings have been highlighted and it was felt that the scale had to be reassessed. First of all, the scale is rather static in nature and did not provide further explanations to which direction it should take when there is an occurrence of language shift or language development. For example, a community at level 6 who is moving towards level 7 (transmission is disrupted; language shift is occurring) should have a different approach from a community at level 6 but moving towards level 5.

Secondly, there are languages that are stronger and are used at the international level and there were languages that are already extinct which did not fit into any level of GIDS. Thus, there were gaps that needed to be filled.

Thirdly, although Fishman himself stressed intergenerational transmission as being the core way of how language shift should be reversed, this can only be applied to levels 7 and below. There is no explicit explanation on how stronger levels should move forward to progress.

Lastly, GIDS is not well elaborated on the lowest levels of language disruption. Further explanation is required when assessing certain societal factors as analysed by Lewis and Simons (2009).

2.8.2 UNESCO Language Endangerment Framework

In the 70's, Giles, Bourhis and Taylor (1977, 304-348) narrowed down the three main factors needed to preserve a language in the long term to status, demography and institutional support. They proposed that the greater the ethnolinguistic group vitality, the more hope there was that the people would preserve their social identity and their native language in life domains. On the other hand, an ethnolinguistic group with no or low vitality is likely to lose the uniqueness of its group identity and its mother tongue.

In 2003 the UNESCO Ad Hoc Expert Group on Endangered Languages came up with nine criteria to determine the vitality of a language. The nine factors are:

- i. Intergenerational language transmission
- ii. Absolute number of speakers
- iii. Proportion of speakers within the total population
- iv. Trends in existing language domains
- v. Response to new domains and media
- vi. Materials for language education and literacy
- vii. Language attitudes and policies
- viii. Community members' attitudes toward their own language, and
- ix. Amount and quality of documentation

(Brenzinger et al. 2003, 7–17).

Of the nine, the first is the most crucial factor to promote vitality of a language. To remain vital, a language must continue to be seen as relevant to each consecutive generation. For it to be vital, it has to be transmitted from one generation to the other. The second factor calls for the size of the population. The bigger the population, the higher the chances it has to maintain its language. The third factor takes into account the number of speakers of the ancestral language in relation to the total population of a state or region and is a significant indicator of language vitality. The fourth factor looks into

the various domains where the language is being used. For example, if it is only used in social domains or in public and administrative domains as well.

The fifth factor examines the usage of the language in new areas within domains such as media, new work environments as well as the Internet. The sixth factor ponders upon the language being used in a written form. Some languages have strong oral form but are not encouraged by government policies which limit their development in terms of their written form. The seventh factor discusses government and institutional language attitudes policies. Some countries have a national language that is used in all unofficial and official domains, which in turn may marginalize other minority languages. On the other hand, equal status to all languages in a country does not necessarily mean that they will all flourish similarly.

The eighth factor looks at the community's attitude towards their language. When the language is looked at positively, the community will proudly use their language in various domains. Similarly, if the language is not seen as useful and as an important aspect of the community's identity, then that will affect its vitality. Lastly, the ninth factor is concerned with written or oral texts that have been documented or recorded. Language materials such as documented research as well as dictionaries and audio and visual recordings will go a long way in helping linguists and the community to maintain and encourage the growth of a language.

2.8.3 Ethnologue Language Vitality Categories

The Ethnologue one is a five level scale which focuses more on first languages (Gordon 2005; Grimes 2000; Lewis 2009). The framework itself is limited in describing many language development factors. What researchers can find useful in this framework is the categories that languages can be classified to five categories: living, second language only, nearly extinct, dormant and extinct.

Category	Description
Living	Significant population of first-language speakers
Second Language Only	Used as second-language only. No first language users, but may include emerging users
Nearly Extinct	Fewer than 50 speakers or a very small and decreasing fraction of an ethnic population
Dormant	No known remaining speakers, but a population links its ethnic identity to the language
Extinct	No remaining speakers and no population links its ethnic identity to the language.

(Adapted from Lewis, 2009)

The Ethnologue categories does not broadly describe all the languages that are available today thus a more comprehensive framework is needed for language vitality analysis.

2.8.4 Expanded Graded Intergenerational Disruption Scale (EGIDS)

The gaps that were found in GIDS, the UNESCO language endangerment framework and Ethnologue's language vitality categories calls for a thorough assessment of the scale and a richer explanation for each level of the categories. Here, we see another way a language may be assessed for its vitality. This is by means of the Expanded Graded Intergenerational Disruption Scale (EGIDS). EGIDS was designed with Fishman's GIDS as the foundation combined with the practical role of UNESCO atlas and Ethnologue's assessment of the world language situation. According to Lewis and Simon (2009), a language can be evaluated by answering 5 crucial questions based on the identity function, vehicularity, state of intergenerational language transmission, literacy acquisition status, and a societal profile of generational language use. There are thirteen levels in EGIDS. The table of EGIDS is shown below.

Expanded Graded Intergenerational Disruption Scale (adapted from Fishman 1991)*			
LEVEL	LABEL	DESCRIPTION	UNESCO
0	International	The language is used internationally for a broad range of functions.	Safe
1	National	The language is used in education, work, mass media, and government at the nationwide level.	Safe
2	Regional	The language is used for local and regional mass media and governmental services.	Safe
3	Trade	The language is used for local and regional work by both insiders and outsiders.	Safe
4	Educational	Literacy in the language is being transmitted through a system of public education.	Safe
5	Written	The language is used orally by all generations and is effectively used in written form in parts of the community.	Safe
6a	Vigorous	The language is used orally by all generations and is being learned by children as their first language.	Safe
6b	Threatened	The language is used orally by all generations but only some of the child-bearing generation are transmitting it to their children.	Vulnerable
7	Vigorous	The child-bearing generation knows the language well enough to use it among themselves but none are transmitting it to their children.	Definitely Endangered
8a	Shifting	The only remaining active speakers of the language are members of the grandparent generation.	Severely Endangered
8b	Moribund	The only remaining speakers of the language are members of the grandparent generation or older who have little opportunity to use the language.	Critically Endangered
9	Nearly Extinct	The language serves as a reminder of heritage identity for an ethnic community. No one has more than symbolic proficiency.	Extinct
10	Dormant	No one retains a sense of ethnic identity associated with the language, even for symbolic purposes.	Extinct

(Adapted from Lewis and Simon,2009)

The highest level of a language is 0 where the language is already at the international level. Though not many languages arrive at this level, it allows certain

languages to be categorized on the scale. Level 1 is language at the national level. Languages at this level are used for official purposes; are found in spoken and written form, and are usually made as subjects in education. Level 2 is language at the regional level. Languages at this level may not be as recognized as languages at level 1 but are recognized by government, mass media and education institutions. Languages at level 3 may not be recognized officially. However, members of the community usually adopt them as a second languages for trade purposes. These languages are also acquired outside of the home domain either formally or informally. Languages at the fourth level are languages that are transmitted through education channels and are usually for official languages. At level 5 are languages that lack literacy support but are transmitted orally in the community. Level 6a describes languages that are in language development progress with vigorous oral transmission. Level 6b on the other hand describes the language as being threatened as intergenerational transmission is not widespread so that the language may be weaker after each new generation. Languages at level 7 displays clear ongoing features of language shift where parents are not passing on the language to their children. Languages at level 8a shows that the remaining speakers of the language are the grandparents' generation. The languages at this level are clearly endangered. This is followed by level 8b where the language is not only spoken by the grandparents' generation but they have little opportunity to use the language. Level 9 languages are nearly extinct. The community still associate themselves with the language and wish to reinforce their identity although there is minimal language use. The last level are for languages that are extinct. There is no sense of identification with the language and it is not spoken by anyone in the community.

EGIDS presents a thorough categorization of languages and it seems to have found a degree of popularity around academicians devoted to language endangerment and vitality. It is more frequently used by researchers to measure the degree of vitality

of a language which further establish it as a scale to be recognized. It may be not as detailed as the UNESCO scale, but it is more symmetric and to the point, allowing for easier communication.

2.9 Conclusion

The above discussion has delved into several main topics that are pertinent to this research. It highlights important features of language use that are different between different genders and different age groups. It also discusses the different varieties of language which are used in different domains and how speaker's attitude towards a specific variety is perceived based on a number of factors. What is certain is that positive language attitudes are a step towards maintaining or revitalizing a language. The review has also looked into language shift and its reversal by first accessing the language through a scale. It also reflects on the different language vitality studies that have been conducted in Malaysia. Lastly, the review highlights a variety of language vitality assessment methods that have been produced by various researchers over the years.

CHAPTER THREE

RESEARCH METODOLOGY

3.1 Introduction

The aim of this study is to provide a comprehensive insight of the vitality of the languages spoken in Kelantan. The methodology used in this research is quantitative in nature. As such, a questionnaire has been deemed most suitable as the main method of data collection since it allows the researcher to reach the largest number of respondents in the most efficient way. The 41 item questionnaire is based on the one Coluzzi (2010, 2013) had successfully used previously to gauge language vitality in Brunei and East Malaysia. A small number of the respondents were interviewed, but these impromptu interviews were only for the purpose of increasing the researcher's general insight and do not feature in the present study. Additionally, some of the information garnered during these interviews may prove difficult to corroborate, which would detract rather than add to the value of the research. Data from the questionnaires were then tabulated through SPSS before final reporting.

3.2 Research Design

This study is based on a cross-sectional survey design that investigates the degree of language vitality of the people living in Kelantan. It looks at the relationship between the languages used in Kelantan and a few variables. The study follows the apparent time hypotheses where the results provided by three different age groups are compared, and looks at gender differences as well. This design was chosen as it seems to be the best fit to analyze the data. Age in particular would allow us to compare two

different generations and find the differences or similarities that might occur within that gap.

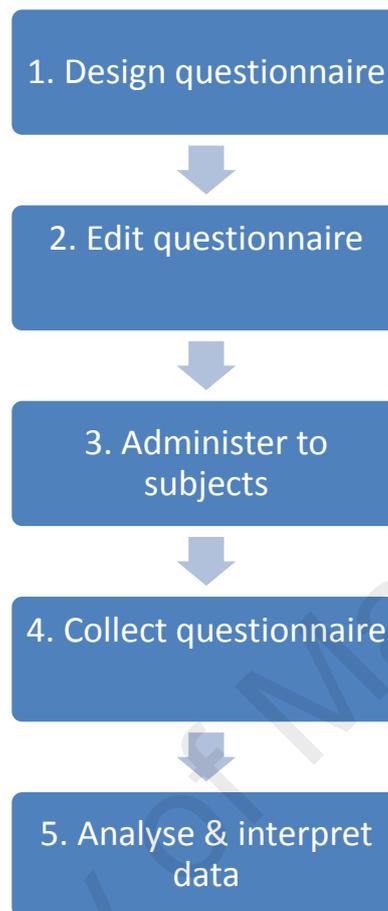
3.3 Population and Sample

The target population of this study are people who live in Kelantan. Questionnaires were given out to three different age groups; group 1 (14-21), group 2 (22-49) and group 3 (50-80). Two hundred and twenty questionnaires were given out in Kota Bharu as this was the town that the researcher managed to visit whilst she was in Kelantan. This was due to time constraints and also the researcher's contacts that were based in Kota Bharu. Stratified sampling was used as the researcher needed about forty percent of the respondents to be from group 1, thirty percent of respondents from group 2 and thirty percent of respondents from group 3.

3.4 Instrumentation

As mentioned previously, the main data collection procedure used a 41-item, 2-section questionnaire. The first section covers demographical-type questions, whereas the second section deals with the respondents' use and attitudes concerning their languages within different domains. The questionnaire was replicated based on Coluzzi's (2010) research. The researcher modified the questionnaire by translating the questions into Malay and added three questions on her own which inquired on the respondents' language preference when using sms, email and Facebook. The researcher had previously carried out a pilot study using the instrument with a class of secondary school students in Kelantan with the help of a friend who was their teacher.

3.5 Data Collection Procedure



The researcher distributed the questionnaire around the Kota Bharu area. The researcher received cooperation from a few teachers and lecturers to distribute the questionnaires to the different age groups. The respondents who took part in the questionnaire were school students, university students, fellow teachers and lecturers. The researcher also visited homes of relatives, their neighbours and friends as that was where the older respondents were found (age 46-70).

Each questionnaire had a letter attached that clearly explained the purposes of the study. The administrators of the questionnaire also informed the respondents of the importance of completing the questionnaire and that their data would be used in this research.

The researcher met with the teachers and lecturers that administered the questionnaire and collected the questionnaire personally from them. A total of two hundred and twenty questionnaires were collected back. However, a few questionnaires were unanswered and incomplete making the final count of two hundred completed questionnaires used in this research.

3.6 Methods of Data Analysis

The questionnaires were recorded and analysed through Statistical Package for the Social Sciences (SPSS) to find out the relationship between each variable. The first research question was to find out what languages were chosen when speaking in family, social and formal domains. This was sufficiently analysed by the researcher through frequencies and percentages.

For the second and fourth research questions, means were used to calculate the significant difference between the young and the old group within family, formal and social domains. This statistical analysis was similarly used between gender and the former three domains. With this purpose, Mann-Whitney nonparametric testing was used to examine the significant difference as the selection of language use within the domains are independent and cannot be ranked. Therefore the variable is not normally distributed. Frequency counts and percentages were also used to get a better understanding of the data.

Regarding research questions three and five, descriptive statistics was used to explore the level of young and old groups' language attitudes and also the level of language attitude among genders. Independent t-test was then employed to determine whether there is a significant difference on language attitudes between the young and old age group and language attitudes. This was similarly done to see the difference between gender and language attitudes. Here, independent t-test was used as the

dependent variable is normally distributed. Other than that, frequencies and percentages of each question pertaining to language attitudes were also presented.

3.7 Conclusion and Limitations of the Study

First and foremost, the research was carried out in only one area in Kelantan due to a few constraints. The first constraint being time as the researcher was only in Kelantan for three days and could not travel to other areas of Kelantan. Secondly, the researcher's contacts to students and their families were all based in Kota Bharu and with their help, made it easier to distribute the questionnaires. Overall, the distribution of the questionnaires was a smooth affair albeit some translation and explaining in Kelantanese were needed when people belonging to the older generations were answering it. The analysis of the findings can be read in the next chapter.

CHAPTER 4

ANALYSIS OF DATA AND FINDINGS

4.1 Introduction

The analysis of the data collected and the summary of the results are presented in this chapter. This chapter begins with a discussion of the demographics of the respondents which was analysed using frequency of counts and percentages. Next, this study seeks to report the data of the five research questions. Research question one sought to explore the languages; SM, KTN, English and the community's preference in using it in family, formal and social domains. Research question two seeks to discover the significant difference in language use within the three domains among the younger and older groups. Research question three aims to discover the significant difference in language attitude between the younger and older groups towards KTN. Research question four explores the effect of gender on language use within family, formal and social domains. Lastly, research question five examines the effect of gender on language attitudes towards KTN.

4.2 Demographics of the Respondents

Table 4.2.1 Age of the Respondents

		Frequency	Percent
Valid	Young (14-23)	80	40.0
	Mid (24-49)	60	30.0
	Old (50-80)	60	30.0
	Total	200	100.0

A total of 200 respondents answered the questionnaire. The majority of the respondents were between the ages of 14 and 23 years old, which makes up the 40% of the total sample. 30% of the respondents were 24-49 years old while another 30% of the respondents were in the older group, with an age between 50 and 80 years old.

Table 4.2.2 Gender of the Respondents

		Frequency	Percent
Valid	Male	99	49.5
	Female	101	50.5
	Total	200	100.0

As can be seen from the above, there was an almost equal amount of male (49.5%) and female (50.5%) respondents.

Table 4.2.3 Respondents' Religion

		Frequency	Percent
Valid	Muslim	198	99.0
	Other	2	1.0
	Total	200	100.0

The vast majority of the respondents, 99%, who answered the survey were Muslims while the remaining 1% did not specify which religion they belonged to.

Table 4.2.4 Respondents' Education Level

		Frequency	Percent
Valid	None	24	12.0
	Primary	15	7.5
	Secondary	96	48.0
	Tertiary	65	32.5
	Total	200	100.0

As seen from table 4.2.4 above, the majority of the respondents' highest level of education is high school, with 96 people (48%) selecting secondary school as their highest level of education. This was followed by 65 people (32.5%) whose highest form of education is at the tertiary level. 24 (12%) respondents reported to have not gotten any formal education while 15 (7.5%) respondents highest form of education was at the primary level.

Table 4.2.5 Respondents' Profession

		Frequency	Percent
Valid	Student	80	40.0
	Housewife	23	11.5
	Labourer	10	5.0
	Educator	25	12.5
	Lawyer	2	1.0
	Mechanic	2	1.0
	Retired	18	9.0
	Administrator	12	6.0
	Security Guard	3	1.5
	Driver	3	1.5
	Business/ self-employed	13	6.5
	Nurse	6	3.0
	Doctor	3	1.5
	Total	200	100.0

From the table above, 80 (40%) respondents who took part in the survey were students. This matches the numbers in the younger group. The other professions from the table came from the other two groups of respondents. 25 (12.5%) of the respondents were educators as some of the questionnaires were circulated around schools and universities. 23 (11.5%) of the respondents were housewives. 18 (9%) of the respondents had retired while 13 (6.5%) of them were self-employed. 12 (6%) of the respondents worked as administrators. The other 1% or 1.5% of the respondents were lawyers, mechanics, security guards, drivers, nurse and doctors.

Table 4.2.6 The Languages Respondents' are Most Fluent In

		Frequency	Percent
Valid	SM	4	2.0
	KTN	111	55.5
	Both KTN and SM	64	32.0
	KTN, SM and English	21	10.5
	Total	200	100.0

More than half of the respondents (55%) perceived themselves as being most fluent in KTN, while 64 or 32% of the respondents perceived themselves as being equally fluent in both SM and KTN. Finally, 21 or 10.5% related that they were equally comfortable in English, SM and KTN.

Table 4.2.7 Respondents' First Language

		Frequency	Percent
Valid	SM	8	4.0
	KTN	146	73.0
	English	3	1.5
	Both KTN and SM	41	20.5
	Other	2	1.0
	Total	200	100.0

Table 4.2.7 shows a breakdown of the respondents' mother tongue or first language. The researcher found one of the questions that was frequently asked by the respondents was to define "first language". They were told that the language they were born with or inherited from their parents is their first language. As can be seen, the majority of respondents (73%) identified KTN as their first language followed by KTN and SM with 20.5%. SM, English and other languages came last the rear with 4%, 1.5% and 1% respectively.

4.3 Language Use in Different Domains

Three different domains were derived from the questionnaires and were grouped together. They are family domain, formal domain and social domain. The questions employed were situational in nature, whereby respondents were asked about their language choices (namely among SM, KTN, English, SM and KTN, English, SM and KTN or other languages) within different scenarios in relation to the three domains. A short description of the scenarios employed and the domains they pertain to will be further discussed below.

The family domain comprises of questions pertaining to the language used when speaking with family members. The formal domain refers to language choices in formal settings such as visits to the doctor or public offices such as the police. In addition, interactions that are professional in nature such as the language used at the workplace or when composing work-related emails are considered to be within the formal domain. Lastly, the social domain includes questions on language used in social situations such as when speaking with friends, neighbours, colleagues in social settings, when shopping locally and when sending a message using the mobile phones and on Facebook. The frequencies and percentages of language used in these domains are as shown in the next page with a short report for each as a precursor to the discussion.

		Frequency	Percent
Valid	SM	12	0.7
	KTN	675	44
	English	1	0.06
	Both KTN and SM	750	49
	English, KTN, SM	84	5.49
	Other	8	0.52

Table 4.3.1 showcased the frequency counts and percentages of languages used in the family domain. The majority of the respondents selected both KTN and SM as the most common language (49%) used when speaking with family members. This is followed by KTN which is used 44% of the time. That makes a total of 93% of the time where KTN is being used in this domain. Below are the findings for the questions that were grouped in the family domain.

Table 4.3.1.1 Which language do/did you normally use with your grandparents?

		Frequency	Percent
Valid	SM	3	1.5
	KTN	164	82.0
	English	0	0
	Both KTN and SM	29	14.5
	KTN, SM, English	2	1.0
	Other	2	1.0

The table above shows the results for language used with the respondents' grandparents. A high percentage of 82% use KTN with their grandparents. Otherwise, 14.5% use both KTN and SM in this setting.

Table 4.3.1.2 Which language do/did you normally use with your parents?

	Frequency	Percent
SM	3	1.5
KTN	150	75.0
Both KTN and SM	36	18.0
KTN, SM and English	9	4.5
Other	2	1.0
Total	200	100.0

This table presents the frequencies and percentages for language use with parents. 75% from the respondents use KTN when speaking with their parents. 18% use SM and KTN while 4.5% use KTN, SM and English.

Table 4.3.1.3 Which language do/did you normally use with your siblings?

		Frequency	Percent
Valid	SM	3	1.5
	KTN	149	74.5
	Both KTN and SM	28	14.0
	KTN, SM and English	16	8.0
	Other	2	1.0
	Total	198	99.0
Missing	System	2	1.0
Total		200	100.0

Table 4.3.1.3 demonstrates the findings for respondents' language use with siblings. Two respondents out of 200 did not answer this question as they might not have any siblings. From the data above, 74.5% of the respondents use KTN, 14% use KTN and SM while 8% use English KTN and SM.

Table 4.3.1.4 Which language do/did you normally use with your wife/ girlfriend/ husband/ boyfriend?

		Frequency	Percent
Valid	SM	3	1.5
	KTN	102	51.0
	English	1	.5
	Both KTN and SM	22	11.0
	KTN, SM and English	26	13.0
	Other	1	.5
	Total	155	77.5
Missing	System	45	22.5
Total		200	100.0

Out from the 200 respondents, 155 participants answered to this question. This may be because some respondents might not be married or might not be in any romantic relationship. Therefore, 51% of the respondents use KTN, 11% use both KTN and SM while 13% use KTN, SM and English.

Table 4.3.1.5 Which language do you normally use with your children?

		Frequency	Percent
Valid	KTN	71	35.5
	Both KTN and SM	22	11.0
	KTN, SM and English	22	11.0
	Other	1	.5
	Total	116	58.0
Missing	System	84	42.0
Total		200	100.0

The data above presents the findings for language use with children. The younger group which are from ages 14 to 21 did not answer this question as they do not have any children. 24 respondents might not have answered as they do not have any children either making a total of 84 unanswered questions. 35.5% use KTN while 11% use both KTN and SM and another 11% use KTN, SM and English.

Table 4.3.1.6 Which language do you normally use with your grandchildren?

		Frequency	Percent
Valid	KTN	39	19.5
	Both KTN and SM	13	6.5
	KTN, SM and English	9	4.5
	Total	61	30.5
Missing	System	139	69.5
Total		200	100.0

The data above presents the findings for language use with grandchildren. As only the older generation could relate to this question, not many respondents answered this question. To those who did, 19.5% answered KTN, 6.5% answered KTN and SM while 4.5% answered KTN, SM and English.

Table 4.3.2 Language Use in Formal Domain

		Frequency	Percent
Valid	SM	26	4.3
	KTN	250	41.6
	English	2	0.3
	Both KTN and SM	297	49.5
	English, KTN, SM	25	4.1
	Other	0	0

Table 4.3.2 shows the data for language use in the formal domain. In this area, 49.5% of the time both KTN and SM are used by the respondents. 41.6% mostly use KTN. That makes a total of 91.1% where KTN is being used in formal domains. Below would be the findings for the individual questions grouped in this domain.

Table 4.3.2.1 Which language do you normally use with the doctor?

		Frequency	Percent
Valid	SM	8	4.0
	KTN	85	42.5
	English	2	1.0
	Both KTN and SM	90	45.0
	KTN, SM and English	15	7.5
	Total	200	100.0

The table above shows the language use when with the doctor. 45% of the respondents use SM and KTN when seeing the doctor. Otherwise 42.5% would only use KTN. Another 7.5% would use KTN, SM and English.

Table 4.3.2.2 Which language do you normally use in public offices?

		Frequency	Percent
Valid	SM	15	7.5
	KTN	72	36.0
	Both KTN and SM	107	53.5
	KTN, SM and English	6	3.0
	Total	200	100.0

Table 4.3.2.2 displays the data for language used in public offices. A majority of 53.5% use SM and KTN in public offices. On the other hand, 36% use KTN while 7.5% use SM.

Table 4.3.2.3 Which language do you normally use with the police?

		Frequency	Percent
Valid	SM	3	1.5
	KTN	93	46.5
	Both KTN and SM	100	50.0
	KTN, SM and English	4	2.0
	Total	200	100.0

The table above presents the findings for language use with the police. Half of the respondents answered using SM and KTN when communicating with the police while another 46.5% use KTN.

Table 4.3.2.4 Which language do you normally use when you send emails?

		Frequency	Percent
Valid	SM	82	41.0
	KTN	6	3.0
	English	12	6.0
	Both KTN and SM	36	18.0
	KTN, SM and English	50	25.0
	Total	186	93.0
Missing	System	14	7.0
Total		200	100.0

This table demonstrates the findings for language use when sending emails. 186 respondents answered to this question. 41% answered using SM when writing out emails. 18% use SM and KTN while 25% use SM, KTN and English.

Table 4.3.3 Language Use in Social Domain

		Frequency	Percent
Valid	SM	114	8.5
	KTN	599	44.9
	English	18	1.3
	Both KTN and SM	334	25
	English, KTN, SM	268	20.1
	Other	0	0

The table above presents the data for language use in the social domain. The majority of the respondents indicated KTN as their choice of language when speaking in this domain. This translates to 44.9% of the time. 25% chose both KTN and SM when speaking socially while 20.1% use English, KTN and SM together when speaking in the social domain. Below are the findings for the questions that were grouped in the social domain.

Table 4.3.3.1 Which language do you normally use with your friends?

		Frequency	Percent
Valid	SM	1	.5
	KTN	115	57.5
	Both KTN and SM	44	22.0
	KTN, SM and English	40	20.0
	Total	200	100.0

This table shows the findings for language use with friends. Majority of the respondents, 57.5% use KTN when interacting with friends. 22% use SM and KTN while 20% use SM, English and KTN.

Table 4.3.3.2 Which language do you normally use with your neighbours?

		Frequency	Percent
Valid	SM	1	.5
	KTN	147	73.5
	Both KTN and SM	48	24.0
	KTN, SM and English	4	2.0
	Total	200	100.0

The table above demonstrates the results for respondents' language use with their neighbours. A large majority at 73.5% use KTN with their neighbours while 24% use KTN and SM.

Table 4.3.3.3 Which language do you normally use when you go shopping locally?

		Frequency	Percent
Valid	KTN	145	72.5
	Both KTN and SM	50	25.0
	KTN, SM and English	5	2.5
	Total	200	100.0

This table showcased the findings for language use when shopping locally. 72.5% of the respondents use KTN while another 25% use SM and KTN.

Table 4.3.3.4 Which language do you normally use with your work/class mates?

		Frequency	Percent
Valid	SM	1	.5
	KTN	78	39.0
	Both KTN and SM	53	26.5
	KTN, SM and English	30	15.0
	Total	162	81.0
Missing	System	38	19.0
	Total	200	100.0

Table 4.3.3.4 displays the findings for language use with work or class mates. A total of 162 respondents answered to this question. 39% of the respondents use KTN in the school or working environment. Another 26.5% use KTN and SM while 15% use KTN, SM and English.

Table 4.3.3.5 Which language do you normally use when you SMS?

		Frequency	Percent
Valid	SM	9	4.5
	KTN	93	46.5
	English	1	.5
	Both KTN and SM	34	17.0
	KTN, SM and English	63	31.5
	Total	200	100.0

This table shows the data for the respondents' language use when messaging using the hand phone. 46.5% use KTN when messaging while 31.5% use KTN, SM and English together. On the other hand, 17% of the respondents use KTN and SM when sending out a message using the hand phone.

Table 4.3.3.6 Which language do you normally use on Facebook?

		Frequency	Percent
Valid	SM	20	10.0
	KTN	15	7.5
	English	5	2.5
	Both KTN and SM	69	34.5
	KTN, SM and English	76	38.0
	Total	185	92.5
Missing	System	15	7.5
Total		200	100.0

The table above presents the findings for language use on Facebook. A total of 185 respondents answered this question. 38% of the respondents use KTN, SM and English when communicating on Facebook. Another 34.5% use KTN and SM. 10% of the respondents use only SM when interacting on Facebook while 7.5% use KTN.

4.4 Significant difference in language use within different domains between the younger and older groups (language vitality).

Table 4.4.1 Significant Difference in Language Use Within Different Domains Among Younger and Older Groups

	Family Domain	Social Domain	Formal Domain
Mann-Whitney U	1501.000	745.500	1249.000
Wilcoxon W	3331.000	2575.500	3079.000
Z	-3.912	-6.982	-4.877
Asymp. Sig. (2-tailed)	.000	.000	.000

a. Grouping Variable: age2

The table above shows the output for the Mann-Whitney U, z score and the significance level of the younger and older group with the family domain, social domain and formal domain. The sig. 2-tailed test is significant when the number is less than or equal to .05. As the significance level for all three domains is .000 which is less than .05, therefore there is a significant difference between the young and old group in language use for all three domains. A further breakdown of the language use in frequencies and percentages is presented below.

Table 4.4.2 Difference in Language Use in the Family Domain between Younger and Older Group

		Young		Old	
		Frequency	Percent	Frequency	Percent
Valid	SM	12	4.4	0	0
	KTN	123	45	287	83.2
	English	0	0	0	0
	Both KTN and SM	99	36.3	32	9.2
	English, KTN, SM	36	13.2	21	6.1
	Other	3	1.1	5	1.4

Table 4.4.2 above shows the usage of language within the family domain. From the younger group, 45% of the respondents select KTN to be used in this domain while 36.3% of them use both SM and KTN. On the other hand a majority of 83.2% of the respondents from the older group selects KTN when speaking with family members. Below are the frequencies and percentages of the questions that are grouped together in this family domain.

Table 4.4.2.1 Language Use with Grandparents

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.5 Which language do/did you normally use with your grandparents?	SM	3	3.8	0	0
	KTN	47	58.8	57	95
	English	0	0	0	0
	Both KTN and SM	27	33.7	2	3.3
	English, KTN, SM	2	2.5	0	0
	Other	1	1.2	1	1.6

The table above shows the respondents' language use with their grandparents. 95% of the older group use KTN when speaking to their grandparents while 58.8% of the younger group use KTN. Another 33.7% of the younger respondents would speak both SM and KTN when speaking to their grandparents.

Table 4.4.2.2 Language Use with Parent

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.6 Which language do/did you normally use with your parents?	SM	3	3.8	0	0
	KTN	34	42.5	59	98
	English	0	0	0	0
	Both KTN and SM	35	43.8	0	0
	KTN, SM and English	7	8.7	0	0
	Other	1	1.2	1	2

Table 4.4.2.2 presents the findings for the respondents' language use with their parents. Almost all of the respondents in the older group, 98%, use KTN when speaking with their parents. From the younger group, 43.8% would use both SM and KTN while 42.5% would use mostly KTN.

Table 4.4.2.3 Language Use with Siblings

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.7 Which language do/did you normally use with your siblings?	SM	3	3.8	0	0
	KTN	34	42.5	55	91.6
	English	0	0	0	0
	Both KTN and SM	26	32.5	2	3.3
	KTN, SM and English	14	17.5	2	3.3
	Other	1	1.2	1	1.6

The table above showcases language use among the young and old respondents towards their siblings. The majority of the older respondents, 91.6% use KTN when communicating with their siblings. 42.5% of the younger respondents use KTN, 32.5% use both SM and KTN while 17.5% would use English, SM and KTN.

Table 4.4.2.4 Language Use with Wife/ Girlfriend/ Husband/ Boyfriend

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.8 Which language do/did you normally use with your wife/ girlfriend/ husband/ boyfriend?	SM	3	9	0	0
	KTN	8	23	50	83.3
	English	0	0	0	0
	Both KTN and SM	11	31	6	10
	KTN, SM and English	13	37	3	5
	Other	0	0	1	1.6

Table 4.4.2.4 displays the findings for the language use with the respondents' partner or spouse. The majority of the older respondents, 83.3% use KTN with their spouses. 37% from the younger respondents use KTN, SM and English when speaking with their boyfriend or girlfriend. 31% use both SM and KTN while 23% use mostly KTN when communicating with their boyfriend or girlfriend.

Table 4.4.3 Language Use in Formal Domain Among Younger and Older Group

		Young		Old	
		Frequency	Percentage	Frequency	Percentage
Valid	SM	40	12.5	37	16.4
	KTN	46	14.4	98	43.4
	English	4	1.3	0	0
	Both KTN and SM	177	55.3	79	35
	English, KTN, SM	53	16.6	12	5.3
	Other	0	0	0	0

The table above presents the language use in the formal domain. Both SM and KTN were chosen 55.3% of the times by the younger group with 16.6% of them choosing a combination of English, SM and KTN when speaking in formal domains. 43.4% of the respondents in the older group selected KTN as the main language of choice while another 35% chose both SM and KTN as the medium of communication in formal settings. Below are the frequencies and percentages of the questions that are grouped together in this formal domain.

Table 4.4.3.1 Language Use with the Doctor

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.14 Which language do you normally use with the doctor?	SM	3	3.75	4	6.6
	KTN	18	22.5	32	53.3
	English	0	0	0	0
	Both KTN and SM	50	62.5	20	33.3
	KTN, SM and English	9	11.25	4	6.6
	Other	0	0	0	0

This table presents the findings for language use with the doctor. 62.5% of the younger group use a mixture of SM and KTN when talking to the doctor while 22.5% use mostly KTN. On the other hand, 53.3% of the older group use KTN while 33.3% use both SM and KTN in this setting.

Table 4.4.3.2 Language Use in Public Offices

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.15 Which language do you normally use in public offices?	SM	9	11.25	4	6.6
	KTN	9	11.25	32	53.3
	English	0	0	0	0
	Both KTN and SM	56	70	24	40
	KTN, SM and English	6	7.5	0	0
	Other	0	0	0	0

The table above presents the findings for language use in public offices among the young and old. 70% of the younger group use SM and KTN in this setting. 11.25% use mainly SM while another 11.25% use KTN. Other than that, 7.5% of the younger respondents use SM, KTN and English together. On the other hand, 53.3% of the older group use KTN while 40% use SM and KTN when in public offices.

Table 4.4.3.3 Language Use with the Police

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.17 Which language do you normally use with the police?	SM	3	3.8	0	0
	KTN	17	21.2	34	56.6
	English	0	0	0	0
	Both KTN and SM	56	70	26	43.3
	KTN, SM and English	4	5	0	0
	Other	0	0	0	0

This table shows the results for language use among the two age groups when communicating with the police. 70% of the younger respondents use both SM and KTN in this setting. 21.2% in the younger group use KTN while another 5% use KTN, SM and English in this setting. In contrast, 56.6% in the older group use KTN while another 43.3% use both SM and KTN when interacting with the police.

Table 4.4.3.4 Language Use when Sending Emails

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.27 Which language do you normally use when you send emails?	SM	25	31.3	29	63
	KTN	2	2.5	0	0
	English	4	5	0	0
	Both KTN and SM	15	18.7	9	20
	KTN, SM and English	34	42.5	8	17
	Other	0	0	0	0

The table above presents the findings for language use when sending emails. From the younger group, 42.5% use KTN, SM and English together, 31.3% use SM, 18.7% use both SM and KTN while only 2.5% use KTN when writing out emails. It shows that a more standard form of language is preferred when writing emails. This is similarly seen in the results from the older group. 63% of the older respondents use SM, 20% use both SM and KTN while the last 17% use SM, KTN and English together.

Table 4.4.4

Language Use in Social Domain
Among Younger and Older Group

		Young		Old	
		Frequency	Percent	Frequency	Percent
Valid	SM	19	4	6	1.9
	KTN	133	27.7	224	71.3
	English	4	0.8	0	0
	Both KTN and SM	179	37.3	57	18.2
	English, KTN, SM	145	30.2	27	8.6
	Other	0	0	0	0

Table 4.4.4 shows the usage of language in the social domain. 37.3% of the younger group frequently use both SM and KTN as their choice of language to use in the social domain. 30.2% of the younger respondents selected English, KTN and SM together while 27.7% chose KTN when communicating in social scenarios. On the other hand, 71.3%, which makes up the majority of the older group, chose KTN to use in social settings. Below are the frequencies and percentages of the questions that are grouped together in this social domain.

Table 4.4.4.1

Language Use with Friends

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.11 Which language do you normally use with your friends?	SM	1	1	0	0
	KTN	17	21	51	85
	English	0	0	0	0
	Both KTN and SM	34	43	5	8
	KTN, SM and English	28	3	4	7

The table above presents the findings for language use with friends among the two age groups. 43% from the younger group use both SM and KTN and 35% use KTN, SM and English when interacting with their friends. In contrast, 85% which is majority of the older group use KTN when communicating with their friends.

Table 4.4.4.2 Language Use with Neighbours

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.12 Which language do you normally use with your neighbours?	SM	1	1	0	0
	KTN	33	41	58	97
	English	0	0	0	0
	Both KTN and SM	42	53	2	3
	KTN, SM and English	4	5	0	0
	Other	0	0	0	0

Table 4.4.4.2 shows the results for language use with neighbours. 53% in the younger group use SM and KTN while another 41% use KTN when speaking with neighbours. However, a majority 97% from the older group use KTN when speaking to their neighbours.

Table 4.4.4.3 Language Use when Shopping Locally

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.13 Which language do you normally use when you go shopping locally?	SM	0	0	0	0
	KTN	36	45	54	90
	English	0	0	0	0
	Both KTN and SM	41	51	4	7
	KTN, SM and English	3	4	2	3
	Other	0	0	0	0

The table above displays the findings for language use when shopping locally. 51% in the younger group use both Malay and KL when shopping locally while 45% use KL. Instead, 90% in the older group would use KL in this setting.

Table 4.4.4.4 Language Use with Work/ Class Mates

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.16 Which language do you normally use with your work/class mates?	SM	1	1	0	0
	KTN	25	31	19	61
	English	0	0	0	0
	Both KTN and SM	36	45	10	32
	KTN, SM and English	18	23	2	7
	Other	0	0	0	0

The table presents the data for language use among the respondents when interacting with their class or work mates. 45% in the younger group use both SM and KTN, 31% use KTN while the other 23% use SM, KTN and English together when interacting with their classmates. On the other hand, 61% in the older group use KTN while 32% use both SM and KTN when communicating with their work mates.

Table 4.4.4.5 Language Use when SMS

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.26 Which language do you normally use when you sms?	SM	5	6.25	2	3
	KTN	17	21.25	40	67
	English	1	1.25	0	0
	Both KTN and SM	16	20	10	17
	KTN, SM and English	41	51.25	8	13
	Other	0	0	0	0

Table 4.4.4.5 displays the results for language use when messaging using the hand phone. More than half of the younger respondents, 51.25%, use SM, KTN and English together when messaging using the hand phone while 21.25 % use KTN. On the other hand 67% in the older group use KTN while 17% use SM and KTN together to send a message from their hand phone.

Table 4.4.4.6

Language Use on Facebook

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.28 Which language do you normally use on Facebook?	SM	11	14	4	9
	KTN	5	6	2	4
	English	3	4	0	0
	Both KTN and SM	10	12	26	58
	KTN, SM and English	51	64	13	29
	Other	0	0	0	0

The table above displays the data for language use on Facebook. 64% in the younger group use KTN, SM and English together when communicating on Facebook. 14% use SM while another 12% use both KTN and SM. On the other hand, 58% of the older group use both SM and KTN while the other 29% use KTN, SM and English together.

4.5 Significant Difference in Language Attitudes Among the Younger and Older Groups (language vitality)

Table 4.5.1 Descriptive Statistics for Young and Old Group Towards Language Attitude

	age2	N	Mean	Std. Deviation	Std. Error Mean
Language	1.00	80	13.4375	2.15150	.24055
Attitude	3.00	60	12.7500	1.86516	.24079

Table 4.5.2 Difference in Language Attitude Between Younger and Older Group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Language Attitude	Equal variances assumed	.971	.326	1.979	138	.050	.68750	.34737	.00063	1.37437
	Equal variances not assumed			2.020	135.061	.045	.68750	.34036	.01438	1.36062

The first table shows descriptive statistics for the young and old group. The second table shows the Independent Samples Test which provides two statistical tests. Here the researcher aims to find the significant difference among the two groups towards their language attitudes. As the Levene's test score is more than .05 thus equal variance is assumed. In the t-test column, the sig 2-tailed test is equal to .05, which shows a significant score. Looking back at the first table, the young age group has a higher mean rank than the old age group. As a result, the younger respondents have

more positive language attitudes compared to the older respondents. An additional explanation of the data is given below in frequencies and percentages.

Discussions on language attitude referred to perception on KTN and were grouped in a ranking order. ‘Agree’ responses are regarded to gear towards a positive scale on language attitudes towards KTN. ‘Slightly Agree’ responses are generally positive with some reservations while ‘Disagree’ responses are moving towards the negative side of the language attitude scale.

Table 4.5.3

		Language Attitude Among Younger and Older Group			
		Frequency (Y)	Percent (Y)	Frequency (O)	Percent (O)
Valid	Agree	241	50	174	48
	Slightly Agree	114	23	94	26
	Disagree	128	27	92	26

Table 4.5.3 showcases the language attitudes of the younger and older group. 50% of the younger respondents and 48% of the older respondents show a positive attitude towards KTN. On the other hand, 27% of the younger respondents and 26% of the older respondents showed negative attitudes towards KTN. On the other hand, 23% in the younger group and 26% in the older group showed ambivalent attitude towards the vitality of KTN. Below are the frequencies and percentages of the questions that pose as language attitude questions.

Table 4.5.3.1 Perceptions towards Differences in Spoken KTN between Young and Old

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.18	Agree	44	55	32	53.3
Is the KTN spoken by older people approximately the same as that spoken by younger people?	Slightly Agree	0	0	0	0
	Disagree	36	45	28	46.6

Table 4.5.3.2 Percentages and frequencies for perception towards spoken KTN between the young and old

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.19	Younger people use more standard SM or English words and structures	22	56	13	46
	Younger people pronounce it differently	12	31	8	29
	Other reasons	5	13	7	25

The table 4.5.3.1 states the percentages and frequencies for perception towards spoken KTN between the young and old. 55% of the younger respondents and 53.3% of the older respondents agreed that the KTN that is spoken by older people is approximately the same as that spoken by the younger people. On the other hand, 45% of the younger respondents and 46.6% of the older respondents disagreed with this perception.

Table 4.5.3.2 shows the data of respondents that felt that the KTN spoken by older people is different than the KTN spoken by the younger people. 56% from the younger group felt that younger people use more standard SM or English words of structure. This sentiment is similarly shared by 46% from the older group. 31% from the

younger group and 29% from the older group felt that the younger people pronounce KTN differently from the older group.

Table 4.5.3.3 Perceptions towards Learning/Improving KTN

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.20	Agree	51	64	24	40
Would you like to learn/improve your KTN?	Slightly Agree	22	27	20	33
	Disagree	7	9	16	27
Total		80	100	60	100

Table 4.5.5 presents the findings for respondents' perception towards learning or improving KTN. A total of 64% from the younger respondents agreed wanting to learn or improve their KTN as well as 40% from the older respondents. 9% from the younger group disagreed with this question. 20% from the older group also answered disagree to this question. For the response 'slightly agree', 27% from the younger group and 33% from the older group selected to this response

Table 4.5.6 Perceptions towards KTN Protected as an Official Language

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.21	Agree	78	97.5	58	97
Should KTN be officially protected?	Slightly Agree	0	0	0	0
	Disagree	2	2.5	2	4

This table presents the findings on the respondents' perception towards officially protecting KTN. The vast majority of the respondents from both groups agree that KTN should be officially protected with 97.5% from the younger respondents and 97% of the older respondents.

Table 4.5.7 Perceptions on KTN as a School Subject

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.22	Yes, compulsory	17	21	5	8.3
Should KTN be studied at school?	Yes, optional	51	64	50	83.3
	No, it should not be studied	12	15	5	8.3

The table above gathered perceptions of the young and old group towards KTN as a school subject. Most of the responses from both groups would like it to be an optional subject in school. 64% were from the younger group while 83.3% were from the older group. 21% of the younger respondents feel that it should be made a compulsory subject while 15% do not think it should be studied. On the other hand, 8.3% of the older respondents believe it should be compulsory whereas another 8.3% think that this is unnecessary.

Table 4.5.8

Perceptions on a Periodical in KTN

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.23	Yes, all in KTN	25	31.25	11	18.3
Should a periodical in KTN be available to the community?	Yes, some articles in KTN	40	50	48	80
	Disagree	15	18.75	1	1.6

The table displays the frequencies and percentages of whether a periodical in KTN should be published. 50% of the respondents in the younger group feel that some articles written in KTN should be published while 80% in the older group feel the same way. 31.25% of the younger respondents feel that a periodical should be fully written in KL. However, only 18.3% of the respondents from the older group share similar sentiments.

Table 4.5.9

Perceptions on KTN in 10 Years' Time

		Young		Old	
		Frequency	Percent	Frequency	Percent
Q.25	Agree	11	13.75	7	11.6
In about 10 years' time KTN will be spoken less than now	More or less the same	30	37.5	13	21.6
	Disagree	39	48.75	40	66.6

The table above displays the respondents' perceptions about KTN in 10 years' time. 48.75% in the younger group feel that KTN will not be spoken any lesser. The majority of the respondents in the older group, which is 66.6% of them have similar views on this matter. 37.5% in the young group think that the spoken status of KTN would more or less be the same whereas 21.6% in the older group also feel this way.

Only 13.75% from the younger group and 11.6% in the older group thought that KTN will be spoken less in 10 years' time.

4.6 Significant Difference in Language Use within Different Domains Between Gender (Language Vitality).

Table 4.6.1 Significant Difference in Language Use within Different Domains Between Gender

	Family Domain	Social Domain	Formal Domain
Mann-Whitney U	4816.500	3797.000	4432.500
Wilcoxon W	9766.500	8747.000	9382.500
Z	-.466	-2.949	-1.394
Asymp. Sig. (2-tailed)	.641	.003	.163

a. Grouping Variable: Gender

Table 4.6.1 above shows the output for the Mann-Whitney U, z score and the significance level of male and female groups with family domain, social domain and formal domain. The sig. 2-tailed test is significant when the number is less than or equal to .05. In the family domain column, the sig 2-tailed test is .641 which is greater than .05. This translates to being no significant difference in language use between male and female groups in the family domain. On the other hand, the sig 2-tailed test for social domain is .003 which is an amount lesser than .05. Therefore there is a significant difference in language use between the male and female groups with regards to social domain. Lastly, the sig 2-tailed test for formal domain is .163 which is greater than .05. This demonstrates no significant difference in language use between male and female groups in the formal domain. A further breakdown of the language use in frequencies and percentages is presented below.

Table 4.6.2 Language Use in Family Domain Between Gender

		Male		Female	
		Frequency	Percent	Frequency	Percent
Valid	SM	4	0.9	8	1.7
	KTN	337	73.6	338	71.6
	English	1	0.2	0	0
	Both KTN and SM	67	14.6	83	17.6
	English, KTN, SM	44	9.6	40	8.5
	Other	5	1	3	0.6

Table 4.6.2 shows the difference in the use of language between genders in the family domain. In both groups, KTN is most frequently used by 73.6% of the male group and 71.5% of the female group. This was followed by 14.6% of the male respondents selecting both SM and KTN and similarly by 17.6% of the female group. Below are the findings for the individual questions that make up the family domain.

Table 4.6.2.1 Language Use with Grandparents

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.5 Which language do/did you normally use with your grandparents?	SM	2	2	1	1
	KTN	83	84	81	80
	English	0	0	0	0
	Both KTN and SM	11	11	18	18
	English, KTN, SM	2	2	0	0
	Other	1	1	1	1

The table above presents the findings for language use with grandparents. The majority of the respondents use KTN when communicating with their grandparents. 84% were from the male group and 80% were from the female group.

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.6 Which language do/did you normally use with your parents?	SM	1	1	2	2
	KTN	71	71.7	79	78.2
	English	0	0	0	0
	Both KTN and SM	20	20.2	16	15.8
	KTN, SM and English	6	6	3	3
	Other	1	1	1	1

The table displays the data for language use with parents for the male and female groups. 71.2% in the male group and 78.2% in the female group use KTN when speaking with their parents. 20.2% from the male group and 15.8% from the female group use both SM and KTN when communicating with their parents.

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.7 Which language do/did you normally use with your siblings?	SM	1	1	2	2
	KTN	73	74.5	76	76
	English	0	0	0	0
	Both KTN and SM	15	15.3	13	13
	KTN, SM and English	8	8.2	8	8
	Other	1	1	1	1

The table above shows the findings for language use with siblings. The majority of the male respondents, 74.5% and female respondents, 76% use KTN when interacting with their siblings. On the other hand, 15.3% in the male group and 13% from female group use both SM and KTN in this situation.

Table 4.6.2.4 Language Use with Girlfriend/ Boyfriend/ Spouse

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.8 Which language do/did you normally use with your wife/ girlfriend/ husband/ boyfriend?	SM	0	0	3	3.8
	KTN	50	66.7	52	65
	English	1	1.3	0	0
	Both KTN and SM	11	14.7	11	13.8
	KTN, SM and English	12	16	14	17.5
	Other	1	1.3	0	0

Table 4.6.2.4 presents the data for language use with the respondents' boyfriend or girlfriend or their spouses. 66.7% in the male group and 65% from the female group use KTN when interacting in this situation. 14.7% from the male group and 13.8% of the female respondent use both SM and KTN while 16% from the Male group and 17.5% from the female group use KTN, SM and English.

Table 4.6.2.5 Language Use with Children

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.9 Which language do you normally use with your children?	SM	0	0	0	0
	KTN	40	71.4	31	51.7
	English	0	0	0	0
	Both KTN and SM	4	7.1	18	30
	KTN, SM and English	11	19.6	11	18.3
	Other	1	1.8	0	0

The table above shows the language use when communicating with the respondents' children. 71.4% from the Male group use KTN with their children while 51.7% from the female group use KTN. 30% of the female group use both SM and KTN when interacting with their children. It seems as if the respondents from the female group use more standard forms when interacting with their children.

Table 4.6.2.6 Language Use with Grandchildren

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.10 Which language do you normally use with your grandchildren?	SM	0	0	0	0
	KTN	20	64.5	19	63.3
	English	0	0	0	0
	Both KTN and SM	6	19.4	7	23.3
	KTN, SM and English	5	16.1	4	13.3
Total		31	100	30	100

The table above shows the findings for language use when communicating with the respondents' grandchildren. The majority of the respondents from both groups would use KTN when speaking with their grandchildren. 64.5% of the male respondents and 63.3% of the female respondents. Then again, 19.4% from the male group and 23.3% from the female group use both SM and KTN while 16.2% from the male group and 13.3% from the female group use SM, KTN and English together when interacting in this setting.

Table 4.6.3 Difference in Language Use in Formal Domains Between Genders

		Male		Female	
		Frequency	Percent	Frequency	Percent
Valid	SM	37	9.6	71	17.7
	KTN	170	44.2	86	21.4
	English	6	1.6	8	2
	Both KTN and SM	134	34.8	199	49.6
	English, KTN, SM	38	9.9	37	9.2
	Other	0	0	0	0

The table above presents language use in the formal domain among male and female groups. 44.2% of the male respondents frequently use KTN in the formal domain while 34.3% use both SM and KTN when communicating in formal settings. On the other hand, 49.6% of female respondents frequently use SM and KTN when communicating in this domain. 21.4% from the female group selected KTN as the they language to use in the formal domains. Below are the findings in frequencies and percentages for the questions about the formal domain.

Table 4.6.3.1 Language Use with the Doctor

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.14 Which language do you normally use with the doctor?	SM	1	1	7	6.9
	KTN	57	57.6	28	27.7
	English	0	0	2	2
	Both KTN and SM	32	32.3	58	57.4
	KTN, SM and English	9	9	6	5.9

The table above shows the data for language use with the doctor. More respondents from the Male group, 57.6% use KTN when interacting with the doctor compared to respondents from the female group, 27.7%. 57.4% of the female respondents use both SM and KTN when going to the doctor compared to 32.3% from the male respondents.

Table 4.6.3.2 Language Use in Public Offices

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.15 Which language do you normally use in public offices?	SM	4	4	11	11
	KTN	50	51	22	29
	English	0	0	0	0
	Both KTN and SM	40	40	67	66
	KTN, SM and English	5	5	1	1

Table 4.6.3.2 presents the data for language use in public offices. 51% of male respondents use KTN compared to 29% of female respondents. On the other hand, 66% female respondents use both SM and KTN compared to 40% of male respondents in this setting.

Table 4.6.3.3 Language Use with the Police

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.17 Which language do you normally use with the police?	SM	0	0	3	3
	KTN	57	58	36	36
	English	0	0	0	0
	Both KTN and SM	40	40	60	59
	KTN, SM and English	2	2	2	2

The table above demonstrates the findings for language use when interacting with the police. Out of the male respondents, 58% use KTN while 40% use both SM and KTN when interacting with the law officer. In contrast, 36% of the female respondents use KTN while the majority, 59% use both SM and KTN. The data clearly shows that the female gender uses more standard form of language in this setting.

Table 4.6.3.4 Language Use when Sending Emails

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.27 Which language do you normally use when you send emails?	SM	32	36.4	50	51
	KTN	6	6.8	0	0
	English	6	6.8	6	6.1
	Both KTN and SM	22	25	14	14.3
	KTN, SM and English	22	25	28	28.5

When sending emails, 51% of female respondents use SM compared to 36.4% of male respondents. 28.5% female respondents use English, SM and KTN compared to 25% of males respondents. In contrast, 25% male respondents use SM and KTN while 14.3% female respondents use both SM and KTN in this setting.

Table 4.6.4 Difference in Language Use in the Social Domain between Gender

		Male		Female	
		Frequency	Percent	Frequency	Percent
Valid	SM	13	2.3	19	3.3
	KTN	338	59.5	255	44
	English	2	0.4	4	0.7
	Both KTN and SM	122	21.5	176	30.4
	English, KTN, SM	93	16.4	125	21.6
	Other	0	0	0	0

Table 4.6.4 shows the difference in the use of language in the social domain between genders. In this domain, both male and female groups majority selected KTN as the language to use socially 59.5% being the former and 44% being the latter. 21.5% from the male group and 30.4% of the female group use both SM and KTN. 16.4% of the male respondents and 21.6% of the female respondents use English, SM and KTN in social settings. Below are the findings in frequencies and percentages for the questions grouped together in the social domain.

Table 4.6.4.1

Language Use with Friends

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.11 Which language do you normally use with your friends?	SM	0	0	1	1
	KTN	66	67	49	48.5
	English	0	0	0	0
	Both KTN and SM	15	15	29	28.8
	KTN, SM and English	18	18	22	21.8

The table above presents the data for language use with friends. Among the male respondents, 67% use KTN more than 48.5% of the female respondents in this setting. 28.8% of the female respondents use both SM and KTN while 21.8% use English, SM and KTN together. Comparatively, 15% of the male respondents use both SM and KTN while 18% use KTN, SM and English with their friends.

Table 4.6.4.2

Language Use with Neighbours

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.12 Which language do you normally use with your neighbours?	SM	0	0	1	1
	KTN	78	79	69	68
	English	0	0	0	0
	Both KTN and SM	19	19	29	29
	KTN, SM and English	2	2	2	2

The table above presents the data for language use with neighbours among the male and female groups. 79% of the male respondents and 68% in female respondents use KTN when speaking with their neighbours. On the other hand, 19% in male respondents and 29% from female respondents use both SM and KTN with the neighbours.

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.13 Which language do you normally use when you go shopping locally?	SM	0	0	0	0
	KTN	78	79	67	66
	English	0	0	0	0
	Both KTN and SM	17	17	33	33
	KTN, SM and English	4	4	1	1

Table 4.6.4.3 displays the results for language use when shopping locally. 79% from the male group and 66% from the female group use KTN when shopping locally. As for using both KTN and SM, 17% from the male group and 33% from the female group use them together in this setting.

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.16 Which language do you normally use with your work/class mates?	SM	0	0	1	1.3
	KTN	52	61.2	26	33.8
	English	0	0	0	0
	Both KTN and SM	21	24.8	32	41.6
	KTN, SM and English	12	14.1	18	23.4

The table above presents the data for language use with class/ work mates. 61.2% of the male respondents use KTN compared to 33.8% of the female respondents. In fact 41.6% of the female respondents use more KTN and SM together compared to 24.8% male respondents in this setting. As for using SM, English and KTN together, 23.4% female respondents and 14.2% of the male respondents use it when interacting with their work or class mates. Here male respondents use more KTN in this situation.

Table 4.6.4.5 Language Use when SMS

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.26 Which language do you normally use when you sms?	SM	6	6	3	3
	KTN	53	53.5	40	39.6
	English	0	0	1	1
	Both KTN and SM	17	17.1	17	16.8
	KTN, SM and English	23	23.2	40	39.6

The table shows the data for language use when messaging using the hand phone. 53.5% of the male respondents use KTN against 39.6% of the female respondents. More female respondents, 39.6%, use KTN, SM and English together when messaging compared to 23.2% of male respondents. On the other hand, 17.1% of the male group and 16.8% of the female group use both SM and KTN when messaging using the hand phone.

Table 4.6.4.6 Language Use on Facebook

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.28 Which language do you normally use on Facebook?	SM	7	8	13	13.3
	KTN	11	12.6	4	4
	English	2	2.3	3	3
	Both KTN and SM	33	38	36	37
	KTN, SM and English	34	39	42	43

The majority of the respondents in the male and female group use English, KTN and SM together on Facebook; 39% from the male group and 43% from the female group. Additionally, 38% from the male group and 37% from the female group use both SM and KTN when communicating on Facebook.

4.7 Significant Difference in Language Attitudes Between Genders (language vitality)

Table 4.7.1 Descriptive Statistics for Male and Female Groups Towards Language Attitude

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Language Attitude	Male	99	13.1515	2.31835	.23300
	Female	101	13.0693	1.86686	.18576

Table 4.7.2 Difference in Language Attitude Between Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Language Attitude	Equal variances assumed	6.990	.009	.276	198	.782	.08221	.29735	-.50417	.66859
	Equal variances not assumed			.276	187.811	.783	.08221	.29799	-.50563	.67004

The first table shows descriptive statistics for male and female group. The second table shows the Independent Samples Test which provides two statistical tests. The researcher aimed to find the significant difference between the two groups with regards to their language attitudes. As the Levene's test score is less than .05 thus equal variance is not assumed. In the t-test column, the sig 2-tailed test is more than .05, which shows does not show a significant score. Looking back at the first table, the male and female groups have similar mean ranks. As a result, both the male and female groups have no significant difference and they both have positive language attitudes. Further explanation of the data is explained below in frequencies and percentages.

Language attitude are questions on the perception of KTN that were grouped in a ranking order. ‘Agree’ responses are regarded to gear towards a positive scale on language attitudes towards KTN. ‘Slightly Agree’ responses are generally positive with some reservations while ‘Disagree’ responses are moving in the negative direction of the language attitude scale.

Table 4.7.3 Language Attitude Between Gender

		Male		Female	
		Frequency	Percent	Frequency	Percent
Valid	Agree	268	45	246	40
	Slightly Agree	172	26	222	23
	Disagree	154	29	138	37

The table above shows the language attitudes of male and female towards KTN. 45% of the male respondents and 40% of the female respondents have positive attitudes towards KTN. 29% in the male group and 37% of the female group are geared towards the negative predictor of the scale. Lastly, 26% of the male respondents and 23% of the female respondents are on the fence when asked about their perceptions on KTN and its vitality. Below are the frequencies and percentages of the questions on language attitudes questions.

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.18	Agree	48	48.5	52	51.5
Is the KTN spoken by older people approximately the same as that spoken by younger people?	Slightly Agree	0	0	0	0
	Disagree	51	51.5	49	48.5

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.19 If not, how is it different?	Younger people use more standard Malay or English words and structures	30	56.6	23	46
	Younger people pronounce it differently	8	15	25	50
	Other reasons	15	28.3	2	4

The table above presents the data of the male and female respondents' perception on the KTN spoken by between the older and younger people. There is a slight difference on the weight of the respondents' perceptions. 51.5% of the male respondents disagreed that KTN spoken by older people is the same as that spoken by the younger people. However, 51.5% of the female respondents agreed that the KTN spoken by the older and younger people is the same. This sentiment was shared by 48.5% of the male respondents while 48.5% of the female respondents disagreed with the question on hand.

The reasons on why respondents that did not agree that the KTN spoken by older people is similar to that spoken by younger people are shown in table 4.7.3.2. 56.6% of

male respondents and 46% of female respondents believe that younger people use more SM or English words or structure. On the other hand, 15% in the male group and 50% from the female group feel that younger people pronounce KTN differently.

Table 4.7.3.3 Perceptions towards Learning/Improving KTN

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.20	Agree	59	59.6	60	59.4
Would you	Slightly	18	18.2	32	31.7
like to	Agree				
learn/improve	Disagree	22	22.2	9	8.9
your KTN?					

From the table above, we can see that the majority of the respondents from both groups agreed that they would like to learn or improve their KTN, 59.6% being from the male group and 59.4% from the female group. 18.2% of the male slightly agree with the said question while 31.7% from the female group shared similar sentiments. However, 22.2% from the male respondents did not want to learn or improve their KTN. Only a small number from the female group, 8.9% disagreed on further improving their KTN.

Table 4.7.3.4 Perceptions towards KL Protected as an Official Language

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.21	Agree	92	92.9	99	98
Should KTN be officially protected?	Slightly Agree	0	0	0	0
	Disagree	7	7	2	2

The table displays the answers from male and female groups on whether KTN should be officially protected. An overwhelming majority of the respondents agreed that KTN should be protected with 92.9% in the male group and as many as 98% from the female group.

Table 4.7.3.5 Perceptions on KL as a School Subject

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.22	Yes, compulsory	21	21	10	10
Should KTN be studied at school?	Yes, optional	70	71	80	79
	No, It should not be studied	8	8	11	11

The table as shown demonstrates the perceptions on whether KTN should be studied in schools. The majority of the respondents in both the male and female groups feel that KTN should be made into an optional subject with 71% coming from male respondents and 79% from female respondents. 21% of the male respondents feel that the subject should be made compulsory; however, only 10% of the female respondents feel the same way. Only 8% of the male respondents think that KTN should not be made into a school subject. 11% from the female respondents also shared similar views on this matter.

Table 4.7.3.6

Perceptions on a Periodical in KL

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.23	Yes, all in KTN	31	31	16	16
Should a periodical in KTN be available to the community?	Yes, some articles in KTN	64	65	70	69
	Disagree	4	4	15	15

The table above showcases the respondents' views on a periodical in KTN being made available to the community. The bulk of the responses seem to agree that only some articles of the periodical should be in KTN. 65% of the male respondents and 69% of the female respondents can account to that. 31% of the male respondents want the periodical to be fully written in KTN while only 16% from the female respondents shared similar views. Yet 4% from the male group and 15% from the female group do not want a periodical in KTN to be made available at all.

Table 4.7.3.7

Perceptions on KTN in 10 Years' Time

		Male		Female	
		Frequency	Percent	Frequency	Percent
Q.25	Agree	17	17	9	9
In about 10 years' time	More or less the same	20	20	40	40
KTN will be spoken less than now	Disagree	62	63	52	51

This table displays the respondents' perceptions on the status of KTN in 10 years' time. 63% of the male respondents and 51% of the female respondents disagreed that KL will be spoken less. On the other hand, 20% in the male group and 40% in the female group feel that KTN will be spoken more or less the same. Finally, 17% in the male group and a minimal 9% in the female group disagreed with the statement.

CHAPTER 5

DISCUSSION OF FINDINGS AND CONCLUSIONS

5.1 Introduction

This last chapter discusses language vitality in terms of language use in Kelantan and the respondents' language attitudes towards KTN. The researcher gathered the data through the means of a 42 item questionnaire which was distributed in the Kota Bharu area in Kelantan. Based on the findings in Chapter 4, the discussion, conclusions, applications and suggestions for methodology and further studies are presented in this chapter

5.2 Discussion of Findings

5.2.1 Respondents' Language Use in Different Domains

Three language domains have been discussed in this study. They are family domain, formal domain and social domain. At a glance, the results have showed that KTN is widely used in all domains. This translates to its being a very vital language. However, upon closer inspection, there are signs showing that language shift is taking place, especially in the family and formal domains towards using both SM with KTN. Therefore, a discussion of the pertinent data as it relates to these three domains is as follows.

Out of the three domains, the social domain exhibits the strongest use of KTN. In situations such as when communicating with friends, neighbours and when shopping locally, KTN is the choice for 45% of the respondents. In more non-traditional domains, such as messaging using mobile phones (although messaging on the hand phone still shows a strong use of KTN) and communicating on Facebook, English and SM would

seem to be more preferred. Perhaps platforms such as Facebook with its wider audience base or perhaps the lack of an accepted orthography require users to utilize more standard forms of language. This is interesting as it foreshadows the future language(s) that might overtake KTN in the long run as technology continues to break down global boundaries. Fishman (1997) had stated that the family domain is where the language is most used and maintained. Therefore, it is rather surprising to see that in my findings the social domain is where KTN is mostly used throughout.

As stated before in Chapter 2 and above, the family domain is normally considered the most integral situation for maintaining a language. In the family domain, KTN is still a prominent language. However, instead of using just KTN, respondents are using SM together with KTN which possibly shows a high regard towards standard SM as the official and prestigious language. It's very interesting to notice that parents and grandparents are using more SM with KTN when speaking to their children and grandchildren. It can be the fact that SM is the medium of instruction in schools and that the older respondents might want to strengthen that language by using it. This resonates with Fishman's (2009) theory where language shift takes place among bilingual and multilingual speakers. As SM is an important language used in official settings, it may then be viewed with high prestige. Therefore, the beginnings of a language shift can be seen in this domain.

The trend of using SM together with KTN continues in the formal domain. However, this situation is within expectations as a third of the respondents have education backgrounds up to the tertiary level. This would suggest that they hold professional positions which would require them to use more official and prestigious languages in the working environment. Hence it is well reflected in the data on the respondents' profession, which portrays a third of them being educators, doctors, nurses, administrators, lawyers and business owners. Again, the language shift can be

seen in this domain. Fishman (1972) states that language shift tends to take place among urban dwellers. Kota Bharu is the main city in Kelantan and it is a bustling town. One fact that can be taken into account is how some civil servants such as the police and teachers might not be from Kelantan. Thus, locals who interact with them may need to use a more standard form to communicate with them. This may explain why a community would shift to use another language and in this case it can be for both economic and political reasons (Holmes, 2008)

5.2.2 Significant Difference in Language Use within Different Domains between the Younger and Older Group (Language Vitality)

According to the findings in chapter 4, there is a significant difference in language use among the younger and older groups within the three domains tested. The younger group consists of respondents from the age of 14 to 21 years old while the older group consists of respondents from the of age 50 to 80 years old. There is a significant age gap which clearly shows that these two groups belong to two different generations.

The family domain shows a major difference between the two age groups. The older respondents demonstrate a strong preference for KTN in all areas of the family domain whereas there is a shift taking place in the case of the younger respondents. This point reflects back well to Holmes's (2008) theory where older respondents are not pressured as much by society and would use KTN as they please. On the other hand, the shift is surprisingly greater when speaking with parents. This shows that parents, too, are using two codes when communicating with their children. This further strengthens the researcher's idea that the use of SM is strengthened at home to enhance the children's language performance at school. Another interesting take from the data in this domain is the increase in the use of English and SM among the younger respondents when communicating with their boyfriend or girlfriend. Although this

question was grouped in the family domain as spouse here entails family, when looking at it from the point of view of the younger group, communicating with their boyfriend or girlfriend would be closer to the actual setting. However, these days, being in a relationship does not necessarily entail physical face to face contact. In fact, much of the socialization is probably through social media or social applications. Thus the use of emoticons and popular phrases might be in English or SM and this would influence their use when interacting with boyfriends or girlfriends.

The formal domain also shows significant shift in terms of the usage of KTN by the older respondents compared to the younger respondents. Even then the percentage is lesser compared to the family and social domains. Here, SM shows its importance as an official language with a third of the older group and more than half of the younger group opting to use both SM and KTN. The respondents clearly show high regards towards SM as an official language and use it when in formal settings. This again shows the respondents' language attitude towards SM is viewed as a language with high prestige.

In the social domain there is a significant difference in language use between the younger and older group. The older group shows a strong use of KTN in many areas of the social domain. There is however a change in language use when interacting with work or class mates. It is important to note that quite a number of respondents from the older group have retired, thus the counts in this setting are smaller. Nonetheless, for the respondents that are still working, both SM and KTN are preferably used when interacting with their work mates. Again, many of the respondents hold professional jobs which might require them to use a more 'official' and standard form of language. On the other hand, there is a shift from the younger group with the respondents using SM with KTN or SM and English with KTN. As it is, in many areas of the social domain, the younger respondents are using SM with KTN. When interacting using

mobile phones or on Facebook, the results show English and SM being used together with KTN. Social media and other social applications have increased the usage of English particularly in the written form. This new social community that interacts in the virtual world showcases a preference to use English. From the researcher's observations, face to face interactions would garner the use of both SM and KTN while interactions that need to be typed out show a surge in English use.

5.2.3 Significant Difference in Language Attitudes between the Younger and Older Groups (Language Vitality).

The researcher has also looked at language attitudes towards KTN which is the local language used within the community. Overall, there is a significant difference in language attitudes between the younger and older group with the results from the younger group showing more positive language attitudes. This is interesting, as although there is more evident language shift happening in the younger group, they have more positive attitudes towards KTN compared to the older group.

The younger respondents are keener towards learning or improving KTN compared to the older respondents. As the younger respondents are using more English or SM structures, 64% indicated that they would want to improve their KTN. As it is, when measured against EGIDS language vitality scale, KTN would be placed at level 3 where it is used in many trade activities and intergroup communications. Languages placed in this level are considered safe languages. When comparing KTN against UNESCO's framework, it is placed in the safe zone as intergenerational transmission of the language is not interrupted and it is spoken by all generations. Nevertheless, the majority of the respondents from both groups would want KTN to be an optional subject in school. If KTN is made an educational subject, it would definitely elevate its status and strengthen its vitality. The respondents also showed a positive attitude

towards implementing a periodical written in KTN with younger respondents wanting a periodical to be all in KTN compared to the older respondents. It is encouraging to see a positive outlook coming from the younger respondents as there is already a shift taking place within the three different domains. This is made more apparent from the perception that KTN will be spoken less in 10 years' time. Most of the respondents from the older group disagreed with this statement. However, more than half of the younger respondents think that KTN will either remain the same or be spoken less indicating that the younger respondents are aware of a shift taking place. Thus their positive attitude might be the key towards making a progressive change in the maintenance of KTN.

The respondents' portrayed positive language attitudes towards KTN and this may have been moulded by the community and socialization practices since childhood (Mckenzie, 2010).

5.2.4 Significant Effect of Gender on Language Use within Different Domains.

The traditional perception of gender as far as language use is concerned has been that males use more non-standard varieties while females use more standard varieties (Holmes, 2008). In this research there are no significant differences in language use within the family and formal domains. However, there is a significant difference in the social domain.

In the family domain, male and female respondents scored almost equally in all domains except language use with children. Male respondents use more KTN when interacting with their children compared to female respondents. Close to a third of the female respondents would use both SM and KTN with their children. This reflects back to women using more standard forms compared to the male respondents.

The formal domain shows a p value of .163 which suggests a significance value of more than 5%. However upon closer inspection, the percentages show interesting results which the researcher believes are of value. The female respondents use KTN less compared to male respondents. They use more SM and KL together or only standard SM in this domain. This is similarly applied to language use with the doctor, police and in public offices. In contrast, in all of these settings, more than half of the respondents would still use KTN even though it is within a formal domain. What is interesting to observe is that when sending emails, the female respondents never use KTN on its own at all. 51% of them would use SM to send an email. As sending an email is not face to face interaction and the channel is of less emotion, it would make sense that it is the domain that influenced the use of a standard form of language the most.

The social domain otherwise showcased significant results. As expected, male respondents use KTN more than female respondents in many areas of the social domain. When speaking with friends and work mates, women show a significant use of SM and KTN while the men would use more KTN. Even when messaging on the hand phone, males would type out their messages in KTN while females use more standard forms like SM and English together with KTN. Other than that, women would communicate using more KTN with neighbours and when shopping locally. These two occurrences require more face to face interaction. Therefore, the researcher concludes that in general spoken interaction would have KTN as the outcome compared to written interaction. Furthermore, language use on Facebook had both males and females using both SM and KTN or English, SM and KTN together when interacting. It also important to note that, albeit being a small number, more than a tenth of the females genders use only SM to communicate on Facebook. As Facebook opens up the respondents' social circle to regional or even international circles, it would only be logical that the respondents would use more standard forms of language for easier communication. This resonates

with Holmes's (2008) findings where women use more standard forms of language compared to men and this is found true in the formal and social domain.

5.2.5 Significant Difference in Language Attitudes between Genders

The findings in chapter 4 show no significant difference in language attitudes between genders. Overall, both the male and female groups have positive attitudes towards KTN and scored similarly in all perception questions. Going back to the common belief that women prefer using more standard forms, it is interesting to see that the female group has equally positive attitudes as the male group towards KTN even though KTN is not regarded standard variety. This shows that both male and female groups have high regard towards KTN and have strong ties towards their community.

5.3 Conclusion

In conclusion, KTN is the main language used in all domains. The researcher however, has noticed new trends in the community that shows a shift in language use. The younger generations are using more SM together with their KTN, which possible shows a higher regard towards SM as a standard form of language. Female respondents use more standard forms of language in formal and social domains compared to male respondents. Across the board all respondents have a high regard towards KTN. Face to face interaction would ignite the use of KTN, whereas no face to face interaction would require the use of more standard forms of language. New social settings such as Facebook have widened the social circles of the younger generation and this allows respondents to break global barriers and interact with international communities which promote the use of English.

5.4 Suggestions for Further Research

There are a few suggestions that can be taken into consideration for further research into this area. They are:

- i. Similar research could be duplicated in other areas of Kelantan or even on a bigger scale.
- ii. Similar research could be conducted in other states in the peninsula as there is a lack of research pertaining to the vitality of other regional languages/dialects.
- iii. A more focused research could look into the vocabulary, pronunciation and grammar of KL to look at the difference between the linguistic variety of the young and of old generation.
- iv. Further research into the differences of perceptions towards the mother tongue between older and younger groups.
- v. Since many of the respondents declared that they use SM, KTN and English to communicate, research into the forms that such code-switching could take would be another interesting area of research.

References

- Antonini, R. (2012). *Language Attitudes in Old and New Gaeltacht Communities*. Newcastle University: Republic of Ireland.
- Asmah Haji Omar. (1982). *Language and society in Malaysia, 2nd edn*. Selangor: Percetakan Dewan Bahasa dan Pustaka.
- Asma Haji Omar e.d. (2004). *The Encyclopedia of Malaysia. Volume 9. Languages and Literature*. Singapore: Didier Millet.
- Asmah Haji Omar. (1992), *The Linguistic Scenery in Malaysia*, Dewan Bahasa dan Pustaka. Kuala Lumpur
- Baker, C. (1988). *Key Issues in Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters.
- Baker, C. And S. P. Jones (1998) *Encyclopedia of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters.
- Bohner, G., and M. Wanke.(2002). *Attitudes and Attitude Change*. Hove: Psychology Press.
- Brenzinger, M., Yamamoto, A., Aikawa, N., Koundioubu, D., Minasyan, A., Dwyer, A., Grinevald, C., Krauss, M., Miyaoka, O., Sakiyama, O., Smeets, R. and Zepeda, O.(2003). *Language vitality and endangerment: UNESCO Expert Meeting on Safeguarding Endangered Languages*. Retrieved from <http://www.unesco.org/culture/ich/doc/src/00120-EN.pdf>.
- Cerruti, M. (2011). Regional varieties of Italian in the linguistic repertoire. *International Journal of the Sociology of Language*, 9-28.
- Choo Chian Hou. (2011). *Listeners' Attitudes Towards Spoken Varieties of Malaysian English*. Unpublished undergraduate dissertation, University Teknologi Malaysia, Malaysia.

- Clyne, M. & Kipp, S. (1999). *Pluricentric Languages in an Immigrant Context*. Berlin: Mouton de Gruyter.
- Coluzzi, P. (2009). *Endangered Minority and Regional Languages ('Dialects') in Italy, Modern Italy*, 14:1, 39-54, DOI: 10.1080/13532940802278546
- Coluzzi, P. (2011). *Majority and Minority Language Planning in Brunei Darussalam. Language Problems and Language Planning*, 35, 3, 222-240.
- Coluzzi, P. (2014). *Language Vitality Among the Bidayuh of Sarawak (East Malaysia)*. Retrieved May 4, 2015, from http://www.academia.edu/6230412/Language_vitality_among_the_Bidayuh_of_Sarawak_East_Malaysia_
- Coupland, N. (2007). *Style, Language Variation and Identity*. Cambridge: Cambridge University Press.
- Crystal, D. (2000). *Language Death*. Cambridge: Cambridge University Press.
- David, M. K. (2006). *Language Choices and Discourse of Malaysian Families*. Petaling Jaya: Strategic Information and Research Development Centre.
- De Klerk, V. (2000) "Language Shift in Grahamstown: A Case Study of Selected Xhosa Speakers". *International Journal of Sociology of Language* 146, 87–110
- Department of Statistics Malaysia. (2011). *Products and Services*. Retrieved February 28, 2014, from Department of Statistics Malaysia, Official Portal: http://www.statistics.gov.my/portal/images/stories/files/LatestReleases/population/Ringkasan_Penemuan-Summary_Findings_2010-2040.pdf
- Edwards, J. (1994). *Multilingualism*. New York: Routledge.
- Edwards, J. (2009). *Language and Identity*. Cambridge: Cambridge University Press.
- Fasold, R. (1993). *The Sociolinguistics of Society*. Oxford: Blackwell Publishers.
- Fishman, J. A. (1970). *Sociolinguistics: A Brief Introduction*. Rowley, Mass, : Newbury House.

- Fishman, J. A. (1971). *Advances in the Sociology of Language, Vol. 1*. The Hague: Mouton.
- Fishman, J. A. (1997). *Reversing Language Shift*. Multilingual Matters Ltd., Clevedon:
- Fishman, J. A. (2009). *Language Maintenance And Language Shift As A Field Of Inquiry*. A Definition Of The Field And Suggestions For Its Further Development. *Linguistics*, 2(9), 32-70.
- Gardner, R. C. (1985) *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
- Garvin, P. L. (1959). "The standard language problem Concepts and methods," *Anthropological Linguistics* 112: 28-31 .
- Garvin, P. L. & M. Mathiot. (1956). "The urbanization of the Guarani language: A problem in language and culture," 783-90 in A.F.C. Wallace, ed., *Men and Cultures: Selected Papers of the Fifth International Congress of Anthropological and Ethnological Sciences*. Philadelphia PA: U Pennsylvania Press.
- Giles, H. and Coupland, N (1991) *Language: Contexts and Consequences*. Milton Keynes: Open University Press.
- Giles, H., Bourhis, R. Y. and Taylor, D. (1977). *Toward a theory of language in ethnic group relations*. In *Language, ethnicity and intergroup relations*. ed. H. Giles. London: Academic Press, 307–348.
- Gill, S. K. (2005). Language Policy in Malaysia: Reversing Direction. *Language Policy*, 4(3), 241-260.
- Haja Mohideen (2010). *The Maintainance of Malaysia's Minority Languages*. International Islamic University Malaysia. Retrieved December 19, 2013, from http://irep.iium.edu.my/9829/4/ICMM2010_p27.pdf.
- Hamidah Yamat, R. F. (2014). Revisiting English Language Learning among Malaysian Children. *Canadian Center of Science and Education*, 175.

- Hanlon, I. S. (n.d.). *British Association for Canadian Studies*. Retrieved June 5, 2015, from www.canadian-studies.info/lccs/LJCS/Vol_16/Sachdev+Hanlon.pdf
- Holmes, J. (2008). *An Introduction to Sociolinguistics*. United Kingdom: Longman Group.
- Ihemere, K. U. (2013). *An Integrated Approach to the Study of Language*. Retrieved June 5, 2015, from Cascadilla Proceedings Project: <http://www.lingref.com/cpp/acal/36/abstract1424.html>
- Jeli District Council. (2014). *Population and Distribution Information*. Retrieved February 28, 2014, from Jeli District Council Official Website: http://www.mdjeli.gov.my/c/document_library/get_file?uuid=dea4ee0f-8fe2-4960-910e-cf3818808b00&groupId=19306
- Kymlicka, W. (2003). "Immigration, Citizenship, Multiculturalism: Exploring the Links." *The Political Quarterly* Volume 74, pages 195–208, August 2003
- Kostoulas-Makrakis, N. (1995). *Language Maintenance or Shift? A Study of Greek Background Students in Sweden*. Stockholm: Stockholm University.
- Lewis, M. P. & Simon, G. F. (2009). Assessing Endangerment: Expanding Fisherman's EGIDSs. Retrieved December 19, 2013, from http://www.lingv.ro/resources/scm_images/RRL-02-2010-Lewis.pdf
- Le Page R.B. and Tabouret-Keller, A. (1985). *Acts of identity: Creole-based approaches to Language and Ethnicity*. Cambridge: Cambridge University Press.
- McConnell-Ginet, S. (2003). "What's in a Name?" *Social Labeling and Gender Practices*. In J. H. Meyerhoff, *The Handbook of Language and Gender*. Oxford, UK: Blackwell Publishing.
- McKenzie, R. M. (2010). *The Social Psychology of English as a Global Language*. United Kingdom: Springer Dordrecht Heidelberg London New York.

- Norah Mohamed & Nor Hashimah Hashim. (2012). *Language Vitality of the Sihan Community in Sarawak, Malaysia*. *Kemanusiaan* Vol 19. No. 1 (2012) 59-86.
- Omar, A. H. (1982). *Language and Society in Malaysia*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Ravindranath, M. (2009, December 12). *University of Pennsylvania Scholarly Commons*. Retrieved June 5, 2015, from UPenn Libraries:
<http://repository.upenn.edu/cgi/viewcontent.cgi?article=1042&context=edissertations>
- Romaine, S. (2003). Variation in Language and Gender. In T. H. Gender, *Janet Holmes and Miriam Meyerhoff* (p. 98). Oxford, UK: Blackwell Publishing.
- Ryan, E., Howard, G. and Sebastian, R. (1982). *Attitudes Towards Language Variation*. London: Edward Arnold.
- Sachdev, Itesh, and Hanlon, D. (2000/2001) *Language attitudes, perceptions and identity: some Haida and Cree data*. *London Journal of Canadian Studies* 16, 67-83
- Su-Hie Ting & Teck-Yee Ling. (2013). *Language use and sustainability status of indigenous languages in Sarawak, Malaysia*, *Journal of Multilingual and Multicultural Development*, 34:1,77-93, DOI: 10.1080/01434632.2012.706301
- Tannenbaum, M. (2003). The Multifaceted Aspects of Language Maintenance: A New Measure of its Assessment in Immigrant Families. *International Journal of Bilingual Education and Bilingualism*, 6(5), 374-393.
- Tham, S.-H. T.-L. (2014). Vitality of Kadazandusun language in Sabah, Malaysia. *Asia-Pacific Studies*, 1(1), 44-57.
- Trudgill, P. (1974): *The Social Differentiation of English in Norwich*. Cambridge: Cambridge University Press.

- Trudgill, P. & Chambers, J. K (1998). *Dialectology*. Cambridge: Cambridge University Press.
- Wei, J. M. (2006). Language Choice and Ideology n Multicultural Taiwan. *Language and Linguistics*.
- Wicherkiewicz, Tomasz, (2003). 'Becoming a regional language - a method in language status planning?', en Actes del 2n Congrés Europeu sobre Planificació Lingüística, Barcelona: Generalitat de Catalunya, Departament de Cultura, p ágs. 473-477.
- Wirrer, Jan. (1996). 'What is an Endangered Language?', in Watching One's Tongue: Issues in Language planning, edited by Mairéad Nic Craith, Liverpool: Liverpool University Press, pp. 231-46
- Yakub Adams, P. M. (2012). Language Use and Choice: A Case Study of Kinubi in Kibera, Kenya. *International Journal of Humanities and Social Science*, 2(4), 99-104.
- Zuraidah, M. D. (2003). Kelantanese in a new ethnolinguistic environment. *International Journal of Sociology of Language*, 161, 55-79.
- Zuraidah, M. D.(2014). *Language-dialect code-switching: Kelantanese in a multilingual context*. Retrieved December 19, 2013, from Academia.edu: https://www.academia.edu/4044405/Language-dialect_code-switching_Kelantanese_in_a_multilingual_context