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A Survey Report on the Trust of Speakers Towards their First Language

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Abstract: The text discusses a study that aims to explore trust among individuals who use their first language in a multilingual setting. The study seeks to understand the level of trust that speakers have in their first language within specific domains and applications. Through a survey-based approach, participants were asked to respond to statements related to various domains where the trust in their first language was examined. The findings revealed that participants generally expressed a high level of trust in their first language, particularly in domains such as their place of residence, the perceived usefulness of the first language, the learning necessity of the first language, confidence-building through its use, its simplicity, and its importance among the younger generation. Conversely, domains such as academic discussions, linguistic inferiority, social media posts, and multimedia choice elicited contrasting responses. Additionally, the research aims to examine the connection between trust in the first language and the speaker's second language. The objective is to gain a deeper understanding of how speakers place their trust in their first language, which represents their mother tongue.

Keywords: linguistic trust, first language, linguistic domains, contrasting response

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Introduction

First language users are individuals who possess their own mother tongue in a multilingual setting, and frequently employ it with varying degrees of confidence in its linguistic efficacy. This study aims to explore several aspects of trust among first language users, particularly within specific domains and applications. Additionally, this research endeavors to measure the level of trust that speakers have in their first language within certain established contexts. The objective of this research is to gain a deeper understanding of how speakers place their trust in their first language, which fundamentally represents their mother tongue. Furthermore, this study seeks to examine the connection between trust in the first language and the speaker's second language.

Literature Review

Language trust research has advanced over the last decade, especially for environments where people use many languages in a variety of contexts. Trust in one's first language, commonly known as the mother language, is becoming a growing issue as linguistic variety and globalisation threaten conventional linguistic limits.

Sperber defined trust as the willingness to depend on given knowledge, particularly when no supporting explanation is provided other than the fact that it was conveyed by an individual, in 2001. It is an essential component of human education, in which we learn who to trust and who to distrust based on often unreasonable, both historically and socially irrelevant considerations (Gefen, Fresneda, & Larsen, 2020). Trust interactions, like language, evolve through time and across communities. Historically, its speakers evolved and consciously used this language (Wubs-Mrozewicz, 2019).

Several studies have underlined the importance of a person's first language in shaping their identity and confidence. Pavlenko (2011) emphasises the strong relationship between language, personal experiences, and self-perception, particularly in multilingual settings. Trust in one's first language is generally highest in personal, familial, and cultural contexts, where it is an essential component of identity. García and Kleyn (2016) studied multilingual classrooms and indicated that incorporating students' first language throughout instruction increases their confidence and engagement. The incorporation of the mother tongue boosts confidence of the students in their language ability and creates a supportive environment that leads to better academic achievements. Nonetheless, the dominance of global languages such as English often undermine trust in the first language among various learning spheres as Angouri (2013) analysed the usage of first languages in comparison to English.

According to Jacquemet (2019), linguistic habits and communicative changes consistently reshape the linguistic and communicative explorations as the younger language users use their first language in digital communication in an increasing way. This change is a vital factor in this reformation and somehow uplifts trust in their first language. The discussion of diverse linguistic structures, social markers, and power dynamics in multilingual, mobile, and media-rich environments is necessary in this situation as the theoretical perceptions transcend linguistic boundaries in these settings.

There is a remarkable appearance of trust amongst the intergenerational trends of language use. Arnaut et al. (2015) demonstrated, the multilingual communities and the younger individuals of that community have a high level of confidence in their first language. Regardless of their proficiency in multiple languages, this trust is notably apparent in the context of

sociolinguistic preservation and identity. This trust is dependent upon the perceived value of the language in the modern and globalised environment.

The first language, also known as the mother tongue or native language, is the language that a speaker is exposed to from birth. According to Cook (1999), a native speaker is defined as a monolingual person who still speaks the language they learned in childhood. It is not possible for a first language speaker to have more than one native language, nor is it possible for a second language speaker to become a native speaker. However, in multilingual communities, a child may gradually shift from using one language as their primary language to using another. This shift can be influenced by various factors, such as the language taught at school or exposure to a different language used by others. In fact, the majority of the world is bilingual or multilingual, with most people growing up speaking two or more languages (Grosjean, 1982). Additionally, those who are not exposed to two languages from birth often begin learning their second language when they enter school, with additional languages being acquired during the school years (Bialystok, 2001; McLaughlin, 1984). Bilingualism or multilingualism is officially recognized in many countries. According to the Ethnologue website in 2005, there were 6,912 documented languages spoken in approximately 150 countries. It is worth noting that many speakers of the main languages live outside the source-group or country where that language originated.

According to Ethnologue (2023) and Statista (2024), roughly 373 million native speakers speak English, for a total of approximately 1.452 billion speakers worldwide. Mandarin Chinese follows closely, with approximately 929 million native speakers and 1.119 billion total speakers. Hindi has roughly 596 million native speakers and 603 million total speakers.

Approximately 496 million native speakers speak Spanish, with a total of 559 million speakers worldwide. French has around 79 million native speakers, but when including second-language speakers, the total number of speakers is 274 million. Arabic, including its different dialects, has approximately 310 million native speakers and 362 million total speakers. Bengali has around 234 million native speakers out of a total of 273 million speakers. The Portuguese has approximately 232 million native speakers and 263 million total speakers. Russian has 154 million native speakers and a total of 258 million speakers, whereas Urdu has approximately 70 million native speakers and 230 million speakers. Historical immigration, annexation, and colonisation have led to the widespread use of these languages.

In 1953, Ulrich Weinreich introduced the concept of interference as “those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language” (Weinreich, 1953: 1). It is widely believed that our first language has an effect on our second language, which is confirmed by the foreign accents we hear every day. For example, an English speaker can often identify whether someone is French or Chinese after hearing a few words of English. In the fifty years since Weinreich’s book, extensive research has been conducted on how the learning and use of a second language is influenced by the first language.

Research within adult bilingual populations has shown that speakers use two distinct systems in language processing. Subsequent studies have demonstrated parallel activation in both languages, even when bilinguals hear words from only one language (Marian & Spivey, 2003; Marian, Spivey, & Hirsch, 2003). Marian and her colleagues (2003) argue that this activation of both languages represents an early stage in language

processing. Furthermore, studies on the brain representations of two languages have shown that both lexicons are stored together, with some differences in the storage of grammatical information depending on whether the second language is acquired after the age of seven (Fabbro, 2001).

The term first language attrition (FLA) refers to the process of losing a native or first language. This occurs when a speaker is isolated from other speakers of their first language and is exposed to another language more frequently. All bilinguals to some extent experience interference from their second language, but it is more evident among speakers for whom a language other than their first language has started to play a significant role in everyday life. These speakers are at a higher risk of experiencing language attrition. However, only a few investigations have been conducted on first language attrition and were published in relative isolation by Sharwood Smith (1983).

Cognitive psychologists have taken a different yet complementary approach to studying the emotional resonance of multiple languages. Their aim is to match bilingual speakers' reports of having stronger feelings when hearing or speaking their first language with psychophysiological assessments in a laboratory setting. The work of Cathy Harris and her collaborators at Boston University is particularly relevant to the present study, as their experiments included bilinguals who are also first language attritors. In these experiments, the researchers monitored automatic arousal via fingertip electrodes while participants read or heard phrases in their first or second language. The stimuli used in the studies included taboo words and single words with varying emotional valence. The emotional resonance of first language speakers is deeply rooted within the individual, as suggested by the testimonies collected by Novakovich and Shapard (2000), but it is mediated by proficiency. Therefore, this

experiment suggests that the relationship between the use of the mother tongue and emotion is complex. However, it is evident that the first language retains strong emotional connotations even if it is not used regularly. Cognitive psychologists have developed a completely different yet a complimentary approach to the issue of emotional resonance of multiple languages. The aim was to match bilingual speaker's reports of having stronger feelings when hearing or speaking their first language with psychophysiological assessments in a laboratory setting. The work of Cathy Harris and her collaborators at Boston University is particularly relevant for the present study because her experiments included bilinguals who are also included as first language attriters. The researchers monitored automatic arousal via fingertip electrodes while participants read or heard phrases in their first or second language. Stimuli in the studies included taboo words and single words varying in emotional valence. The emotional resonance of the first language speakers is deeply anchored within the individual, as the testimonies collected by Novakovich and Shapard (2000) suggested, but is mediated by proficiency. Therefore, this experiment suggests that the relationship between the mother tongue use and the emotion is a complex one. But it is clear that the first language retains very strong emotional connotations even if that language is not used on a regular basis.

Operationalisation

Trust can be defined as the firm belief in the reliability, truth, or ability of someone or something. Trust is one's belief in the dependability, veracity, or capacity of someone or something. In a psychological and social sense, trust is the anticipation that others will behave in a way that either helps or at least does not compromise one's interests. In personal connections, institutions, and society contacts as well as in many other spheres, trust

shapes confidence, communication, and teamwork (Mayer et al., 1995). In linguistics, trust can refer to how people view the trustworthiness and suitability of a language inside particular contexts, such communication, education, or professional environments. On the contrary, a first language, or mother tongue, is the one a person learns from birth and becomes skilled in. The language learnt organically without formal training is utilized for daily family and community communication. The first language shapes linguistic identity management, intellectual growth, and cultural connection. Often the main vehicle for thought and emotion (Crystal, 2003). Multilingual people may trust their first language more than succeeding languages.

In this study, we specifically define 'trust' as the comfort level of individuals towards their first language in various linguistic contexts. This concept encompasses several related ideas such as first language proficiency, second language acquisition, multilingual environments, linguistic generation gap, the usefulness of language, language use in academic settings, linguistic superiority and inferiority, language in the context of social media and computer-mediated communication, and language and media learning of the first language. All these indicators are considered relevant based on our operational definition of trust among speakers of the first language. The statements representing these question items are as follows:

- (a) The younger generation should primarily use their first language.
- (b) Individuals living away from their native places should maintain a connection to their first language.
- (c) Speakers consider their first language to be more useful than their second language.
- (d) Speakers prefer using their first language to discuss new ideas and concepts in academics.

- (e) Speakers feel inferior when speaking their first language in formal occasions.
- (f) People feel more comfortable using their first language for social media posts and chatting.
- (g) Speakers feel confident when they are able to use their first language in a multilingual context.
- (h) Speakers believe they would communicate more effectively in their first language if they had formal training in it.
- (i) Speakers prefer listening to songs and watching TV shows/videos in their first language.
- (j) Speakers find their first language to be simpler than their second language.

After developing measures for the concepts of interest and refining our operational definition of trust, we will proceed to formulate the research question for this study. The above description provides a general overview of our operationalization.

Research Questions

The aim of this study is to assess the level of comfort that speakers have with their first language or mother tongue in various linguistic domains. We are particularly interested in understanding the factors that influence the trust level of speakers, considering their linguistic comfort, identity, and enthusiasm. In this study, we specifically address the following research questions:

1. Do speakers trust their first language in different linguistic domains?
2. What are the specific areas where their linguistic trust is reflected?
3. What factors differentiate the linguistic trust of speakers when using their first language?

Data and Methods

A quantitative method was employed to investigate the level of trust that speakers have towards their first language in survey research conducted in a multilingual society in India. Purposive sampling was the technique used in which participants were selected according on their status as first language users and the degree of faith they had in their first tongue. The target population was ensured to be represented in the sample by use of a purposive sampling technique. Particularly, a basic random sampling method was used whereby every member of the target population has an equal opportunity of being chosen. This approach raised the generalisability of the results and helped to reduce selection bias. All the responders were sent both online and paper forms of the survey questions. The online questionnaires were conducted using Google Forms, while participants who filled out the paper-based questionnaires were required to sign consent forms. Both online and paper-based questionnaires were utilized to gather a large amount of data in the shortest possible time. The survey questionnaire utilized Likert-type scales, with response options ranging from “Strongly agree” to “Strongly disagree”, assigned numeric values of 1 to 5, respectively. A score of “Strongly disagree” indicated the lowest level of trust, while “Strongly agree” represented the highest level of trust. The choice of a quantitative method allowed for the analysis of data in a quantitative manner. The internal consistency of the data was assessed using the Alpha Coefficient of Cronbach.

Our research aimed to determine the level of trust that speakers have towards their first language when living in a multilingual society in India. A total of 87 responses were obtained. In terms of gender, there were 46 male participants (52.9%) and 41 female participants (47.1%). The complex issue of trust in first languages in multilingual situations is shaped by

cultural background, linguistic competency, and social setting. By means of an analysis of variables like demographic data, language use motifs, and implied trust levels, researchers can learn a great deal about how first languages shape people's perceptions of themselves in varied environments, even if a small sample size of 87 respondents can restrict the applicability of results. The age range of the participants was between 20 and 35, with the majority having an educational level of either undergraduate (UG) or post-graduate (PG). There were 39 participants at the UG level and 48 participants at the PG level. The participants' places of origin were categorized as urban (35 participants), semi-urban (31 participants), and rural areas (21 participants). The survey included questions about linguistic generation gap, living place, comparison to a second language, as well as detailed information about first language usage and attitudes towards using their first language.

Data Representation and Interpretation

The data was analyzed using SPSS version 16, and the assessment of internal consistency of the survey questionnaire was conducted. Descriptive statistics such as mean, median, mode, and standard deviation were used to describe the data. Frequency tables, along with tables and pie charts showing the percentage of responses, were presented. Summary item statistics provided a summarized version of mean, minimum, maximum, range, maximum/minimum variance, and the number of items. These statistical representations were interpreted with basic descriptions of the analysis.

To begin the data representation, we will first examine the Reliability Statistics table, which provides the Cronbach's alpha coefficient. In this case, the score obtained is 0.749, indicating high internal consistency as a score above 0.7 is considered

reliable. The scale used in this study is titled “Trust of the speakers towards their first language.”

Table 01: Case Processing Summary

		N	%
Cases	Valid	87	100.0
	Excluded ^a	0	.0
	Total	87	100.0

List wise deletion based on all variables in the procedure

Table 02: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.749	.750	10

The perceived task values scale was analyzed for reliability using Cronbach's alpha. The questionnaire reached acceptable reliability with an alpha of 0.749. This means that the scale is reliable and can be used to measure perceived task values. Most items were found to be reliable, as removing them would decrease the alpha. This means that the items are all measuring the same thing and are consistent with each other. The table provided shows the means and standard deviations for each question item. Most items have similar scores, which indicates that they are all measuring the same thing. However, question number 5, which asks about feeling inferior when speaking the first language on formal occasions, had a higher score compared to other items. This indicates that this item is measuring something different from the other items.

Table 03: Item Statistics

	Mean	Std. Deviation	N
The young generation must primarily use their first language.	1.6667	.94827	87
People staying away from their native places must be connected to their first language.	1.6207	.76617	87
For speakers, the first language is more useful than second language.	1.7931	1.01315	87
To discuss new ideas/concepts in academics, the speakers prefer using their first language.	2.1494	1.12610	87
The speakers feel inferior when they speak their first language on formal occasions.	2.8391	1.27474	87
For social media posts and chatting, people feel more comfortable using their first language.	1.6782	.60028	87
The speakers feel confident when they are able to use their first language in a multilingual context.	1.9310	1.02064	87
The speakers would communicate more effectively in their first language if they have the formal learning of that first language.	1.8506	1.04022	87
The speakers prefer listening to songs and watching TV shows/videos in their first language	2.5862	1.21571	87
The speakers find that their first language is simpler than the second language.	1.9310	1.14925	87

Next detailed table shows the descriptive statistical detail of the collected data showing the individual mean, median, mode, and standard deviation for each of the question-based statement items. The valid number of the sample size is 87 (N). The lowest mean was 1.6207 (for Q2) and the highest mean was 2.5862 (for Q9).

Table 04: Descriptive Statistics with Mean, Median, Mode and Standard Deviation

	Q1. The young generation must primarily use their first language.	Q2. People staying away from their native places must be connected to their first language.	Q3. For speakers, the first language is more useful than second language.	Q4. To discuss new ideas/concepts in academics, the speakers prefer using their first language.	Q5. The speakers feel inferior when they speak their first language on formal occasions.
N Valid	87	87	87	87	87
Missing	0	0	0	0	0
Mean	1.6667	1.6207	1.7931	2.1494	2.8391
Median	1.0000	1.0000	1.0000	2.0000	2.0000
Mode	1.00	1.00	1.00	2.00	2.00
Std. Deviation	.94827	.76617	1.01315	1.12610	1.27474

	Q6. For social media posts and chatting, people feel more comfortable using their first language.	Q7. The speakers feel confident when they are able to use their first language in a multilingual context.	Q8. The speakers will communicate more effectively in their first language if they have the formal learning of that first language.	Q9. The speakers prefer listening to songs and watching TV shows/videos in their first language	Q10. The speakers find that their first language is simpler than the second language.
N Valid	87	87	87	87	87
Missing	0	0	0	0	0
Mean	1.6782	1.9310	1.8506	2.5862	1.9310

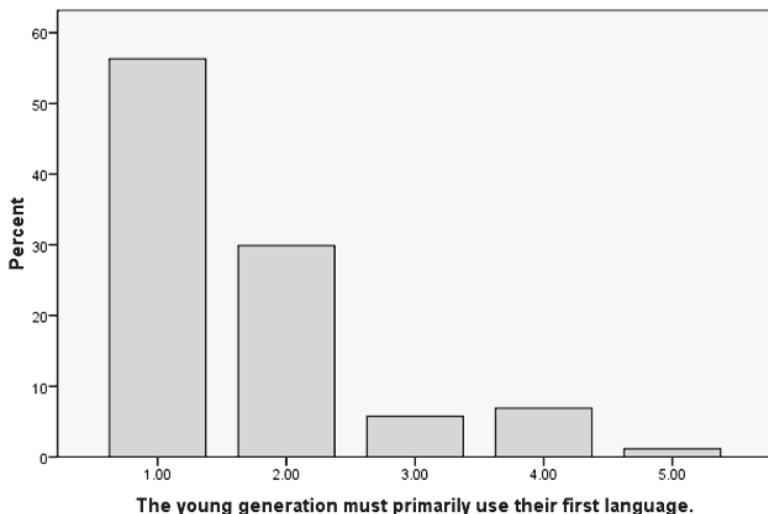
Median	2.0000	2.0000	2.0000	3.0000	2.0000
Mode	2.00	1.00	1.00	4.00	1.00
Std. Deviation	.60028	1.02064	1.04022	1.21571	1.14925

To provide a more comprehensive representation, we are going to offer the individual frequency table for each of the questions, coupled with a bar diagram that depicts the proportion of each question. The total number of participants was 87, and we are illustrating the unique range of replies that were obtained from the Likert chart for each of the responses.

Table 05: The young generation must primarily use their first language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	49	56.3	56.3	56.3
	2	26	29.9	29.9	86.2
	3	5	5.7	5.7	92.0
	4	6	6.9	6.9	98.9
	5	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

During the first question, there were 49 participants who strongly agreed with the statement that the primary usage of their first language among young people accounts for 56.3% of the overall sample population. 29.9% of the participants agreed with it, and the total number of participants was 26. With a percentage of 5.7%, there were three of those who had absolutely no feeling at all. The percentages of individuals who disagreed and those who strongly disagreed were 6.9% and 1.1%, respectively. Six persons disagreed, while just one participant strongly disagreed.

Image 01: Bar diagram of first-question statement**Table 06: People staying away from their native places must be connected to their first language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	45	51.7	51.7	51.7
	2	33	37.9	37.9	89.7
	3	6	6.9	6.9	96.6
	4	3	3.4	3.4	100.0
	Total	87	100.0	100.0	

In Q2, most of the participants provided responses as Strongly Agree (51.7%) and Agree (37.9%). Nobody particularly disputed with the concept of people leaving their native countries having a connection to their first tongue.

Image 02: Bar diagram of Q2

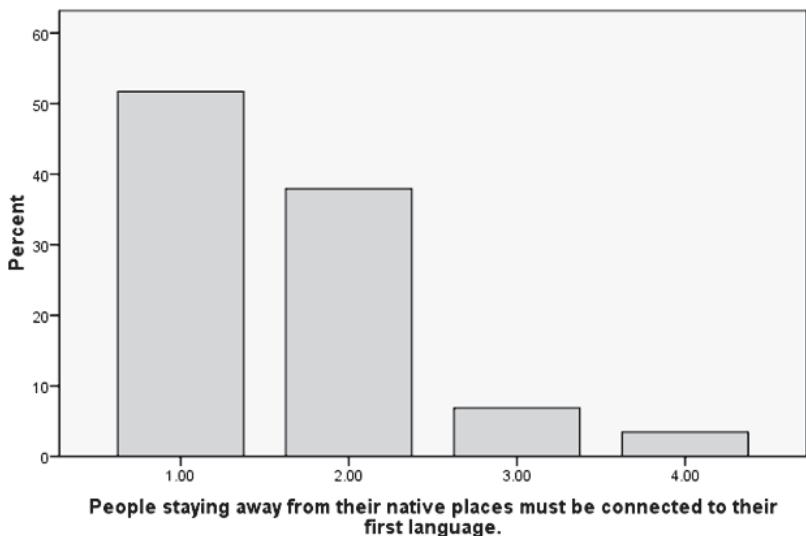
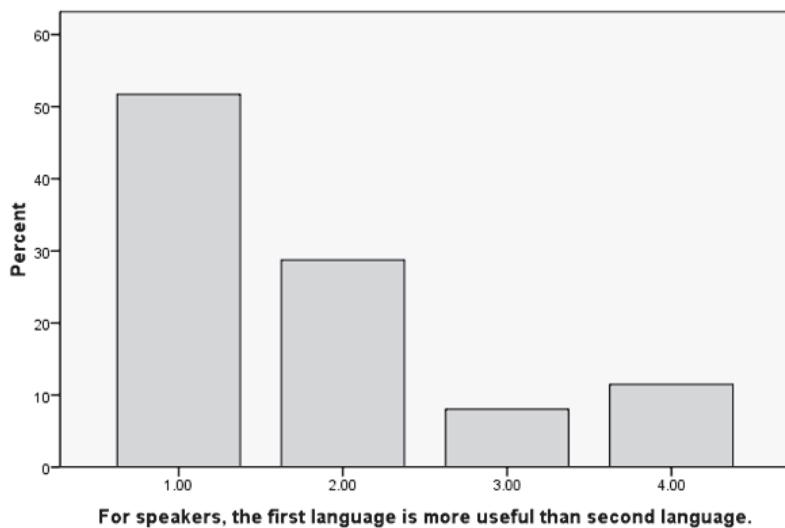


Table 07: For speakers, the first language is more useful than second language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	45	51.7	51.7	51.7
	2	25	28.7	28.7	80.5
	3	7	8.0	8.0	88.5
	4	10	11.5	11.5	100.0
	Total	87	100.0	100.0	

For Q3, 45 participants (51.7%) strongly agree with the highest peak whereas 7 participants (8.0%) disagree about the given statement. 10 participants (11.5%) do not have any suggestion regarding issue. Here again, there is no participant responding with the strongly disagree measure.

Image 03: Bar diagram of Q3**Table 08: To discuss new ideas/concepts in academics, the speakers prefer using their first language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	29	33.3	33.3	33.3
	2	34	39.1	39.1	72.4
	3	8	9.2	9.2	81.6
	4	14	16.1	16.1	97.7
	5	2	2.3	2.3	100.0
	Total	87	100.0	100.0	

For Q4, 29 participants strongly agreed with the proposition that entails to discuss new ideas/concepts in academics, the speakers prefer using their first language, which is 33.3% of the total sample size. In here, most of the participants agree with the statement; 39.1% of the participants agreed with it where the participant number is 34. 8 of them had no feeling at all and the

percentage is 9.2%. 14 participants disagreed and 2 participants strongly disagreed where the percentage portrayals are 16.1% and 2.3% consecutively.

Image 04: Bar diagram of Q4

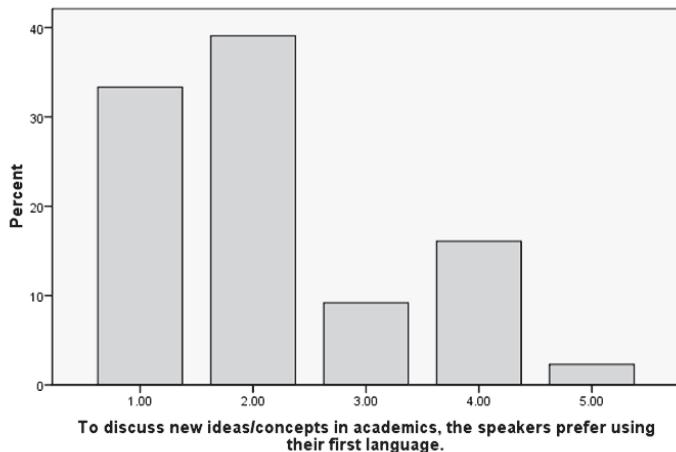
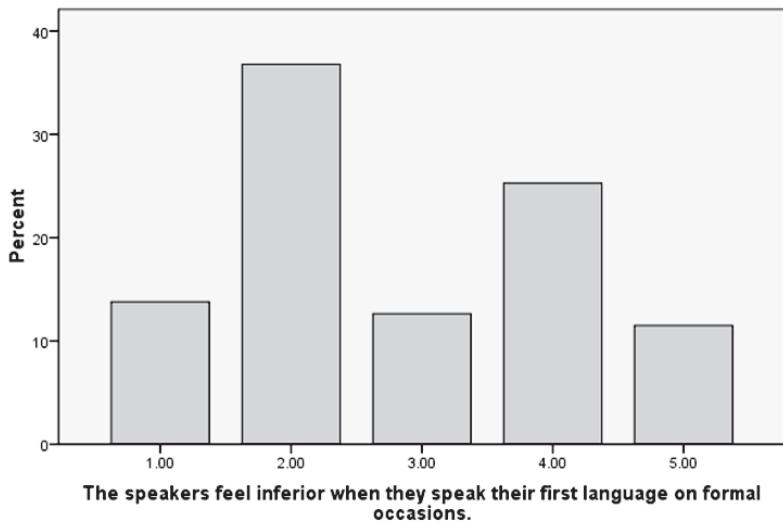


Table 09: The speakers feel inferior when they speak their first language on formal occasions

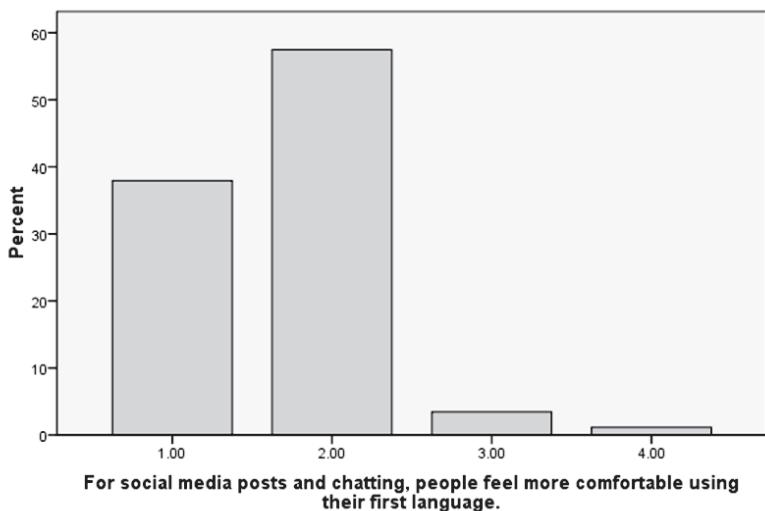
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	13.8	13.8	13.8
	2	32	36.8	36.8	50.6
	3	11	12.6	12.6	63.2
	4	22	25.3	25.3	88.5
	5	10	11.5	11.5	100.0
	Total	87	100.0	100.0	

Q5 shows different types of data representation comparing to the other frequency tables. Here, most of the participants either agree or disagree. The question entailed speakers feel inferior when they speak their first language on formal occasions. In this case, 32 participants agreed (36.8%) and 22 participants disagreed (25.3%)

Image 05: Bar diagram of Q5**Table 10: For social media posts and chatting, people feel more comfortable using their first language**

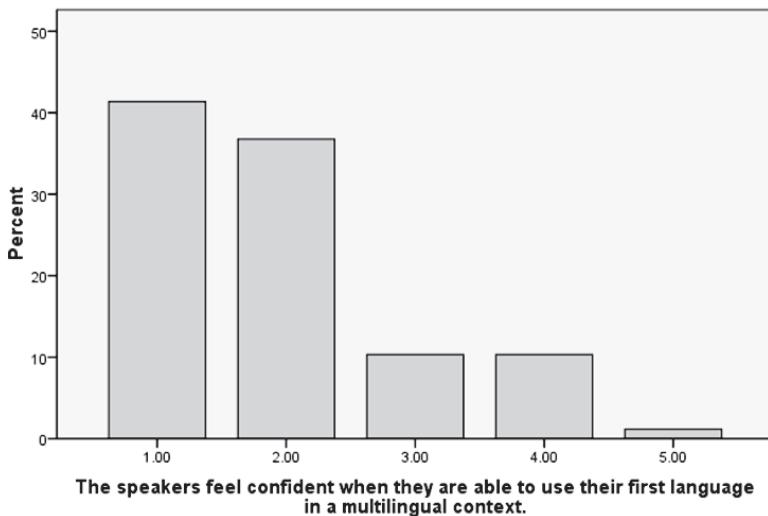
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	33	37.9	37.9	37.9
	2	50	57.5	57.5	95.4
	3	3	3.4	3.4	98.9
	4	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

Q6 has a distinctive type of response. 50 participants (which is 57.5%) agree and 33 (which is 37.9%) participants strongly agree that for social media posts and chatting, people feel more comfortable using their first language. No participant strongly disagrees this statement.

Image 06: Bar diagram of Q6**Table 11: The speakers feel confident when they are able to use their first language in a multilingual context**

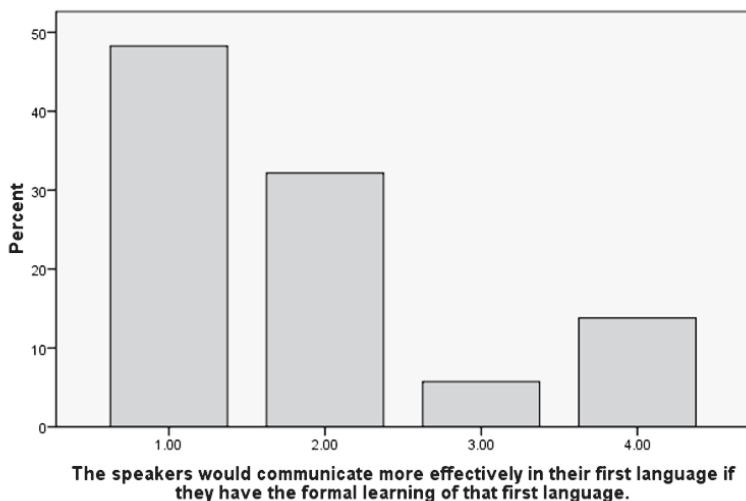
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	36	41.4	41.4	41.4
	2	32	36.8	36.8	78.2
	3	9	10.3	10.3	88.5
	4	9	10.3	10.3	98.9
	5	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

Q7 represent that the speakers feel confident when they are able to use their first language in a multilingual context and 36 (41.4%) participants strongly agree with that and 32 (36.8%) participants agree with the statement. On the other hand, 9 participants do not possess any feeling for this statement (10.3%) and the same number, and the percentage also disagree in the same occasion.

Image 07: Bar diagram of Q7**Table 12: The speakers will communicate more effectively in their first language if they have the formal learning of that first language**

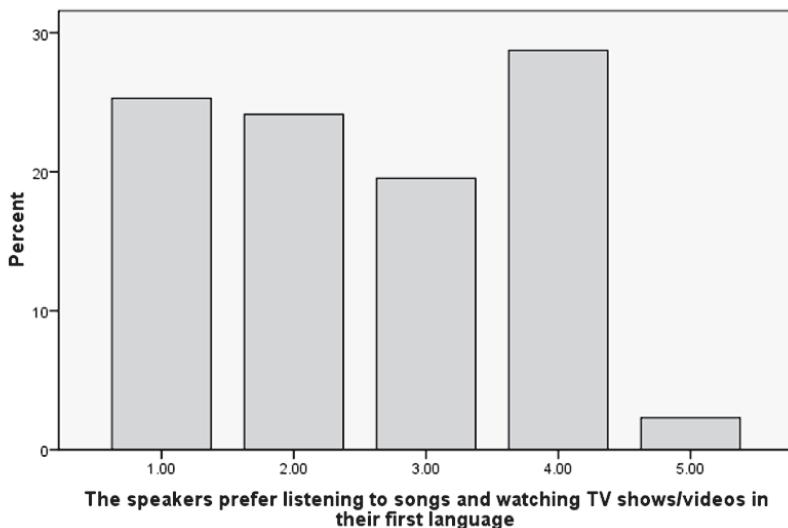
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	42	48.3	48.3	48.3
	2	28	32.2	32.2	80.5
	3	5	5.7	5.7	86.2
	4	12	13.8	13.8	100.0
	Total	87	100.0	100.0	

In Q8, we can find the similar positive response regarding the idea showing the speakers will communicate more effectively in their first language if they have the formal learning of that first language. 42 participants (48.3%) strongly agree with it, on the contrary, 12 participants (13.8%) disagree with the proposition, and no one strongly disagrees with it.

Image 08: Bar diagram of Q8**Table 13: The speakers prefer listening to songs and watching TV shows/videos in their first language**

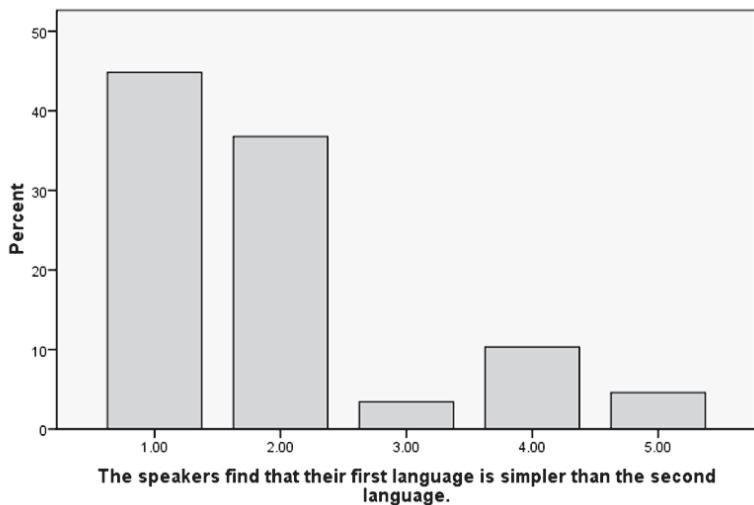
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	22	25.3	25.3	25.3
	2	21	24.1	24.1	49.4
	3	17	19.5	19.5	69.0
	4	25	28.7	28.7	97.7
	5	2	2.3	2.3	100.0
	Total	87	100.0	100.0	

Q9 is quite different by the representation of collected data. This is the only statement where 25 participants (28.7%) disagree about the preference of listening to songs and watching TV shows/videos in their first language; it outnumbers the strongly agree marker as well agree marker. 22 participants strongly agree with that (25.3%) and 21 participants agree with the statement (24.1%).

Image 09: Bar diagram of Q9**Table 14: The speakers find that their first language is simpler than the second language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	39	44.8	44.8	44.8
	2	32	36.8	36.8	81.6
	3	3	3.4	3.4	85.1
	4	9	10.3	10.3	95.4
	5	4	4.6	4.6	100.0
	Total	87	100.0	100.0	

In Q10, we have found that most of the participants are positive on the simplicity of their first language than the second language. The cumulative percentage between strongly agree and agree is 85.1%, where 39 participants strongly agree, and 32 participants agree only.

Image 10: Bar diagram of Q10

The following summary table basically highlights the N of items which is 10 and the mean is this case is 2.005 which shows the agree based responses.

Table 15: Summary Item Statistics

	Mean	Mini-mum	Maxi-mum	Range	Maximum / Mini-mum	Vari-ance	N of Items
Item Means	2.005	1.621	2.839	1.218	1.752	.167	10

Discussion

This study aimed to investigate the level of trust that first language users have in their language across various linguistic domains. The domains examined include the participant's place of residence, the perceived usefulness of the first language, the learning necessity of the first language, the confidence gained from using the first language, the simplicity of the first language,

and the importance of using the first language among the younger generation.

Table 16: Question-Statement Percentiles on the Agreement

Statement	Strongly Agree (%)	Agree (%)	No feeling at all (%)	Disagree (%)	Strongly Disagree (%)
Disagree (%)					
Q1. The young generation must primarily use their first language.	56.3	29.9	5.7	6.9	11
Q2. People staying away from their native places must be connected to their first language.	51.7	37.9	6.9	3.4	0
Q3. For speakers, the first language is more useful than second language.	51.7	28.7	8.0	11.5	0
Q4. To discuss new ideas/concepts in academics, the speakers prefer using their first language.	33.3	39.1	9.2	16.1	2.3
Q5. The speakers feel inferior when they speak their first language on formal occasions.	13.8	36.8	12.6	25.3	11.5
Q6. For social media posts and chatting, people feel more comfortable using their first language.	37.9	57.5	3.4	1.1	0
Q7. The speakers feel confident when they are able to use their first language in a multilingual context.	41.4	36.8	10.3	10.3	1.1
Q8. The speakers will communicate more effectively in their first language if they have the formal learning of that first language.	48.3	32.2	5.7	13.8	0

Q9. The speakers prefer listening to songs and watching TV shows/videos in their first language.	25.3	24.1	19.5	28.7	2.3
Q10. The speakers find that their first language is simpler than the second language.	44.8	36.8	3.4	10.3	4.6

The findings indicate that the participants strongly agree with the statements related to these domains. On the other hand, in domains such as academic discussions, linguistic inferiority in relation to the first language, social media posts, and multimedia choice, there is less agreement among the participants. This suggests that the level of trust in the first language varies depending on the linguistic sphere being considered.

The study also aimed to identify the domains that are associated with linguistic trust and to examine the contrasting responses to statements regarding linguistic trust among first language users. The findings reveal that there are statements that receive strong agreement as well as statements that receive agreement from the participants. The percentage of participants who disagree or strongly disagree with the statements is relatively low compared to those who agree or strongly agree. Additionally, there is a notable percentage of participants who express no particular feeling towards the statements.

The findings indicate that participants strongly agree with most of the question items. Specifically, the highest percentages of agreement are observed for Q1, Q2, Q3, Q7, Q8, and Q10. For Q4, Q5, and Q6, the highest percentages are based on agreement.

Interestingly, there are four statements for which no participants strongly disagree. The choice of TV/video program shows a marked difference compared to the other statements, as participants tend to prefer the second language in this context. The neutral feeling towards all the questions is relatively low, except for the statement about speaking the first language in formal occasions, which elicits a different response.

Overall, these findings provide support for the research questions and suggest that first language users trust their language across various linguistic domains. The majority of participants either strongly agree or agree with the statements, indicating a high level of trust in their first language. The table below presents a summary of the findings in a simplified manner.

Our findings suggest that speakers are more likely to trust and use a language if they feel comfortable with it. This is because comfort is associated with positive emotions, which in turn lead to increased trust. Additionally, our findings suggest that speakers are more likely to use a language if they have positive attitudes towards it. This is because positive attitudes are associated with a sense of belonging and identity, which in turn lead to increased use.

Conclusion

In conclusion, our study highlights the significance of linguistic trust and attitudes towards language use in shaping language behavior. Moving forward, we recommend that future investigations adopt a multidimensional approach to deepen our comprehension of this phenomenon. For instance, exploring the influence of linguistic trust and attitudes towards language use in diverse settings, including education, employment, and healthcare, would provide valuable insights. Furthermore, examining the impact of linguistic trust and attitudes towards language use across various languages and cultures would contribute to a more comprehensive understanding of this complex interplay.

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Appendix A

Questionnaire: Trust of the Speakers towards their First Language

The following are statements regarding your trust in your first language in all areas of language use. Please respond to each statement by giving your initial reaction. Please answer all items from (i) to (x) by placing a check mark. "Strongly disagree" indicates the lowest level of trust, while "strongly agree" indicates the highest level of trust.

Thank you very much for taking the time to participate.

Serial	Statement	5				
		1	2	3	4	5
		Strongly agree	No feeling at all	Disagree	Strongly disagree	
i.	The young generation must primarily use their first language.					
ii.	People staying away from their native places must be connected to their first language.					
iii.	For speakers, the first language is more useful than second language.					
iv.	To discuss new ideas/concepts in academics, the speakers prefer using their first language.					
v.	The speakers feel inferior when they speak their first language on formal occasions.					
vi.	For social media posts and chatting, people feel more comfortable using their first language.					
vii.	The speakers feel confident when they are able to use their first language in a multilingual context.					
viii.	The speakers would communicate more effectively in their first language if they have the formal learning of that first language.					
ix.	The speakers prefer listening to songs and watching TV shows/videos in their first language.					
x.	The speakers find that their first language is simpler than the second language.					