



Hacettepe University School of Social Sciences
Department of English Linguistics

**EMOTIONAL AND FUNCTIONAL
ATTITUDES OF NATIVE SPEAKERS TOWARDS
GAGAUZ AS AN ENDANGERED LANGUAGE**

Gülin DAĞDEVİREN KIRMIZI

PhD Dissertation

Ankara, 2015

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KABUL VE ONAY

Glin DAĐDEVİREN KIRMIZI tarafından "Emotional and Functional Attitudes of Native Speakers towards Gagauz as an Endangered Language" bařlıklı bu alıřma 03.07.2015 tarihinde yapılan savunma sınavı sonucunda bařarılı bulunarak jrimiz tarafından doktora tezi olarak kabul edilmiřtir.



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BİLDİRİM

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03.07.2015



Glin DAĐDEVİREN KIRMIZI

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ÖZET

Bu çalışma temel olarak dil tutumları tehlikedeki diller bağlamında incelemektedir. Tehlike altındaki bir dil olan Gagauzca duygusal ve işlevsel tutumlar açısından incelenmiştir. Bu amaçla Gagauz konuşucuların Gagauzca ve Rusçaya karşı olan tutumları araştırılmıştır. Konuşucu tutumlarından ayrı olarak, günlük hayattaki dil kullanımları da bu araştırmada incelenmiştir.

Bu çalışmada kişisel bilgi formu ve tutum anketinden oluşan basılı bir anket kullanılmıştır. Kişisel bilgi formu katılımcıların belli bağlamlardaki dil kullanımları, dil yeterlik seviyeleri, aile üyelerinin dil hâkimiyetleri gibi konulardan oluşan 19 maddeyi içermektedir. Veri toplama aracının ikinci bölümü Gagauzca ve Rusçayı duygusal ve işlevsel tutumlar açısından karşılaştırmak için düzenlenmiş 22 maddeden oluşan bir tutum ölçeğini içermektedir. Ölçek ve form iki dilde de hazırlanmıştır.

Veri toplama süreci 2014 yılının Ocak ayında gerçekleştirilmiştir. Anket Gagauzya Özerk bölgesinde yaşayan 137 katılımcıya uygulanmıştır. Sonuçlar göstermiştir ki katılımcıların duygusal tutumları Gagauzca için daha yüksek iken, işlevsel tutumlar açısından Rusçaya karşı daha olumlu tutumları vardır. Bu çalışmanın yaş, cinsiyet ve yerleşim yerinin dil tutumları ve kullanımları üzerindeki rolü de incelediği düşünüldüğünde görülmektedir ki yaş ve yerleşim yeri etkilidir. Özellikle genç yaş grubundaki katılımcıların Rusçaya karşı daha olumlu tutumları olduğu görülmektedir. Ayrıca köylerde yaşayan katılımcıların Gagauzcaya karşı daha olumlu tutumlara sahip oldukları bulunmuştur. Benzer şekilde dil kullanımlarının da bu dillere karşı olan tutumlarla paralel olduğu görülmüştür. Son olarak bu çalışma tehlikedeki diller üzerine giderek artan araştırmalara duygusal ve işlevsel tutumlar arasındaki ilişkiyi araştırarak katkıda bulunmayı amaçlamıştır.

Anahtar sözcükler: duygusal tutumlar, işlevsel tutumlar, tehlike altındaki diller, Gagauzca, kimlik.

ABSTRACT

This study mainly investigated the language attitudes in the context of endangered languages. The Gagauz language, an endangered language, was investigated on the basis of emotional and functional attitudes. To this end, the attitudes of the Gagauz speakers towards the Gagauz and the Russian languages were explored. Apart from the speaker attitudes, the language uses in daily life practices were also investigated in this study.

The data collection instrument adopted in this study is a paper-and-pencil questionnaire which included a personal information form and an attitude scale. The personal information form is composed of 19 items which investigates topics such as language uses in certain context, language proficiency levels, language competencies of the family members etc. The second part of the data collection instrument includes a 22-item attitude scale designed to compare the Gagauz and the Russian languages on the basis of emotional and functional attitudes. The scale and form are prepared in two languages.

The data were collected in January 2014. The questionnaires were administered to 137 participants living in the Autonomous Territorial Unit of Gagauzia. The results show that the participants have more positive emotional attitudes towards the Gagauz language, while they have more positive functional attitudes towards the Russian language. Considering that this study also investigates the role of age, gender and the place of residence on the language attitudes and uses, it is seen that generally the age and the place of residence were effective. Specifically, participants of young age group have more positive attitudes towards the Russian language. Additionally, the participants living in villages were found to have more positive attitudes towards the Gagauz language. Similarly, the language uses of the speakers are in parallel with their attitudes towards these languages. Finally, this study aimed to contribute to the growing area of research on language endangerment by exploring the relationship between the emotional and functional attitudes.

Keywords: emotional attitudes, functional attitudes, endangered languages, the Gagauz language, identity.

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ABBREVIATIONS

ATU Autonomous Territorial Unit

DoBeS Dokumentation bedrohter Sprachen

DEL Documenting Endangered Languages

EGIDS Extended Graded Intergenerational Disruption Scale

ELP Endangered Language Programme

ELF Endangered Languages Fund

FEL Foundation for Endangered Languages

GRT Gagauz Radio Televisionu

GIDS Graded Intergenerational Disruption Scale

HRELP Hans Rausing Endangered Languages Project

KMO Kaiser-Meyer-Olkin

p significance level

SD Standard Deviation

SIL Summer Institute of Linguistics

UNESCO United Nations Educational, Scientific and Cultural Organization

USSR Union of Soviet Socialist Republics

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CHAPTER 1 THE PRELIMINARIES

1.1. LANGUAGE ENDANGERMENT AROUND THE WORLD: FACTS AND FIGURES

Language endangerment is a social, cultural and linguistic phenomenon. Brenzinger (1992:3) states that the term endangerment used in sociolinguistics was taken from biology where it refers to “in danger of extinction throughout all or a significant portion of their range”. However, for language, endangerment also includes the transmission of language to next generations. According to Austin and Sallabank (2011:1), language endangerment occurs when a language “[...] may no longer continue to exist after a few more generations as they are not being learnt by children as first language”. Crystal (2000:20) defines endangered languages as the languages “spoken by enough people to make survival a possibility, but only in favourable circumstances and with a growth in community support”.

The facts and figures about language endangerment apparently show the current situation. According to Moseley (2010:5), approximately 6000 languages are spoken in the world. At least 43% of these languages are labeled as endangered. The table 1 shows more detailed classification of the endangered languages.

Table 1. Moseley’s (2010:5) the number of endangered languages by degree of endangerment

Level of endangerment	Number of speakers				Total
	0 - 9999	10000 - 99999	100000 - more	No data on number of speakers	
Vulnerable	337	150	105	6	598
Definitely endangered	408	150	60	28	646
Severely endangered	430	49	11	38	528
Critically endangered	510	15	0	51	576
Extinct	221	1	0	9	231
Total	1906	365	176	132	2579

As can be seen, the endangered languages are classified on the basis of the number of their speakers. According to this table there are 589 languages which are labeled *vulnerable*. Moseley (2010:5) defines these categories as follows. *Vulnerable* is defined

as “most children speak the language, but it may be restricted to certain domains (e.g., home)”. Next, 646 languages are classified as *definitely endangered*, which means that “children no longer learn this language as mother tongue in the home”. The following category includes the language which is “spoken by grandparents and older generations; while the parent generation may understand it, they do not speak it to children or among themselves”. These are *severely endangered* languages and their total number is stated as 528. According to the chart, there are 576 *critically endangered* languages spoken today. These languages are generally spoken by the youngest speakers who are grandparents and older, and they speak these language partially and infrequently. Finally, 231 languages are considered *extinct*. There are no speakers of the extinct languages. However, it is emphasized that it is impossible to provide exact number as the numbers may be misleading.

Austin and Sallabank (2011) listed a number of reasons for the revision of the figures about the languages. First, *mutual intelligibility*, which refers to the comprehension of the form by the parties of the conversation, is the criterion that has been used to distinguish between the language and dialect. However, it is clear that politics and the attitudes towards the forms of language play an important role in naming a variety as language. Secondly, the difficulty in analyzing indigenous languages that have not been documented before is the second factor to determine the exact number of languages spoken today. There are many languages that have not yet been recorded and analyzed, thus these languages are not included in the statistics.

Lewis et al. (2014) proposed a scale on the basis of endangerment criteria and then the number of the endangered languages on the basis of the degree of endangerment is given. Lewis et al.’s (2014) criteria, which are also used by *Ethnologue*, is a comprehensive reference book of world’s living languages. The mentioned endangerment criteria are as follows Lewis et al. (2014:1)

- The speaker population
- The number of those who connect their ethnic identity with the language (whether or not they speak the language)
- The stability of and trends in that population size
- Residency and migration patterns of speakers
- Information about the use of second languages
- Language attitudes within the community
- The age range of the speakers
- The domains of use of the language

- Official recognition of languages within the nation or region
- Means of transmission (whether children are learning the language at home or being taught the language in schools)
- Non-linguistic factors such as economic opportunity or the lack thereof

There are also scales used to determine the level of endangerment. One of these is Lewis and Simons (2010) Expanded Graded Intergenerational Disruption Scale (hereafter EGIDS) developed to categorize the degree of endangerment of the languages. This scale is an expanded version of Fishman's (1991) Graded Intergenerational Disruption Scale (GIDS).

Fishman's (1991:17) GIDS is composed of eight levels of language disruption. It starts with Level 1 which describes the situation where language is used in all domains such as education, work, mass media, government, etc. The scale goes up to Level 8 in which language is used only by the older generation and lost its function in social domains. The levels between 1 and 8 describe the language use on the basis of the factors such as literacy, mass media, and intergenerational language transmission. Fishman (1991) emphasizes the importance of intergenerational transmission which is heavily influenced by the social and institutional choices. Fishman's (1991:17) GIDS is given in Table 2.

Table 2. Fishman's (1991:17) Graded Intergenerational Disruption Scale

Level	Description
Stage 8	most vestigial users of Xish are socially isolated old folks and Xish needs to be re-assembled from their mouths and memories and taught to demographically unconcentrated adults
Stage 7	most users of Xish are a socially integrated and ethnolinguistically active population but they are beyond child-bearing age
Stage 6	the attainment of intergenerational informal oralcy and its demographic concentration and institutional reinforcement
Stage 5	Xish literacy in home, school and community, but without taking on extra-communal reinforcement of such literacy
Stage 4	Xish in lower education (types a and b) that meets the requirements of compulsory education laws
Stage 3	use of Xish in the lower work sphere (outside of the Xish neighborhood/community) involving interaction between Xmen and Ymen
Stage 2	Xish in lower governmental services and mass media but not in the higher spheres of either
Stage 1	some use of Xish in higher level educational, occupational, governmental and media efforts (but without the additional safety provided by political independence)

Being the extended version of Fishman's scale (1991), Lewis and Simons' scale (2010:117) EGIDS includes 13 levels. When compared to the previous one, the

expanded version displays subtle differences in some levels. To exemplify, Level 6 and 8 is divided into two categories which makes the scale more sensitive to the differences between two situations as in Table (3).

Table 3. Lewis and Simon's (2010:117) Extended Graded Intergenerational Disruption Scale

Level	Label	Description
0	International	The language is widely used between nations in trade, knowledge exchange, and international policy.
1	National	The language is used in education, work, mass media, and government at the national level.
2	Provincial	The language is used in education, work, mass media, and government within major administrative subdivisions of a nation.
3	Wider Communication	The language is use work and mass media without official status to transcend language differences across a region.
4	Educational	The language is in vigorous use, with standardization and literature being sustained through a wide spread system of institutionally supported education.
5	Developing	The language is in vigorous use, with literature in a standardized form being used by some though this is not yet wide spread or sustainable.
6a	Vigorous	The language is used for face-to-face communication by all generations and the situation is sustainable.
6b	Threatened	The language is used for face-to-face communication within all generations, but it is losing users.
7	Shifting	The child-bearing generation can use the language among themselves, but it is not being transmitted to children.
8a	Moribund	The only remaining active users of the language are members of the grandparent generation and older.
8b	Nearly Extinct	The only remaining users of the language are members of the grandparent generation or older who have little opportunity to use the language.
9	Dormant	The language serves as a reminder of heritage identity for an ethnic community, but no one has more than symbolic proficiency.
10	Extinct	The language is no longer used and no one retains a sense of ethnic identity associated with the language.

EGIDS is assessed answering five questions about how language is used in the community. These questions are: *What is the current identity function of the language?*, *What is the level of official use?*, *Are all parents transmitting the language to their children?* and *What is the literacy status?*. The first of these questions, which is about the identity function of the language, can be analyzed in four different ways: *Historical identity*, *heritage use*, *the use at home and vehicular*. Secondly, the level of official use is investigated to find out whether the language is used at international, national or regional level. "No official use" is another level which shows that the language is not

officially recognized and the use is limited to intergroup interactions. The third question explores the intergenerational transmission. The answers are divided into two categories as the ones showing the intact language transmission and the ones referring disrupted transmission. The fourth question is about the literacy status. The possible situations to be considered are: (a) where the literacy can be supported by institutions, (b) where the literacy is acquired but not with the support of well-established publicly-accessible institutions and (c) where there is no significant literate population (Lewis and Simons, 2010:16-19).

Ethnologue presents the statistics about the number of languages and their speakers in terms of the endangerment levels. The number of living languages and their speakers by EGIDS level are given in Table 4 (Lewis et al. 2014:2)

Table 4. The numbers of living languages and speakers by EGIDS level (Lewis et al. 2014:2)

EGIDS	LIVING LANGUAGES	NUMBER OF SPEAKERS
0	6	1,818,381,088
1	95	1,917,448,972
2	70	702,091,474
3	166	520,850,402
4	345	240,886,147
5	1534	587,368,282
6a	2502	382,441,032
6b	1025	53,902,649
7	456	12,053,328
8a	286	922,885
8b	432	75,308
9	188	0
Total	7105	6,236,421,567

It is seen that as the degree of the endangerment increases, the number of the speakers of these languages decreases. It is important to keep in mind that these numbers can be misleading because of the factors mentioned before.

United Nations Educational, Scientific and Cultural Organization (hereafter, UNESCO) which principally aims to promote international collaboration, is interested in “the maintenance and perpetuation of language diversity”. To this end, UNESCO’s *Endangered Languages Programme* collects data about the endangered languages and categorizes them into levels of endangerment. Bernard (1996:142) states that “about 97% of the world’s people speak about 4% of the world’s languages; and conversely, about 96% of the world’s languages are spoken by about 3% of the world’s people”. Berzinger and Graaf (2006) claim that 85% of almost 7000 languages are spoken in 22 countries such as India, Brazil, Nigeria, etc. The heterogeneity in the distribution of languages shows the unbalance in the number of speakers. According to *the Atlas of Languages in Danger* (2010), about 2,500 languages can be considered as endangered. Among these languages, 230 languages have been extinct since 1950.

Why is language endangerment an important issue? There are many reasons to study endangered languages. First, it can be said that diversity is the key concept of endangerment. Similar to ecological issue, linguistic diversity is crucial for and is a necessity of long term survival. Odum (1986:12) states that “the diversity of living things is apparently directly correlated with stability ... variety may be a necessity in the evolution of natural systems.” In the sense of linguistic diversity, it can be said that languages of multicultural world would help transmission of values. Crystal (2000:34) emphasizes that “if the development of multiple cultures is so important, then the role of languages becomes critical, for cultures are chiefly transmitted through spoken and written languages”. Thus, to protect linguistic diversity is one of the reasons to study endangered languages. Secondly, according to Crystal (2000:39), language expresses identity. The author claims that identity is one of the things which “make the members of a community recognizably the same”. Being one of the characteristics of identity, the language inherently carries historical, cultural and social heritage of the society which create their identity. Thirdly, it is considered that language endangerment ultimately threatens linguistic human rights. Austin and Sallabank (2011) suggest that minority

groups who are not fluent in official or mainstream language have difficulty in accessing education, media, justice system etc. Thus, the minority's language with low prestige may prevent the participation of public life in these contexts. Romaine (2008:19) asserts that "the preservation of a language in its fullest sense ultimately entails the maintenance of the community who speaks it, and therefore the arguments in favour of doing something to reverse language shift are ultimately about sustaining cultures and habitats". In these contexts, language endangerment study gains importance.

Although there are many reasons to study endangered languages, the interest in endangered languages in linguistics is considered relatively new. The field work on minority and endangered languages mostly started with the non-academic purposes. One of these goes back to the early efforts of *Summer Institute of Linguistics* (SIL), which was founded in 1934 as a summer training program. *Ethnologue*, the catalogue of the institute, was first published in 1951. The first edition included 46 languages, while the latest edition included 4447 languages. The project of *Red Book of Endangered Languages* was first carried out by UNESCO in 1992. The Red Book project included the investigation facts and figures about the endangered languages. The same year *the Committee on Endangered Languages and their Preservation* was established under the auspices of *Linguistic Society of America*. The committee focused on the study and documentation of these languages. Another initiative on endangered languages at those years was the foundation of a research center. *The International Clearing House for Endangered Languages* was founded under the auspices of Tokyo University in 1994. This center mostly focused on the documentation rather than preservation. The following years, activist groups actively took part especially, in fund-raising work. *The Endangered Languages Fund* (ELF) in USA and *the Foundation for Endangered Languages* (FEL) in Europe are the examples of these groups (Moseley, 2007).

Language documentation is an important component of the studies on endangered languages. Himmelmann (2006:2) defines language documentation as 'a lasting, multipurpose record of a language'. The author uses the term lasting to refer long term purposes. Additionally, the word of multipurpose is used to refer various uses such as language planning, developing educational materials, the analysis of the certain

problems in syntactic theory. The growing interest in endangered languages causes the improvements in documentation facilities. Today there are four major projects which are directly concerned with the documentation of endangered languages. These are *Hans Rausing Endangered Languages Project* (HRELP), *the Endangered Languages Programme* (DoBes) of *the Volkswagen Foundation*, *the Endangered Language Programme* (ELP) of *the Intangible Cultural Heritage Section* at UNESCO, and *the Documenting Endangered Languages* (DEL) program of *the National Science Foundation*.

The first of these programs, *Hans Rausing Endangered Languages Project* (HRELP), is affiliated with the School of Oriental and African Studies at the University of London. The project's scope is data preparation and preservation, training and contributions to academic studies about documentation. The second of the documentation projects is DoBes (Dokumentationbedrohter Sprachen) sponsored by *the Volkswagen Foundation* in Germany. The project was started in 2000 and by the end of the 2011 this program funded 67 projects around the world. Thirdly, the *Endangered Language Programme* (ELP) of *the Intangible Cultural Heritage Section* was established under the auspices of UNESCO. The program contributes to raising awareness on language endangerment, promoting writing systems and the documentation of non-written languages. The fourth program supporting documentation of languages is *the Documenting Endangered Languages* (DEL) program of *the National Science Foundation* in the United States of America. This program mainly aims to fieldwork such as recording, documentation, achieving etc. of the languages. Today workshops, seminars and summer schools are held to raise awareness about language endangerment. Taken these together, it is seen that there is a growing interest in endangered languages.

The issue of the protection of endangered languages has been reflected language policies of various countries. Generally, these policies have expanded the domains where the minority languages are spoken. One of the earliest of these policies was introduced for the French community in Canada. *Charter of the French language*, which is also called *Bill 101*, was passed by the Canadian National Assembly in 1977. According to the law, French can be the language of Government and the Law, as well

as the normal and everyday language of work, instruction, communication, commerce and business. Although this regulation aims to protect the French language, newcomers and Anglophones felt threatened and new actions were needed.

Another case expanding the use of the languages by minorities was observed in Spain. *Basic Law for Normalising Basque Language Use* passed in 1982. According to this law, Basque can be used by the individuals. However, the Autonomous Decree passed in 2000, gave the right to use Basque in public services

In the United States, the policy was introduced to protect Native American languages. *The Native American Languages Act* (NALA) was issued by the United States Congress in 1990. This act issued to ensure the survival of the Native American Languages. Schiffman (1996) asserted that when the law passed, these languages were practically endangered, thus did not pose any threat to mainstream culture and language.

In Norway, Language Act passed in 1992 in Norway. The act aims to the Sámi group to maintain and develop their language and culture. This law permits that the Sámi can use their mother language before public authorities. These and other similar attempts towards the languages have been influential in the protection of such languages at a certain extent. McCarty and Watahomigie (1998: 321) claim that “in practice, language rights have not guaranteed language maintenance, which ultimately depends on the home language choices of native speakers. Such decisions are notoriously difficult for extra-familial institutions to control, even when those institutions are community controlled.”

Although such attempts are made, it is hardly possible to claim that policies are successful at maintaining the languages at risk. There are languages which are official recognized and protected but due to their very limited use, they are threatened. Romaine discusses the relationship between language policies and endangerment (2002:1).

Language policy is not an autonomous factor and what appears to be ostensibly the same policy may lead to different outcomes, depending on the situation in which it operates. Weak linkages between policy and planning render many policies ineffective. [...] policies have negligible impact on home use, which is essential for continued natural transmission of endangered languages. Although survival cannot depend on legislation as its main support, legal provisions may allow speakers of endangered languages to claim some public space for their languages and cultures.

As can be seen, many other dynamics play important role in the success of a language policy. Thus it is expected that the outcomes may differ from country to country on the basis of the maintenance and extinction of a language at risk.

1.2. A BRIEF LOOK AT THE FACTORS LEADING TO LANGUAGE ENDANGERMENT

For a variety of reasons, languages become endangered languages. Dorian (1981, cited in Crystal, 2000) asserts that “the search for a single cause which inevitably leads to language death is futile”. It apparently shows that any endangerment is an end product of a variety of factors leading to the disappearance of the language. Although some of the causes are prior to other secondary ones, language endangerment is too complex to be explained with a single assumption. Austin and Sallabank (2011:5) list and exemplify the main reasons leading to language endangerment as follows:

- natural catastrophes, famine, disease
- war and genocide,
- overt repression
- cultural/political/economic dominance

The cases in which natural catastrophes, famine and diseases caused language endangerment can be exemplified. In 1998, as a result of the earthquake in Papua New Guinea, a group of people speaking *Arup*, *Malol*, *Sisano* and *Warapu* were wiped out (Trask, 2007). Wars and genocides are the other factors causing the disappearance of a language. Austin and Sallabank (2011) state that today tribal Tasmanian languages have become extinct as a result of the gradual destruction by the colonists. Thirdly, language death can be observed as a result of overt repression. In these cases, strategies are developed on behalf of “national unity” as for Native American Languages. Finally, dominance over cultural, political and economic domains is the indirect and gradual way leading to language endangerment. Austin and Sallabank (2011) discuss this factor elaborately and categorize it into five factors which are *economic factors*, *cultural dominance*, *political factors*, *historical factors* and *attitudinal factors*. The influence of *economic factors* can be exemplified as the migration of the minority groups to the areas of mainstream society speaking majority languages. This factor can also be

observed in the cases (e.g. the upheaval of tourism) where majority speaking groups migrated to rural areas where a minority language is spoken. Similarly, *cultural dominance* causes language death by making the majority language more standard and dominant variety in the domains such as media and education. In these cases, minority languages become “folklorized” (p.6). *Political factors*, which are also interrelated to cultural, economic and historical factors, include policies to prevent the use of minority language in certain domains. The identity of the minority group is not represented in the political arena. *Historical factors* lead to language death as a result of the strategies of colonization of the majority groups and disputes between the ethnic groups, etc. Finally, attitudinal factors which can be observed at individual and societal levels, cause the formation of negative attitudes towards minority language by the minority or majority groups.

Crystal (2000:70-88) classifies the factors of endangerment into two categories: *factors which put the people in physical danger* and *factors which change the people’s culture*. The first of these categories, *factors which put the people in physical danger*, refers to the situations in which speakers of the language are in direct and immediate threat to their physical safety. Crystal (2000) emphasizes that especially small communities are destroyed as a result of earthquakes, hurricanes, tsunamis, floods, volcanic eruptions, and other cataclysms. Famines, diseases and droughts are also included in this category. It is clearly seen that economic factors are also influential in causes and the results of the famines and diseases. Secondly, *factors which change the people’s culture* refer to the situations in which the language declines and eventually disappears, although the speakers are still alive. Crystal (2000:77) emphasizes the close connection between the *cultural assimilation* and language endangerment. The demographic submersion, swamp of indigenous people and a huge flux of immigration may result in dominance of the majority culture over the indigenous one. Interestingly, not the size of the indigenous community (e.g. European community in Africa), but the economic factors are effective in cultural assimilation. Crystal (2000:78) emphasizes three stages of cultural dominance over the language. At the first stage, people are forced to speak the language via *top-down* or *bottom up pressure*. *Top-down pressure* can be understood, come from legal and political bodies such as recommendations or laws. On the other hand, *bottom-up pressure* comes from social dynamics. It can be exemplified as the

available trends or peer pressure to speak a certain language. Second stage is emerging bilingualism. In this case bilingualism refers to an increase in the degree of competence of the new language while the speakers do not develop their competence of native language. At the final stage, it is observed that the younger generation has a good command of new language while they develop negative attitudes towards their native language. Crystal (2000:79) defines older generation, parents' use of native language as "inward-looking and idiosyncratic" as a result of limited opportunity to use language.

Brenzinger and Graaf (2004:3) propose a similar categorization to that of Crystal's (2000) concerning the factors leading to endangerment. *External* and *internal forces*, according to Brenzinger and Graaf (2004:3), act together and cause the abandonment of native language to overcome discrimination, to secure a livelihood and enhance social mobility for themselves and their children. It is explained that the number of speakers may not be a good indicator of language endangerment. Instead of the number of speakers, the attitudes of the speakers towards their native language are more effective in this process. Of all the factors of endangerment Brenzinger and Graaf consider the intergenerational transmission of the language as the most important one.

Tsunoda (2006:58) proposes a wider account concerning the factors leading to language endangerment. *Socio-politico-economic* causes, most of which are external ones, are listed below:

- Disposition of the land
- Relocation of the people
- Decline or loss of the population
- Breakdown in isolation and proximity to towns
- Dispersion of the population
- Mixing of speakers of different languages
- Socio-economic oppression, economic deprivation, exploitation, oppressive domination, discrimination, exclusion from political participation, social control, abuse.
- Low status/low prestige of the group and its language
- Language attitudes
- Assimilation policy and language policy
- Relative lack of indigenous language literature
- Social development, civilization, modernization, industrialization, urbanization.
- Destruction of the environment/habitat
- Spread of religion
- Culture contact and clash

The first of these factors is the dispossession of the land which is a result of invasion, colonization, etc. Secondly, relocation of the people can be divided into voluntary and involuntary relocations. The former can be exemplified as the migration of people to a

new settlement; on the other hand, the latter includes involuntary relocation of people such as the one in Moluccas region of eastern Indonesia (Tsunoda, 2006: 58). The third factor is the decline or the loss of the population as a result of natural catastrophes, diseases, massacres, etc. The fourth factor is related to the location of the community: the breakdown in isolation and proximity to towns. Its interaction with the other communities is considered to be a factor leading to endangerment. The next factor to be considered is the dispersion of the population. This is exemplified with the Tsunado's (2006:58) Japanese case, in which scarcely settled Tokuyamara-mura villagers lost contact with each other. The sixth factor that leads to endangerment is the mixing of speakers of different languages via boarding schools, military service, intermarriage, etc. Living together with others implicitly forces the parties to learn the other's language. A common language takes place the native languages in time. Seventh factor includes a variety of reasons which are influential in the endangerment. These are socio-economic oppression, economic deprivation; exploitation, oppressive domination, discrimination, exclusion from political participation; social control and abuse are the examples of socio-economic and socio-psychological effects. Low status or prestige of the group and the language is the eighth factor. A language, assessed in a negative way in society, results in a situation in which its speakers avoid using it as a socio-psychological discomfort. It is closely related to the ninth factor, language attitudes. Attitudes of its speakers and the others towards the language can be positive, negative and indifferent. Among these, negative attitudes are the most influential ones. The next factor is policies of language and assimilation. Although the effects of these policies can be observed in many domains of life, educational contexts are the ones that are directly influenced in a negative way on the basis of the maintenance of the minority language. Being closely related to language policies, the availability of the written materials are one of the factors leading to endangerment. The lack or the availability of religious books, literary works, grammar books, dictionaries, educational materials, etc. play an important role in promoting and the maintenance of the language at the risk of death. The next factor that is thought to be influential in language endangerment is the social development, civilization, modernization, industrialization and urbanization. It also includes the availability of mass media in the dominant language, improved transportation facilities, developed tourism in the region. Krauss (1992:6, cited in

Tsuoda, 2006:62) defines TV as “cultural nerve gas” which replaces the patterns of indigenous culture and language with the elements of global culture. Similarly, improved transportation facilities which include the construction of highways and the availability of vehicles, lead to mobility of people speaking endangered languages which eventually result in language death. The destruction of the environment or the habitat is another factor to be considered. As mentioned before, the replacement of the people of such languages cause the endangerment. Similarly, there are cases in which people are forced to migrate as a result of the heavy destruction of the place they live in. The next factor is the spread of religion. Holes (1994, cited in Tsunoda, 2006) asserts that through the spread of Islam, Arabic became the dominant language in Levant, Egypt, the Fertile Crescent and North Africa. The local languages such as Aramaic, Coptic and Berber were replaced by Arabic. The final factor is culture contact and clash. This factor is discussed on the basis of the military conquests in which conquerors adopt the language of the area that they have conquered or the people of the conquered region adopt the language that the conquerors speak. Tsunoda (2006) emphasizes that these factors are closely related to each other and it is impossible to point out a single factor as a reason of the language death.

UNESCO Intangible Cultural Heritage Section’s Ad Hoc Expert Group on Endangered Languages, which is also available as Brenzinger et al. (2003), prepared report on supporting endangered languages and assessing language endangerment. The assessment is done taking a set of criteria into consideration. To assess the endangerment of the languages, Brenzinger et al. (2003:7-14) developed a set of criteria which “... can determine the viability of a language, its function in society and the type of measures required for its maintenance or revitalization”. These factors are given in table 5.

Table 5. Factors leading to language endangerment (Brenzinger et al., 2003:7-14)

Degree of endangerment
1. Intergenerational language transmission
2. Absolute numbers of speakers
3. Proportion of speakers within the total population
4. Loss of existing language domains
5. Response to new domains and media
6. Material for language education and literacy
Language attitudes and policies
7. Governmental and institutional language attitudes and policies, including official language status and use
8. Community members’ attitudes towards their own language

Urgency of documentation

9. Amount and quality of documentation

As can be clearly seen, nine factors are divided into three groups. The first group of factors typically determines the level of endangerment. Among these, intergenerational language plays the most important role. The next group assesses language attitudes and available language policies implemented. The last group includes the factor about the documentation of the language.

The first of these factors, intergenerational language transmission, is considered one of the most important ones in language endangerment (Brenzinger and Graaf, 2004). Intergenerational transmission refers to the transfer a language from older generations to younger speakers. Brenzinger et al. (2003:7) proposed six categories for the degree of endangerment on the basis of intergenerational language transmission: safe (the language is used by all ages, from children up), unsafe (the language is used by some children in all domains; it is used by all children in limited domains), definitively endangered (the language is used mostly by the parental generation and up), severely endangered (the language is used mostly by the grandparental generation and up), critically endangered (the language is used by very few speakers, mostly of great-grandparental generation) and extinct (there are no speakers).

Secondly, the absolute number of speakers can be an indicator of language endangerment. The language of a small population is more at risk when compared to the one with a large population. This factor should be evaluated taking the third factor, proportion of speakers within the total population, into consideration. According to Brenzinger and Graaf (2004), this factor investigates whether the minority language is still an essential indicator of being regarded a member of the community or not? Whether a person can be a member of the community without speaking the heritage language or not? The factor assesses the proportion of speakers within the total reference population. Brenzinger et al. (2003:9) identified six categories from safe to extinct. These labels refer to certain situations as in the following: safe (all speak the language), unsafe (nearly all speak the language), definitively endangered (a majority speak the language), severely endangered (a minority speak the language), critically endangered (very few speak the language) and extinct (none speak the language).

Loss of existing language domains, as the fourth factor, explores whether the language is used in all domains, in certain domains or it is not used totally. Brenzinger et al. (2003:10) define six categories to assess the language endangerment in terms of the use in domains. These are (a)universal use (The language is used in all domains and for all functions), (b)multilingual parity (Two or more languages may be used in most social domains and for most functions), (c)dwindling domains (The language is used in home domains and for many functions, but the dominant language begins to penetrate even home domains), (d)limited or formal domains (The language is used in limited social domains and for several functions), (e)highly limited domains (The language is used only in a very restricted number of domains and for very few functions) and (f)extinct (The language is not used in any domain for any function).

Being closely related to the previous factor, response to new domains and media, refers whether the language's use expands on the basis of domains. Brenzinger and Graaf (2004) exemplify the situation with the case of Hausa and Dyula in West Africa. The spread of these languages as the first language was encouraged via the shift in religious affiliation. Similarly, the use of language in media such as internet, newspapers, TV and radio broadcast, etc. supports the use of the language. Brenzinger et al. (2003:11) identified categories to assess Response to New Domains and Media. These are (a) dynamic (The language is used in all new domains), (b)robust/active (The language is used in most new domains), (c)receptive (The language is used in many new domains), (d)coping (The language is used in some new domains), (e)minimal (The language is used only in a few new domains) and (f)inactive (The language is not used in any new domains).

The sixth factor, material for language education and literacy, investigates whether the language has any orthography. It is known that the languages without orthography are at the risk of death. Brenzinger and Graaf (2004) pose the questions to investigate the endangerment on the basis of literacy and language education: Is there a community's orthography? Have the community members agreed on a common standard form for writing the language? Are teaching and learning materials for the language available? Is there literature, such as newsletters, stories, religious texts, etc. published in that language? Brenzinger et al. (2003:12) rated language endangerment in six categories.

The assessment includes Grade 5 (There is an established orthography and a literacy tradition with grammars, dictionaries, texts, literature and everyday media. Writing in the language is used in administration and education), Grade 4 (Written materials exist, and at school, children are developing literacy in the language. Writing in the language is not used in administration), Grade 3 (Written materials exist and children may be exposed to the written form at school. Literacy is not promoted through print media), Grade 2 (Written materials exist, but they may only be useful for some members of the community; for others, they may have a symbolic significance. Literacy education in the language is not a part of the school curriculum), Grade 1 (A practical orthography is known to the community and some material is being written) and Grade 0 (No orthography is available to the community).

The seventh factor, governmental and institutional language attitudes and policies, including official language status and use, describe official attitudes towards the use of the language. These attitudes are closely related with the policies implemented by the government and institutions emphasized the role of language policy and stated that ‘The linguistic ideology of a state may inspire linguistic minorities to mobilize their populations towards the maintenance of their languages, or may force them to abandon them’.

Brenzinger et al.’s (2003: 14) categories for governmental and institutional attitudes include (a) equal support (All languages are protected), (b) differentiated support (Minority languages are protected primarily as the language of private domains. The use of the language is prestigious), (c) passive assimilation (No explicit policy exists for minority languages; the dominant language prevails in the public domain), (d) active assimilation (Government encourages assimilation in favor of the dominant language. There is no protection for minority languages), (e) forced assimilation (The dominant language is the sole official language, while non-dominant languages are neither recognized nor protected) and (f) prohibition (Minority languages are prohibited).

Associated with the previous one, the next factor, community members’ attitudes towards their own language, investigates whether the members of the community develop positive or negative attitudes towards their language. Government’s policy over the use of language plays an important role on the speakers’ attitudes toward their ethnic

language. Brenzinger et al. (2003: 15) identified categories to assess the endangerment on the basis of speaker attitudes. These are Grade 5 (All members value their language and wish to see it promoted), Grade 4 (Most members support language maintenance), Grade 3 (Many members support language maintenance; others are indifferent or may even support language loss), Grade 2 (Some members support language maintenance; others are indifferent or may even support language loss), Grade 1 (Only a few members support language maintenance; others are indifferent or may even support language loss) and Grade 0 (No one cares if the language is lost; all prefer to use a dominant language).

The final factor, Amount and Quality of Documentation, investigates the availability and the quality of the documentation of the language. This is extremely important as it is the unique way to transfer the language to next generations, if the language has a limited amount of qualified language data. Categories identified by Brenzinger et al. (2003:16) include (a) superlative (There are comprehensive grammars and dictionaries, extensive texts, and a constant flow of language materials. Abundant annotated high quality audio and video recordings exist), (b) good (There is one good grammar and a number of adequate grammars, dictionaries, texts, literature and occasionally updated everyday media; adequate annotated high-quality audio and video recordings exist), (c) fair (There may be an adequate grammar or sufficient numbers of grammars, dictionaries and texts but no everyday media; audio and video recordings of varying quality or degree of annotation may exist), (d) fragmentary (There are some grammatical sketches, word-lists and texts useful for limited linguistic research but with inadequate coverage. Audio and video recordings of varying quality, with or without any annotation, may exist) and (e) inadequate (There are only a few grammatical sketches, short word-lists and fragmentary texts. Audio and video recordings do not exist, are of unusable quality or are completely un-annotated). These classifications help to determine the level of endangerment of the languages. Many other categories can be found in the literature of the language endangerment to investigate the situation of these languages.

CHAPTER 2 INTRODUCTION

2.1. INTRODUCING THE STUDY

2.1.1. Reasons for the Research: The Need

There is a growing interest in endangered languages in the world and Turkey. The studies and organizations around world deal with both the micro/structural elements of languages and sociolinguistic and social psychology of the language communities. To exemplify, as an organization, UNESCO develops tools for monitoring assessment of status of endangered languages. Other projects such as *Hans Rausing Endangered Languages Project* (HRELP) and *the Endangered Languages Programme* (DoBes) of the Volkswagen directly deal with the documentation of endangered languages. There is a wide range in topics on endangered languages such as the role of social networks (Sallabank, 2010), identity (Sallabank, 2006), language policies (Romaine, 2002; Bradley, 1998) in endangered languages, pedagogical approaches to language maintenance (Rau&Yang, 2010; Barbour, 2010; Young, 2010), rhetorics (Errington, 2003, Hill, 2006) and typology of language endangerment (Grenoble & Whaley, 1998), etc. There is also diversity in the geographies of the endangered languages studied. Some of them investigated the endangered languages in South America (Adelaar,2007); West Africa (Blench, 2007); Southern and eastern Africa (Brenzinger, 2007), East and south-east Asia (Bradley, 2007); South-western China (Bradley, et al.,1999) and Austronesia (Florey & Himmelmann, 2009). It is seen that issue of endangered languages have been studied elaborately and diversely.

The issue of endangered languages is also popular in Turkey. Located in geography which has hosted the civilization for centuries; Turkey is one of the countries where many languages have been spoken by various communities. According to Moseley (2010) there are 11 languages at various levels of risk. Some of these are Ubykh (extinct), Judezmo (severely endangered), Western Armenian (definitely endangered), Hértevin (critically endangered) and Zazaki (vulnerable). Apart from these languages, there are also certain dialects or languages of the groups who are not originally native to Anatolia.

On the other hand, there is also interest on the endangered Turkic Languages in Turkey. These languages are the ones mostly located in Caucasia, Central Asia and Siberia. The common feature of most of these languages is that they are within the borders of Russian Federation now and were under the rule of Soviet regime in the past. According to Moseley (2010), the endangerment levels of some of these Turkic languages are as follows: Nogay (definitely endangered), Chulym (critically endangered), Soyot (extinct) and Urum (definitely endangered).

As mentioned in the previous chapter, the issue of endangered languages has becoming more popular day by day. When the current situation in Turkey is taken into consideration, it is seen that these attempts are relatively new. However, it is seen that the studies on endangered language are categorized in three groups. The first of these is the studies are carried out by Turcologists who mainly focus on the linguistic features of these languages. To exemplify, the study by Küçük (2013) mainly compares of the structural elements of the Ubykh with other languages in Caucasian language group. Another study carried on endangered languages investigates the Chulym language (Bacanlı, 2012). Having given information about ethnonym of Chulym, the author gives information about the basic features of the Chulym morphology, syntax and lexicon. Another group of studies within this group mainly focus on the folkloric elements of these endangered or minority languages. These studies include the analysis of genres of folklore such as fables, legends, etc.

The other line of studies includes the ones carried out by linguists. The languages that are interest in study are mostly the ones spoken within the borders on Turkey. One of these studies is conducted by Karahan (1995) explored the code-switching patterns of third generation immigrant Karachai people in Turkey. The code-switching phenomenon was discussed in the light of social network theory. Another study by the author (2000) investigates ethnolinguistic vitality, speaker attitudes, social network and code-switching in Bosnian Turks living in Turkey. The research mainly focuses on the sociolinguistic and social-psychological reflections of the Bosnian community. Ethnolinguistic vitality was also investigated by minority languages such as Kabartay language. Kıymazarslan-Alagözlü (2002) explored the ethnolinguistic vitality the Kabardian community within the scope of urbanization.

When the research on endangered languages in Turkey is taken into consideration, it is seen that the studies mostly deals with the linguistic features and in a limited number of studies have been carried out on the sociolinguistic issues. It is seen that very little is studied on an endangered language which adopt sociolinguistic perspective with studying sociology of language and social-psychology of the speaker community.

Speaker attitudes of the endangered languages is one of the topics shared by the sociolinguistic, sociology of language and social-psychology perspectives. Positive and negative attitudes towards the endangered or mainstream language are among the factors determining language endangerment. Brenzinger et al., (2003;12) emphasize that “The linguistic ideology of a state may inspire linguistic minorities to mobilize their populations towards the maintenance of their languages, or may force them to abandon them. These linguistic attitudes can be a powerful force either for promotion or for loss of a language”. Speaker attitudes are generally studied with the scope of ethnolinguistic vitality and language maintenance (see Williamson, 1991; Dorian, 1989).

Taking these into consideration, the current study is focused on the language attitudes of the Gagauz speakers towards the Gagauz and the Russian languages. The interest on this topic aroused during the course of field observations. The endangerment of the Gagauz is reported to be at different levels from *definitely endangered* (the situation where children no longer learn the language as mother tongue at home) to *developing* (the situation where the language is in vigorous use, with literature in a standardized form being used by some though this is not yet widespread or sustainable) (Moseley, 2010; Lewis, et al. 2014). When the resources of these classifications are taken into consideration, it is seen that research on the subject has been mostly restricted to language descriptions of the Gagauz language. However, the endangerment is mainly based on cultural, political, economic, etc. factors. Although some research has been carried out on the Gagauz language, no quantitative research has been found about the attitudes of the Gagauz speakers. Thus, the current study is carried out to provide information to find out the attitudes of the Gagauz speakers towards the use, future and function of the Gagauz as an endangered language.

Second, the case of the Gagauz language can be considered to be one of the unique languages which are classified as endangered. Although the Gagauz language is

declared to be one of the official languages of the Autonomous Territorial Unit of Gagauzia, it is categorized at the risk of death. Being guaranteed by the constitution of the Autonomous Territorial Unit of Gagauzia, due to certain reasons, the use and functions of the Gagauz language seem to fall behind the Russian language. In addition to the constitutional guarantee, when the rates of the Gagauz people in total population of the region are considered, a need to investigate speaker attitudes has aroused. The literature review has shown that there are many studies on the linguistic features of Gagauz language (seeÖzkan, 1996; Menz, 2006; Stamova-Tufar, 2007; Menz, 2003b; etc.) and sociopolitical situation of the Gagauz people (seeHatlas, 2010; Neukirch 2002; Avram, 2010; Chinn and Roper, 1995, etc). The first group of studies mainly investigates the syntactic, morphological and phonological features of the Gagauz language. The second group of studies mostly discusses the historical period leading to Gagauz autonomy and its current political, financial and social situation. It is seen that there is a lack in the studies concerning the sociolinguistic situation of the area. Although some of these papers include the observations about Gagauz speakers' attitudes towards the Gagauz language. However, as these studies are not based on empirical findings, a comprehensive account of speaker attitudes has not been available. To this end, it is aimed to find out speakers' attitudes towards the Gagauz language as an official and endangered language.

Third, the sociolinguistic investigation of the Turkic languages under the Soviet rule has received little attention so far. Being one of these languages, the Gagauz language is worth studying as it provides an insight to understand how the functions of a language and attitudes of the speakers may change in favor of a more prestigious language which is the Russian language in the current case. The language policies of Soviet governments and their long lasting effects on the Turkic languages can be easily observed in the Autonomous Territorial Unit of Gagauzia. Taken the factors mentioned above together, the language attitudes of the Gagauz speakers towards their language are a topic worth investigating. Several studies have included the observation about the speaker attitudes towards the Gagauz language but there is still insufficient empirical data for the current situation in the area. To this end, this study aimed to provide empirical data about Gagauz speakers' attitudes towards their native language. The existing accounts fail to analyze the sociolinguistic and social-psychological aspects of

attitudes of the Gagauz speakers towards the Gagauz language as endangered language. Additionally, the present research explores, for the first time, the above mentioned aspects of attitudes towards the Gagauz language study as a field study.

2.1.2. The Problem, Purpose, Research Questions and Hypotheses

The Gagauz is a language which is officially spoken in the Autonomous Territorial Unit of Gagauzia. It is expected that, as an official language, it is spoken by a vast majority of the population in official domains and for daily routines. However, the observations and the pilot study showed that there was an inconsistency between the status and the functions of the Gagauz language in various domains. It is observed that the Russian language, which is one of the official languages of the autonomous area, is clearly more prestigious than the Gagauz language. Although the Soviet Union collapsed in 1991, the effects of the Soviet regime are seen in the language policies, attitudes, uses and functions of these languages. As a result of these, today the Gagauz language spoken in the Autonomous Territorial Unit of Gagauzia is considered to be one of the languages at the risk of death.

Speaker attitude is one of the factors contributing to the endangerment of a language. According to Brenzinger et al. (2003: 9), the attitudes of the institutions and speakers are the factors leading to endangerment.

- Governmental and institutional language attitudes and policies, including official language status and use
- Community members' attitudes towards their own language

As mentioned above the endangerment of a language can be observed in the attitudes of institutions and speakers. In this study the attitudes towards the Gagauz and the Russian languages are the dependent variables of the research. As for the Gagauz case, speaker attitudes are a good indicator of endangerment. In pilot studies, it was observed that although speakers had mostly positive attitudes towards the Gagauz language when its cultural and historical importance was asked, they had less positive attitudes towards it when it was about the functions in daily life. For this reason, attitudes are divided into two categories: functional and emotional attitudes.

Previous studies of language attitudes have not suggested a distinction such as functional and emotional language attitudes. However, taken the Gagauz case into consideration, the need such a terminological distinction aroused. Thus, speaker attitudes are discussed on the basis of functional and emotional attitudes. First, the items of functional attitudes were formulated to investigate the functional strength of the language. To exemplify, whether the use of this language is beneficial for conveying technological or scientific concepts was asked. Secondly, the items in emotional category were formulated to explore the speakers' emotional attachment to this language. One of the items asked was about whether the using this language made the speaker superior or not. Using the distinction of functional and emotional language attitudes, the difference in the nature of language attitudes and their possible influences on the endangerment are aimed to be showed.

On the other hand, how speaker attitudes and languages differ on the basis of the factors such as age, gender and the place of residence are also investigated. These are the independent variables of the current research. The first of these variables, the factor of age explores the differences under three age groups: 13-20, 21-40 and 41-74 years old participants. Secondly, whether the gender of the participants on the basis being female and male influences the language attitudes and uses are investigated. Thirdly, the place of residence of the participants is also taken into consideration. The possible effects of living in city or village to language attitudes and uses are within the scope of this investigation.

Taken together with the other factors of endangerment, the results of empirical speaker attitudes research would provide important insights to understand the status the Gagauz and the Russian languages spoken officially in the area. To this end, this study aims to address the following research questions:

- 1. What are the emotional attitudes of the Gagauz speakers living within the borders of the Autonomous Territorial Unit of Gagauzia towards their native language and Russian?*

The observations in the area mainly showed that while some of the Gagauz speakers have more positive emotional attitudes towards the Gagauz language than to Russian, other speakers were mostly in favor of the Russian language. During the field work,

there were the native speakers of the Gagauz who disagreed about the endangerment of the Gagauz language. These speakers claimed that there had been more positive developments on the basis of the use and the status of the Gagauz language when it was compared with the past experiences. On the other hand, some of the speakers interviewed asserted that in the coming decades their children or grandchildren would not speak the Gagauz language anymore. Thus, the Gagauz language would disappear. In order to find out which attitudes are more common among the Gagauz speakers, the items such as the endangerment, easiness in expression, future expectations, etc. were included in the attitude scale. The findings of this question would shed light to the question whether the emotional attitudes of the Gagauz speakers are more positive to their native or the Russian language. The next question investigates the functional attitudes.

2. What are the functional attitudes of the Gagauz speakers towards their native language and Russian in the context of the Autonomous Territorial Unit of Gagauzia?

The hypothesis that will be tested with this question is whether the Gagauz speakers have more positive attitudes towards the Gagauz and the Russian language. The observations made in the field showed that Gagauz speakers had more positive functional attitudes towards the Russian language than the Gagauz language. It is hypothesized that the attitude scores towards Russian would be higher than the Gagauz language when official documentation, higher education, trade, etc. are asked. The following question explores the participants' self-reported facts about the Gagauz and the Russian languages.

3. What are self-reported facts and attitudes concerning the daily use and transmission of the Gagauz and the Russian languages by the Gagauz speakers?

The participants will be asked to specify the language they use in school, church, home, wedding parties, funerals, etc. It is expected that the participants would report more frequent use of the Russian language in the official settings such as school. As for the activities, it is expected that the participants would report that they use the Gagauz language for the activities like counting, swearing, dreaming, etc. However, activities

like reading book, newspaper, listening radio and watching TV might be performed in the Russian language. Finally, it was observed that the language proficiencies of the Gagauz speakers were at varying degrees on the basis of demographical properties of the each speaker. To this end, the speakers will be asked their proficiency levels in the Gagauz and the Russian languages. The next question investigates the independent variables of the research.

4. To what extent do the independent variables such as age, gender and the place of residence have an influence on the emotional and functional attitudes?

The observations and the pilot study showed that these variables could sometimes directly influence the attitudes and language uses. It was observed that older participants were more likely to have positive attitudes towards the Gagauz language. At the same time they were speaking the Gagauz language more than the other age groups. When gender is taken into consideration, it is hypothesized that women participants might more likely to use the Gagauz language as traditionally they are “home-makers” and “caregivers” while men are “bread-winners” working outside home where the knowledge of the Russian is comparably obligatory. Therefore, females’ attitudes towards the Gagauz language might be more positive than the male participants. Finally, the place of residence is considered as a variable that may differ from one participant to the other. It was observed that the participants living in the villages had more positive attitudes and language use the Gagauz language more than the other languages. There may be various reasons for this situation. First, the villages in Gagauzia are ethnically more homogenous when compared with the Gagauz cities. Thus, the likelihood of speaking the Gagauz language is higher than for the participants living in the cities. Second, it is observed that most of the official institutions are located in the cities. It was observed that the official documentation and work were written and carried out in the Russian language and it was spoken more frequently in the cities. The above mentioned research questions are formulated the current situation of the Gagauz language as an endangered language on the basis of the speaker attitudes and self-reported language facts.

2.1.3. Boundaries of the Research

Investigating Gagauz speakers' attitudes towards the Gagauz and the Russian languages, the study has certain limitations. First, it should be noted that current study aims to find out the Gagauz speakers' attitudes towards the Gagauz language spoken in the Autonomous Territorial Unit of Gagauzia. Spoken in various places such as Bulgaria, Ukraine, Greece, etc., the Gagauz language is officially spoken only in Moldova, more specifically, in the autonomous unit. Thus, the attitudes towards the variations of the Gagauz language or the speakers living outside this area are not taken into consideration. Thus, these results may not be applicable to the Gagauz language spoken outside this area.

Second, the other potential limitation of the current study is about the number of participants to whom the questionnaire and the attitude scale have been administered. The sample of the study included 137 participants which is statistically representative when the number of items in the attitude scale is considered. The sampling technique, which will be mentioned in the following chapters elaborately, is convenience sampling. Due to practical constraints such as weather conditions, difficulties in transportation and access to potential participants, the number of the participants could not be increased more.

Thirdly, although the Moldovan and Romanian are also spoken within the borders of Moldova, this study is limited to the investigation of the attitudes only towards the Gagauz and the Russian languages. Therefore, the Gagauz speakers' attitudes towards Moldovan or Romanian languages are not taken into consideration. The comparison of the attitudes is only made between the Gagauz and the Russian languages. The reason why only the Gagauz and Russian are compared is the fact that these languages are the most frequently used ones in the Autonomous Territorial Unit of Gagauzia. Additionally, it should be noted that the participants of the study are the Gagauz speakers of the Gagauz and the Russian languages living in the area. The speakers who are ethnically Gagauz took part in the study. Thus, the results of the forms by participants of different ethnic origin are not included in the study.

2.2. INTRODUCING THE GAGAUZ LANGUAGE, HISTORY AND THE PRESENT STATE

2.2.1. On the Linguistic Features of the Gagauz Language

In this section the position of the Gagauz language in Turkic languages and the linguistic features of the Gagauz language will be discussed. Johanson (1998:82) divides Turkic languages into six branches which are 1) Southwestern branch, 2) Northwestern branch, 3) Southeastern branch, 4) Northeastern branch, 5) Chuvash and Khalaj. Among these branches the Gagauz language is a member of the southwestern branch (West Oghuz Turkic) of Turkic languages on the basis of genetic and typological features. This group also includes Anatolian Turkish and Azerbaijani. Another classification was proposed by Rasanen (1949). According to this classification, Gagauz is one of the dialects spoken in Northeastern Bulgaria and Moldova. The other members of this group are Turkmen dialect, Azeri dialect and Ottoman dialect. The Gagauz language differs from the other group members in borrowings from other languages. According to Dilaçar (1964), the Gagauz language includes elements from Ottoman language, Bulgarian Turkish, Kipchak and Karaim language. However, the Gagauz language is the closest variety to Anatolian Turkish (Güngör & Argunşah, 2002). According to Tekin and Ölmez (1995), the Gagauz language can be divided into two categories on the basis of dialects. These are the dialect of Cheadir-Lunga/Komrat and the southern Vulcanesti. Written language is based on the dialect of Cheadir-Lunga/Komrat. Taking these into consideration, the phonology, morphology and syntax on the Gagauz language will be revised in next section.

2.2.1.1. Phonology

In this section vowels and consonants, vowel harmony, vowel elision, word stress and intonation in the Gagauz language are explained. There are controversies over the number of vowels in the Gagauz language. The problem is whether the long vowels should be regarded as distinct vowels. Özkan (1996:40) defines ten vowels which are *a, e, i, o, u, ı, á, ä, ö, ü* and their long counterparts: *aa, ee, ii, oo, u, áá, üü, öö, üü*.

Long vowels in Gagauz language occur in certain cases (Özkan,1996:44). The long vowel *aa* occurs when *f*, *ğ*, *h*, *k*, and *y* drop as in *vaatiz*<*vafitiz*, *baa*<*bağ*, *padişaa*<*padişah*, *braadılar*<*biraktılar* and *koraalim*<*koruyalım*, respectively. The long vowel *ee* is uttered when *ğ*, *h*, *k* and *y* are dropped as in *leen*<*leğen*, *zeer*<*zahir*, *imeeler*<*yimekler*, and *peeda*<*peydâ*. Similarly, long vowel *ii* is articulated when *ğ*, *h*, *k* and *y* are dropped: *çiirmişlar*<*çağırmişlar*, *piiriz*<*pehriz*, *iışı*<*ekşi* and *çiiz*<*çeyiz*. Rounded long vowels *oo* are found when *ğ*, *h*, *v* and *y* are dropped as in *ool*<*oğul*, *toom*<*tohum*, *koolaycak*<*kovalayacak*, and *koolaşár*<*koyulaşıyor*. The long vowel *uu* occur when *ğ* and *v* are dropped: *duuradı*<*doğradı*, *kuudum*<*kovdum*. The long vowel *u* is uttered when *ğ*, *v* and *y* drop as in *alicuz*<*alacağız*, *kurma*<*kıvırma* and *kıymun*<*kıymayın*. The long vowel *áá* which is unique to Gagauz language is articulated when *áú* is alternated as in *başláár*<*başlaár* and *íáis* alternated as in *tanáár*<*tantı+ár*. The long vowel *üü* which is the counterpart of *ee* in Turkish occurs when *ğ*, *h* and *y* drop. The long vowel *öö* occurs when *k* and *y* are dropped as in *ötöögünkü*<*ötekigünkü* and *öylä*>*öölä*. Finally, the long vowel *üü*, which is common at the first syllable in Gagauz language, is uttered when *ğ*, *k*, *v*, and *y* are dropped as in *üürendim*<*öğrendim*, *üüsürärdi*<*öksürärdi*, *güüde*<*gövde* and *küüilerdä*<*köylerdä*.

Turkic words in Gagauz language generally obey the rules of vowels harmony. Some words like *alma* and *kardaş* in Gagauz language are the forms of which counterparts in Turkish had sound changes and resulted in *elma* and *kardeş*. Vowel alternations in Gagauz language occurs as a result of the effect of vowels and consonants on vowels. The types of alternations are summarized as in following: 1) Back vowels turn into front vowels as in *tenä*<*dâne*, *seftä*<*siftah*, *aşış*<*hâşhâş*, *ürtlukta*<*yurtlukta*; 2) Front vowels become back vowels as in *barabar*<*berâber*, *cuvap*<*cevâb*, *musaafir*<*misâfir*, 3) Wide vowels become narrow vowels as in *kirpiç*<*kerpiç*, *mindir*<*minder*, *biáz*<*beyaz*; 4) Narrow vowels become wide as in *giceyez*<*gideceğiz*, *kenever*<*kenevir*, *kolaç*<*kulaç*; 5) Unrounded vowels become rounded vowels as in *boba*, *çöşmelär*, *punar*, *suvazladım*; 6) Rounded vowels become unrounded vowels as in *kila*<*kilo*, *kaybelmeyincä*<*kaybolmayınca*, *bizaaya*<*buzacıya* (Özkan,1996:62). According to Johanson (1998), as a result of Slavic influence, the Gagauz shows palatalized front consonants.

Vowel elision in Gagauz language is seen on the first, middle and final syllables. The vowels /a/, /e/, /ı/, /i/ and /u/ are dropped to provide easiness in the pronunciation and avoid repetition. Some of the words where vowel elision is seen in Gagauz language are *inancaam*<*inanacağım*, *meklermiş*<*emeklermiş*, *şılak*<*ışılak*, *Stanbol*<*İstanbul* (Özkan,1996:64). Vowel epenthesis, which is also common in Gagauz language, occurs at the beginning, in the middle and at the end of the word. To exemplify, the vowel /u/ is inserted at the beginning of the word in *Urum*, the vowel /e/ is inserted in the middle in *şerebet* and the vowel /a/ is inserted at the end of the word in *yurta* (Özkan,1996:65).

The consonants in Gagauz language are: *b, v, d, g, j, c, z, y, k, l, m, n, p, r, s, t, f, h, ts, ç* and *ş*. Consonant assimilation is one of the consonant alternations in Gagauz language. Some of the examples are *dünnä*<*dünyâ*, *şıllı*<*ışıklı*, *annısında*<*alnında*, *tussuz*<*tuzsuz*, *cambaz*<*canbaz* and *boşça*<*bohça*. Gemination in Gagauz language is observed in the consonants between two vowels. These are *l, m* and *n* as in *sepelläysin*<*serpelesin*, *seçämmerim*<*seçemem*, *yannaşasın*<*yanaşsın*, respectively. Consonant elision in Gagauz language is seen in *ğ, h, k, l, n, r, t, v* and *y* as in *yalamış*<*yağlamış*, *arman*<*harman*, *nası*<*nasıl*, *çelek*<*çelenk*, *naasla*<*nasihat+lar*, *razgelä*<*rast+gele*, *tauk*<*tavuk* and *irmi*<*yirmi*. Consonant excrescence in Gagauz language occurs in three ways prothesis, epenthesis and epithesis as in *yillaççı*<*ilaççı*, *ihtibar*<*itibâr*, *kimsey*<*kimse*, respectively. Metathesis in Gagauz language can be categorized into two types: local and long-distance metathesis. The former one involves the switching of adjacent sounds in a word, while the latter occurs when non-adjacent sounds undergo metathesis. Local metathesis can be exemplified as *gölmek*<*gömlək*, *ihlam*<*ilhâm*, *trup*<*turp*. Long-distance metathesis in Gagauz language is seen as in *Nastraddin*<*Nasratdin*<*Nasreddin*, *naalet*<*lânet* and *kihad*<*kağıt*. (Özkan,1996:93).

Phonological alternations in compound words in Gagauz language are similar to the isolated words. These are vowel epenthesis (*yalnayak*<*yalın+ayak*), vowel alternation (*kaybelersin*<*kayıp+edersin*), vowel assimilation (*büün*<*bu+gün*), consonant alternation (*dışanında*<*dış+yan+ında*) and consonant excrescence (*ötäyetti*<*ötä+y+etti*). (Özkan,1996:95).

There are different approaches to the place of word stress in Gagauz language. Pokrovskaya (1964, cited in Özkan, 1996) claims that Gagauz words are stressed on the

first syllable (**ba**ca, **do**lma, **ten**cerä. Even when the root receives case marker or other suffixes, the stress remains on the first syllable (**pe**nçeredä, **ş**kolaya, **ko**pçalar). However, Pokrovskaya's (1973, cited in Özkan, 1996) later accounts indicate that suffixes like *-lAr*, *-mAA*, *-llk*, *-Incl* receives stress as in *aldılar*, *okumaa*, *kalabalık* and *ikinci*. On the other hand, suffixes like *-mA*, *-CA*, *-(y)Im* and *-DI* do not receive the stress as in (*yazma*, *Gagauzça*, *balıkçyım*, *gidürdi*). Sentence stress in Gagauz language is on postverbal position (1) as the sentences have SVO order (Özkan, 1996: 99)

- (1) (a) Kışın Pavli girişti gelmää **siirek**.
 (Pavli kışın seyrek gelmeye başladı)
 (Pavli started to come rarely in winter)

Generally speaking it can be said that there are similarities between Gagauz language and Turkish in terms of phonological basis because of the same ancestral roots. On the other hand, differences between these languages originated from the long-term effect of Slavic languages.

2.2.1.2. Morphology

Gagauz language, like Turkish, is an agglutinative language in which morphologically complex words are formed by attaching the suffixes to the roots or stems. In this section word formation rules and reduplication are discussed.

In Gagauz nouns can be formed by the attachment of suffix to nouns, some of the suffixes to attach nouns to form nouns are: *-aç* (*topaç*), *-ak* (*Başaksız*), *-Ar*, *-şAr* (*birär*, *yarmışar*), *-(a)rAk* (*küçürekmişler*), *-CA* (*Gagauzça*), *-CI* (*yımirtacı*), *-Clk* (*parçacık*), *-daş* (*kardaş*), *-en* (*köken*), *-GA* (*fıska*), *-kl* (*büünküleri*), *-ll* (*dişli*), *-llk* (*köörük*), *-tl(uultu)*. Gagauz language also have suffixes from other languages. Romanian *-ru*, which is agentive suffix, is productive in Gagauz language (*çizmäru*). Similarly, *-(y)ka* from Slavic languages expresses femininity as in *Gagauzka*, *ihitiärka*. Some of the suffixes to attach nouns to form verbs in Gagauz language are *-A* (*boşa-*), *-(A)l-* (*azal-*), *(A)r-* (*karar-*), *-dA-* (*cıngırda-*), *-I-* (*biyazı-*), *-kır-* (*aykır-*), *-LA-* (*durukla-*), *-sA-* (*susa-*). The suffixes to attach verbs to form nouns can be exemplified as *-Ak* (*uçurdak*), *-amak* (*basamak*), *-baç* (*bulamaç*), *-ç* (*inanç*), *-e* (*çevre*), *-Esi* (*giüisi*), *gA* (*süpürgü*), *-*

gaç(sallangaç), -Gan (çalışkan), -GI (sargı), -GIç (kıskıç), -Gin (salgın), -IcI (üüredici), -(I)k (süünük), -(I)m (yudum), -In (tütün), -mIk (kesmik), -tI (kalkıntı), -y (dolay). Some of the suffixes to attach verbs to form verbs are *-AlA- (sarsala-), -ar- (çıkar-), -ç- (sürç-), -DIr- (yaydır-), -Gun- (yutkun-), -gut- (durgut-), -I- (kazı-), -t- (saurt-), -(I)l- (satıl-), -(I)n- (bakın-), -n- (gençlen-), -(I)r- (doyur-), -(I)ş- (tutuş-), -msä- (gülümsä-), -p- (serp-), -and re- (tepre)*(Özkan, 1996:108-110).

Words in Gagauz language can be categorized into three groups on the basis of their structure: a) simplex words, b) complex words and c) compound words. Simplex words are the ones which include one element without a derivative suffix. *Kepek, çocuk-lar,* and *ipek* are simplex words in Gagauz language. Secondly, complex words, as can be clearly understood, are the words to which derivative suffixes attach to. Some of the complex words in Gagauz language are *at-lı, gün-nük,* and *dola-y.* Thirdly, compound nouns are the ones that include two elements. These are *kayınna<kayın+ana,* *dokuzüz<dokuz+yüz* and *büün<bu+gün.*

Inflectional suffixes in Gagauz language marks number, case and possession. The plural suffix *-Lar* attaches to nouns and indicate plurality as in *hava+lar, iz+lär* and *göz+ler.* Inflectional suffixes that indicate case are nominative, genitive *-In (kuşun),* accusative *-I (gözünü),* dative *-(y)A (pazara),* locative *-DA (şenniktä),* ablative *-Dan (yamaçtan),* instrumentive *-(I)LAN (bıçaklan),* equative case *-CA (yakınca)* and directive *-rA, -Arı (sora, dışarı).* Possessive suffixes in Gagauz language are *-(I,A)m* for 1st person singular (*uşaklarım*), *-(I,A)n* for 2nd person singular (*uşakların*), *-(I), -(sI)* for 3rd person singular (*uşakları*), *-mIz* for 1st person plural (*uşaklarımız*), *-nIz* for 2nd person plural (*uşaklarınız*) and *-lArI* for 3rd person plural (*uşakları*).

Question particle in Gagauz language is *mI*, however there is a difference between the modern Turkish and Gagauz language. Question particle *mI* precedes the person marker in Turkish as in *deli miyim,* on the other hand it may follow or precedes the person marker as in *deliyim mi* or *aaçkırın mıyım.* Question particle is written adjacent to verb when it precedes the person marker as in *aldatmäär mıysın.*

Reduplications in Gagauz language are divided into five groups. First, doubling includes the repetition of the words such as *bangur-bangır, çabuk-çabuk.* Second,

reduplications which are composed of the synonymous elements can be exemplified as *ayın-açık* and *kırda-merada*. Thirdly, reduplications which contain antonymous elements like *acı-tatlı*, *küçüü-büü*, *oyanı buyanı*. Fourthly, emphatic reduplication in Gagauz language are done with the reduplicative consonants *m*, *p*, *r*, *s* and *z* as in *pam-pak*, *ap-ak*, *çır-çıplak*, *kas-katı*, *bez-belli*, respectively. Finally, similar sounding reduplications in Gagauz language are exemplified as *iiri-büürü*, *zar-zor*, *filan-fişman*.

2.2.1.3. Syntax

In this section adjectives, adverbs, pronouns, sentence connectors, word order and complex sentences are explained. Doerfer (1959, cited in Menz, 2006) states that although Gagauz phonology and morphology are very similar to Turkish, there are many differences between the syntaxes of these languages. The reason for such a deviation from Turkish patterns in syntax is the influence of the Slavic languages, Bulgarian and Russian, in the region. Adjectives in Gagauz language precede the nouns as in *biyaz güllär*, *eşil filiz*. The adjectives can be classified into groups on the basis of their functions. These are demonstratives (*bu seslär*), cardinal numerals (*iki kızcaaz*), ordinal numerals (*avtobüsün ikinci basamaana*), distributive numerals (*birär çuval altın*), interrogatives (*angi yol*) and indefinite determiners (*birkaç çiçäk*).

Johanson (1998) states that adverbs like in other modern Turkic languages do not constitute well-defined categories as many of them are fossilized case forms. Adverbs in Gagauz language modify verbs, adjectives and some other elements in a sentence. It is possible to divide adverbs into categories. Place adverbs in Gagauz language are *geeri*, *ileri*, *dışarı*, *aşaa*, *yukarı*, *oyanı*, *buyanı* and *beeri*. Place adverbs are also used as time adverbs (2) as in the following sentences (Özkan, 1996:136).

- (2) a) *Bir yıl geeri Länka gömdü ilk uşaanı.*
(Lenka bir yıl önce ilk çocuğunu toprağa verdi)
(Lenka buried her first son a year ago)
- b) *Sıcak ilkyaz günü Balcı Vasilçu geldi iştan evä iki saat ileri.*
(Sıcak bahar günü Balcı vasilçu işten eve iki saat sonra geldi)
(Balcı Vasilçu came home from work two hours later in a hot spring day)

Time adverbs in Gagauz language are *çoktan*, *sora*, *temin*, *artık*, *osaat*, etc. Manner adverbs express how the action is performed. Some of them are *o+ile<öyle* and *bu+ile<böyle* as in (3a). Other adverbs modifying the verbs (3) on the basis of manner are given (Özkan, 1996:136).

- (3) a) *Ölä da bölä da bizi diri bırakmayacaklar.*
(Öyle de böyle de bizi diri bırakmayacaklar)
(They will not let us live in anyway)
 b) *Gecä yarısı Semizoğlu ansızdan uyandı.*
(Semizoğlu gece yarısı aniden uyandı)
(Semizoğlu suddenly woke up midnight)
 c) *Ateş ettim genä.*
(Ateş ettim yine)
(I fired again)

Adverbs of quantity modify adjectives, verbs and other adverbs on the basis of quantity and degree. These adverbs are similar to the ones in Turkish in terms of uses and functions. Although *ne* is used in question forms, it expresses quantity as in (4a). Other adverbs of quantity (4) are given (Özkan, 1996:137).

- (4) a) *Ne terlemiş işçi.*
(Çok terlemiş işçi)
(The worker sweated much)
 b) *O da biraz sevinsin.*
(O da biraz sevinsin)
(Let him/her be happy)
 c) *Pek isterim.*
(Çok isterim)
(I want it too much)

Pronouns in Gagauz language are *bän* (1st person singular), *sän* (2nd person singular), *o* (3rd person singular), *biz* (1st person plural), *siz* (2nd person plural) and *onnar* (3rd person plural). Genitive cases are *benim*, *senin*, *onun*, *bizim*, *sizin*, *onnarın*; accusative cases are *beni*, *seni*, *onu*, *bizi*, *sizi*, *onnarın*; dative cases are *bana*, *sana*, *ona*, *bizä*, *sizä*, *onnarı/onları*; locative case are *bendä*, *sendä*, *onda*, *bizdä*, *sizdä*, *onnara/onlara* and ablative case are *bendän*, *sendän*, *ondan*, *bizdän*, *sizdän*, *onnarda*. Reflexive pronouns in Gagauz are *kendim*, *kendin*, *kendi*, *kendimiz* and *kendileri*. These pronouns have reflexive meaning (Özkan, 1996:139)

- (5) a) *Laf ederim kendi kendimä.*
(Kendi kendime konuşuyorum)
(I am speaking on my own)
 b) *Siz kendiniz kabaathıysınız.*

(Siz kendiniz suçlusunuz)
(You are guilty yourself)

Demonstrative pronouns in Gagauz language are *bu*, *şu* and *o*. Sometimes they are used with diminutive cases as in *buracıkta*, *şuracıkta* and *oracıkta*. Indefinite determiners are also used to refer person, things or state of affairs as in *çoktu bitti azı kaldı*, *kimisi ava kimisi balık tutmaa*, *birkaç uyuklar*.

Gagauz language has four three voice suffixes which are passive, reflexive and reciprocal suffixes. Passive voice suffixes are *-Il* and *-(I)n* as in *yaşanıl-* and *bilinil-*. Reflexive voice suffix is *-(I)n* as in *taran-*, *süslen-* and *boyan-*. Finally, reciprocal voice is marked with *-(I)ş* as in *baariş-*, *aalaş-*, *görüş-*, etc. Verbs in Gagauz language are classified into two groups in terms of transitivity. Transitive verbs take an object as in *Deredä menevşä gördüm*. On the other hand, intransitive verbs do not take an object. To exemplify, the sentence *Bütün kasabanın kompozitorları toplanacaklar bütün* does not include an object. Verb inflections on the basis of tenses in Gagauz language are given in table 6:

Table 6. Verb inflections of tenses in the Gagauz language (Özkan, 1996:144)

		Present Progressive/ Present Simple	Future	Past Tense (Direct Experience)	Past Tense (Indirect Experience)
1 ST singular	person	-Im	-m, -n	-m	-Im
2 ND singular	person	-sIn	-n	-n	-Im
3 RD singular	person	eksiz	-Dir, eksiz	eksiz	eksiz
1 ST plural	person	-Iz	-(I)z	-k	-Ik
2 ND plural	person	-sInIz	-nIz	-nIz	-InIz, -sInIz
3 RD plural	person	-lar	-lAr	-lAr	-lAr

The modality markers in Gagauz language express wishes, commands, conditionals and obligations. Volitional modality expressing wish takes the suffix *-(y)A* and the

inflection of the verbs is *alayım* (1st person singular), *alasin* (2nd person singular), *ala/alsın* (3rd person singular), *alalım* (1st person plural), *alasinız* (2nd person plural) and *alalar/alsınnar* (3rd person plural). The commands in Gagauz language are shown with the use of the suffix *ko* before the third person singular and plural. Imperative suffix for 1st person singular and plural is not available. The inflection of the verb is given in *(ko)alsın* (3rd person singular) and *(ko)alsınnar* (3rd person plural). The suffix with conditional meaning in Gagauz language is *-sA*. The inflection of the verb in a conditional sentence is as in *versäm* (1st person singular), *versän* (2nd person singular), *versä* (3rd person singular), *versäk* (1st person plural), *versäniz* (2nd person plural), *verselär* (3rd person plural). Finally, the expression of obligation is marked with the use of the suffix *-mAlI* in Gagauz language. When *-mAlI* is used the verb does not take person markers as in *bänalmalı*, *sänalmalı*, *o almalı*, *biz almalı*, *siz almalı*, *onnar almalı*. It is also possible to insert *läüzim* before the verb to express obligation. However, this time the verb is marked with the suffix expressing wish. To exemplify, *läüzim gidäyim*, *läüzim gidäsin*, *läüzim gitsin*, *läüzim gidelim*, *läüzim gidäsiniz*, *läüzim gitsinnär* are obligatory sentences.

Sentence connectors in Gagauz language are various: *açan*, *allelem/allele/allä*, *aniki*, *bare/baari/barikim*, *er/eer/eerlem*, *makarki*, etc. (Özkan, 1996; 184,185,187). *Açan* (6a) used at the sentence initial position, means “when”. *Allelem/allele/allä* means ‘I guess’ and it express uncertainty as in (6b). The connector *Aniki* is composed of two elements *ani* and *ki* and it expresses degree, reason and result. In (6c) it is used to emphasize the reason of the first part of the sentence. *Baare/baari/barikim* is of Persian origin and used at the sentence initial position. It means ‘at least’ as in (6d). *Er/eer/eerlem* is a conditional conjunction and used to emphasize the conditionally. Generally, it is used with a conditional suffix as in (7e). *Makarki* is a subordinator which reviews the speaker’s earlier account on a certain subject (6f). Originally, it is *meğer* in Persian.

- (6) a) *Açan* çocuk görmüş yılanı, o saat çaarımış saadıçları da üüretmiş ne yapsınlar.
(Çocuk yılanı gördüğünde arkadaşlarını çağırmiş ve ne yapacaklarını öğretmiş)
(When the child saw the snake, he friends called his friends and taught what to do.)
b) *Allele* korktun sän.
(Sanırım korktun)
(I think you are afraid.)
c) *Sevinerim aniki* kefsizliim geçti
(Keyifsizliğim geçtiği için seviniyorum)
(I am glad that my depression is over)

- d) İmdat için baare baar.
(*Yardım için hiç olmazsa bağıır*)
(*At least shout for help*)
- e) Er lääzımsa, yaz oolum yaz.
(*Eğer lazımsa yaz oğlum yaz*)
(*Keep writing if necessary*)
- f) Makar ki ilktän üfkelenmişti, neçin ani uyandırdılar onu gece yarısı.
(*Meğer önceden öfkelenmişti, neden onu geceyarısı uyandırdılar?*)
(*He was in fact angry before, why did they wake him at midnight?*)

Menz (2006) claims that there is a tendency to use SVO word order in Gagauz declarative sentences. In these sentences it is observed that predicate precedes direct, indirect objects and adverbs as in (8) (Menz, 2006: 141).

- (7) a) Onnar bilmerlar aaçlii.
(*Onlar açlığı bilmezler*)
(*They don't know hunger*)
- (8) a) Büük batüm da almış bir paça tel sıkıştırmış o teli orayı.
(*Abim de bir parça tel almış ve oraya sıkıştırmış*)
(*And my elder brother took a piece of wire and stuck it into it*)

According to Özkan (1996), a typical sentence in Gagauz language includes a predicate at the sentence initial (9a) and medial position (9b). Sentences with predicates at the sentence final position are found in the proverbs as in (9d) (Özkan, 1996:209).

- (9) a) *Geldilär* hem noyabri günneri.
(*Kasım da geldi*)
(*November arrived too*)
- b) Bir evdä var iki insan
(*Bir evde iki kişi var*)
(*There are two people in a house*)
- c) Tencerä tukurlanmış da kapaanı bulmuş.
(*Tencere yuvarlanmış kapağını bulmuş*)
(*Birds of a feather flock together*)

An affirmative sentence in Gagauz language, as in others, expresses positivity, validity and truthiness of an assertion (10a). On the other hand, a negative sentence states the negativity, invalidity and incorrectness of an assertion. In Gagauz language, negative meaning is marked by using *-mA* (10b), *yok* (10c), *diil* (9d) and *ne ...ne ...* (10e). Double negation expresses positivity (10f) (Özkan, 1996:212).

- (10)a) Bir bobanın varmış üç oolu.
(*Bir babanın üç oğlu varmış*)
(*A father has three sons*)

- b) Tatlı anadilimizi koruduk, unutmadık.
(*Tatlı anadilimizi koruduk, unutmadık*)
(*We preserved our beloved mother language, we did not forget it*)
- c) Pek darsıyarım. Yok raadım.
(*Çok bunalıyorum, hiç rahat değilim*)
(*I feel very depressed, I'm not relaxed*)
- d) O hiç diil insan.
(*O insan değil*)
(*He is not human*)
- e) Göktä ne yıldız, ne dâ ay.
(*Gökte ne yıldız var ne de ay*)
(*There is neither a star nor the moon in the sky*)
- f) Tütmedik baca olmazmış
(*Tütmeyen baca olmazmış*)
(*Each chimney smokes*)

Interrogative sentences in the Gagauz language are made using *wh*- question phrase and question particle *mI* (11a). Exclamatory sentences in the Gagauz language are constructed with the use an exclamation (10b) (Özkan, 1996:213).

- (11) a) Nasıl kurtulacam bu beladan?
(*Nasıl kurtulacağım bu beladan*)
(*How will I get rid of this trouble*)
- b) Of gölgäm benim!
(*Of gölgem benim!*)
(*Oh my shadow!*)

Menz (2006) defines and exemplifies complex sentences in Gagauz language: relative clause, complement clause and adverbial clause. Relative clauses in Gagauz language are introduced by a relative elements *ani*, question word *angî* (12) and certain interrogatives (Menz, 2006: 143).

- (12) a) adam ani para verdim
b) adam angîsına para verdim
(*para verdiğim adam*)
(*the man to whom I gave money*)

As can be seen above clearly, relative elements *ani* and *angî* introduce post positive finite clauses. Menz (2006:143) suggests that in the Gagauz language spoken in Moldova *ani* can be relativized only when the head noun is the subject or the object of the relative clause. As mentioned before interrogatives are also used to introduce relative clauses; these are *ner*-+*spatial case*, *ne* and *kim* as in (13) (Menz, 2006: 146).

- (13) a) Ürekten inanırdım sanırdım olmalı bir öbür dünya *nerede* insanları janları *neredä* suçular yanaşak, burada kabaatsızlar bu yanda onnar *kim* fena yaptı.
(*Bir yanda canların olduğu diğer yanda suçluların yandığı öbür dünyaya olması gerektiğine yürekte inanırdım. Bir tarafta masumlar, diğer tarafta suçlular*)

(From my heart I believed, I thought there must be another world, where the souls of the people (are), where the guilty ones will burn. Here (are) the innocent, onthat side those who sinned)

- b) O hep düşünürmiş *nasil* yapsın onu *ne* sımardı padişah.
(Padişahın emrettiğini nasıl yapması gerektiğini hep düşünürmüş)
(He was thinking all the time how he should do what the sultan commanded)

Complement clauses in the Gagauz language are introduced by *ani* and *ki*. According to Menz (2006), if two complement clauses include an introduction by *ani*, it is possible to subordinate to one and the same predicated. These complement clauses are coordinated by *hem* as in (14) (Menz, 2006: 147).

- (14) Kız duyardı *ani* gözleri yaşlandolardı, *hem ani* darsä taa bir kerä ‘boba’, o dayanamayajak.
(Kız gözlerinin yaşlarla dolduğunu ve bir kez daha ‘baba’ derse dayanamayacağını hissetti)
(The girl felt that her eyes were filling with tears and that if she said ‘father’ again, she wouldn’t be able to stand it.)

Adverbial clauses in the Gagauz language can be divided into three: clauses of reason, temporal clauses and converb clauses (Menz, 2006). First, the clauses of reason are constructed with the use of *deyni*, *için*, *onun için* (therefore), *onuştan* (because of that), *zerä* (for), *çünkü* (because), *neçin* (because), *ki/ani* and *ani* (15) (Menz, 2006: 149).

- (15) a) Ama onların familyası X *deyni* onu fronda çaarıyorlar.
(Ama onların soyadı X olduğundan onu öne çağırıyorlar)
(But because their surname is X., they call him to the front)
 b) *Ani* Gagauz yinan yok onnara.
(Gagauz oldukları için onlara güvenmiyorlar)
(Because they are Gagauz, [they] have no confidence in them)

Secondly, temporal clauses are constructed with the elements *açan* (when), *ne zaman* (when), *ne vakit* (when), *niña* (when, as soon as), *nasil* (when, as soon as). The role of these elements is to introduce temporal clauses. Thirdly, converb clauses in Gagauz language are done in two ways: a) with *-ip*, *-erek*, b) *-diinänand* *-dii gibi* as in (16) (Menz, 2006: 150).

- (16) a) Bän her zaman gidip aşaa içerim birer stakan su
(Every time I go under, I drink a glass of water)
(Herzaman aşığı inip bir bardak su içerim)
 b) Çıktım, aalayarak niña uşak çıktım.
(Çıktım, bir çocuk gibi ağlayarak çıktım)
(I went out / crying like a child I went out)
 c) Bän uzandıynan alma aldı altımdan şkemneñi, bän başaşaa düştüm.
(Almak için uzandığımda altımdan iskemleyi çekti, ben başaşığı düştüm)

(When I reached out to take (it), she took away the stool from under me / I fell headlong)
 d) Yaamur yaadii gibi o su durur.
 (Yağmur yağdığıında o su durur)
 (When it rains, that water remains.)

Generally speaking, it can be said that although there are many instances that the influence of the Slavic languages can be observed, it is clear that the Gagauz language spoken in the Gagauzia Autonomous Territorial Unit belong to a different language family when compared to the geographically neighboring languages.

2.2.2. A Brief Historical Information on the Gagauz People

The Gagauz people are known to be living in the southern part of the Republic of Moldova namely in the Autonomous Territorial Unit of Gagauzia. Although the autonomous unit declared its dependence in 1991 and recognized official in 1994, the Gagauz people have been living in Balkan for centuries. Their journey from past to the current state seems blurry to the historians. There are many controversies about their origin which are shaped in the light of ideologies of nationalism. According to Hatlas (2011:191), there are many theories about the origin of the Gagauz people. Some of these theories are listed below.

- 1) The descendants of medieval Turkish tribes
- 2) The descendants of Seldjuk Turks.
- 3) The descendants of Protobulgarians.
- 4) The Turkified Bulgarians.
- 5) The Turkified Greeks.

The theories supporting that the Gagauz people are Turkified Bulgarians or the descendants of Protobulgarians are mainly based on their common orthodox belief and living in closer or mixed settlements (Hatlas, 2011). Another theory about the origins of the Gagauz people claims that Gagauz people are Turkified Greeks. According to this theory, the Gagauz people are the descendants of the Karamanlides who migrated from Anatolia. It is claimed that they left using Greek and acquired Turkish. Apart from these theories Bechir (2008) stated that there are also theories which consider the Gagauz people as descendants of Albanians and Wallachian Christians. In view of all that has been mentioned so far, one may suppose that there are not enough documented sources

to identify the origin of the Gagauz people. One of these perspectives claims that which supports the Gagauz people are of Turkish origin.

However, one of the widely accepted ones are the Kowalcki (1933) and As noted by Kowalski (1933) the origin of Gagauz people is composed of three layers. The first layer includes the Turkic groups from the northern areas, the second one is composed of the groups living before the arrival of the Ottoman Empire and the last layer includes people who have been Turkified under the Ottoman rule. On the other hand, one of the widely accepted theories suggests that the Gagauz people are the descendants of the Pechenegs, Uz, Cumans and Oghuzs. According to Karpat (1996), it is M.A. Moskov who claimed that the Gagauz people were actually Uz people who emigrated through the northern parts of the Black Sea. On the other hand, Paul Wittek whose theory is based on Yazicioglu Ali's Oghuzname, asserted that the Gagauz people came from Anatolia (Karpat, 1996). This theory is supported in King (2000) who summarizes that 'Fleeing before the advancing Mongols, the Seljuk sultan, Izz al-Din Kay-Kaus, was given control over a portion of Dobrogea by the Byzantine emperor, Michael VIII Palaeologus'. The Gagauz recognized the Orthodox faith in this period.

Karpat (1996) points out that these people established the first Gagauz state in Dobrogea and lived in area until 1812 when the Treaty of Bucherest was signed which ended Russo-Ottoman war. According to Bucherest Treaty, the Bessarabia which is the region between Dniester and Prut rivers were ceded to Russia. The Gagauz were forced to leave the Dobrogea and resettled to southern Bessarabia (Karpat,1996).

Hatlas (2011) states that the Gagauz people lived within the borders of Russia and Moldovan Princedom throughout the 19th century. In 1918 the Gagauz people living in Bessarabia became a part of Romania. According to Karpat (1996), after 1938, with the arousal of nationalism the Gagauz people exposed to the discrimination by the Roman authorities. This is the period the Gagauz leader and priest Mihail Ciachir fostered awareness about the Gagauz nationhood. He claimed that the Gagauz language is a Turkic language. He devoted himself to writing books about the Gagauz history, language and folklore.

Soviet period for the Gagauz society started when Bessarabia became a part of Soviet Union with the Treaty of Paris in 1944. After the participation to the Soviet Union, the Gagauz people started to suffer from famine between the years 1946 and 1947 (Güngör and Argunşah, 2002). When the linguistic rights of the Gagauz people are taken into consideration, it is seen that there are some temporary changes about the use of the Gagauz language. It is known that the Cyrillic-based Gagauz language became one of the official languages of the Soviet Union in 1957 which was followed by the Gagauz language's being the medium of instruction at schools for three years (Menz, 2006). This period is also known for the contributions of the Gagauz intellectuals such as Tanasoğlu, Baboğlu, Köse, etc. to the Gagauz language.

Thanks to the Gorbachev's policies of glasnost (openness) from the mid-1980s, the Gagauz society started to defend their social and linguistic rights (Kapaló, 2011). In 1990 the Gagauz leaders declared the autonomy which resulted in tension between the Gagauz leaders and the Moldovan authorities (King, 2000). The tension grew with declaration of 'Gagauz Soviet Socialist Republic and the volunteer Moldovan troops' arrival to the Gagauz areas. Thanks to the Soviet troops positioned in the area, the violence between the Moldovan troops and the Gagauz groups were prevented. According to King (2000), these events were followed by the Moldovan declaration of independence from the Soviet Union.

In 1994 Moldovan authorities recognized the Autonomous Territorial Unit of Gagauzia. The first president, Stefan Topal worked hard to make recognized Autonomous Territorial Unit of Gagauzia be recognized in internationally. The next year, a referendum was held and the dwellers of Komrat, Ceadir Lunga, Vulkanest and 23 villages accepted to join the Autonomous Territorial Unit of Gagauzia (Kapaló, 2011). As can be understood from the above mentioned brief chronology of the Gagauz history, the Gagauz people had suffered from many catastrophes such as famine and wars. The recognition of the Autonomous Territorial Unit of Gagauzia provided a restricted economic and political freedom to the Gagauz people. In the following section the current situation of the autonomous region will be discussed in detail.

2.2.3. The Present State

The Gagauz people from whom the sample was chosen for this study is living in the Autonomous Territorial Unit of Gagauzia located in the Republic of Moldova. As mentioned before upon the declaration of independence in 1991, the Moldovan authorities recognized the autonomy in 1994. According to Neukirch (2002), the political system of the autonomy is similar to the one in the Moldovan constitution. The Gagauz People Assembly (Halk Topluşu) and the president (bashkan) play important role in the government. The members of the assembly and president are elected for four-year term. As mentioned by Neukirch (2002), there is an Executive Council (BakannikKometeti) which is the permanent executive authority and fulfills the functions of a government.

According to National Bureau of Statistics of the Republic of Moldova (2004), the census held in 2004 showed that 147.500 Gagauz people were living within the borders of the Republic of Moldova. This number is equal to the 4,4% percent of the total population in Moldova. It was found that 128.580 of the whole Gagauz population were living in the Autonomous Territorial Unit of Gagauzia. When the autonomous unit is taken into consideration, it is seen that there are many multiethnic groups in the area. To exemplify, the population of the Autonomous Territorial Unit of Gagauzia is composed of the Gagauz (82,6%), Bulgarians (5,1%), Moldovans/Romanians (4,6%), Russians (3,7%) and Ukrainians (3,0%). When the religion of the Gagauz society is taken into consideration it is seen that the Gagauz people belong to Russian Orthodox Church.

The census held in 2004 also demonstrated the number of the Gagauz who speak the Gagauz and other ethnic languages. It is seen that 102.395 Gagauz speak the Gagauz language, 40.445 speak the Russian language, 2.756 speak Moldovan language, 821 speak Bulgarian language, 609 speak Romanian language and 413 speak Ukrainian language. The number of the citizens who did not declared and the ones who stated that they spoke other language is 61. Additionally, the mother languages of the citizens were asked and it was found that 137.774 people declared that the Gagauz is their mother language. On the other hand, the number decreases when they were asked to declare the

language that they usually spoke; 104.890 people stated that they usually spoke the Gagauz language. It is seen that other ethnic languages apart from Russian, are preferred by only a small portion of the population. According to the Council of Europe Commissioner for Human Rights(2001), the knowledge of Moldovan among Gagauz and Russians, especially in urban areas was reported to be very low. On the other hand, these findings provide information about the bilingualism among the Gagauz speakers. Bilingualism among the Gagauz society was also revealed in the census in 1989 (Menz, 2006:139). According to the findings of the census, 80% of the Gagauz people within the borders of Soviet Union (mostly in Moldova and Ukraine) were reported to be bilingual. These people declared that their second language was Russian.

The education system in the Autonomous Territorial Unit of Gagauzia is governed by Republic of Moldova. A report published by the Organization for Economic Co-operation and Development (OECD) (2001:12) summarizes the current figures and facts about the education system in the autonomous region in the following paragraph:

“There are 32 000 students in all in the Gagauz school system, in about 136 institutions from preschool through university (66 pre-schools; 3 primary schools 1-4; 11 gymnasia 5-8; 26 full secondary schools...; 14 lyceu, 3 VET schools referred to as “training-production colleges”, Comrat State University and (new) Comrat National University; 2 colleges; and a pedagogical college (in Comrat). There is also a private Turkish-Gagauz lyceum.”

The OECD (2001) report also discusses the main problems of the Gagauz educational system. The problems can be categorized under the four headings. The first of these is about the physical environment of the educational institutions. Old and poorly maintained buildings need restoration and should be fully equipped. Second problem that the learners face with is the acute shortage of the text books. Although the report discusses the shortage of the Russian text books, it is easily seen that there are almost no teaching material in the Gagauz language. Thirdly, social problems such as the poverty, unemployment, etc. are considered as one of the problems of the Gagauz educational system. Apart from these factors, non-attendance and drop-out are increasing trends among Gagauz students. The last problem arises from the relations and dependency to the central authorities, namely the Moldovan authorities.

When it comes to the medium of instruction at the schools of Autonomous Territorial Unit of Gagauzia, it is seen that the Article of 18 of The Moldovan Law on the use of Languages points out that "... the state shall create the necessary conditions for observing the rights of citizens of other nationalities who are resident in the Republic to education and studies in their native language" (Järve, 2008). This is also supported by the Article 1 of the Law of Gagauzia ATU on languages which states that the Moldovan, Gagauz, and the Russian languages are the official languages of Autonomous Territorial Unit of Gagauzia. Taking these into consideration one may expect that the medium of instruction is the Gagauz language. However, it is obvious that almost all courses are carried out in the Russian language. A report by Sirkeli and Lisenco (2012) shows that Gagauz language is taught as a 'native language' class for several hours a week, at the request of students, whose native language is the Gagauz one. According to Kristioglu (2000, as cited in Järve, 2008:327), '80,6% of the respondents preferred Russian, 4,6% Gagauz in combination with other languages, 2,6% Gagauz only, 2,6% English and 1,4% Moldovan as the medium of instructions at schools'. Generally speaking, it is seen that there are not serious attempts or demands to carry out the teaching in the Gagauz language.

This problem has been widely discussed by one of the local newspapers, *Anasözü*. Todur Zanet, the editor-in-chef of *Ana Sözü* newspaper has been encouraging its readers and local authorities for the promotion of mother tongue instruction. It is seen that TodurZanet has been playing an active role in rising the awareness about the standardization and modernization of the Gagauz language. Apart from the *Anasözü*, which is the first newspaper published in the Gagauz language, there are many newspapers published in the Autonomous Territorial Unit of Gagauzia. *AçıkGöz*, *Gagauz Yeri*, *Gagauz Sesi*, *HalkBirliđi*, *NoviyVzglyed*, *Vesti Gagauzii*, *Znamea* and *Panorama* are the other newspapers published in the area (Güngör&Argunşah, 2002; Sirkeli and Lisenco,2012). Only *Anasözü* newspaper is totally being published in the Gagauz language while others have titles in the Gagauz language but they are in the Russian language. Additionally, the company Gagauz Radio Televisionu (GRT) has radio and TV broadcasts. The company has been technically supported by Turkey GRT broadcasts are in the Gagauz, Russian and Moldovan which are the official languages of

the autonomous unit. According to Avram (2010:13), “not only does this once again underline the poor development of Gagauz identity in general, but also makes clear how dependent the Gagauz are on the the Russian language”. It can be clearly said that the Gagauz people are exposed to the Russian language, even they choose to listen, watch and read local media outlets.

One of the previously mentioned factors, the economic situation in Gagauzia makes daily life more difficult. As Chinn and Roper state (1995:295) that “the Gagauz are largely agricultural, working the fertile lands that their ancestors received from the tsars, now mostly collective farms”. However, the agricultural work in the area has many difficulties such as droughts, limited irrigation, etc. (Demirdirek, 2010). On the other hand, the service sector and food industry are the growing sectors of the Gagauz economy. (Prothnichi, 2008). It is also stated in Prothnichi’s (2008) report that the main income of the nearly of the residents of Autonomous Territorial Unit of Gagauzia is the salaries. At this point it should be noted that the Gagauzia is one of the countries that suffer from migration of labor force. Due to the economic problems, such as the unemployment and low salaries, 20.000 people who constitutes the 19,5% of the population at able-bodied age left the Gagauzia to find a job (Munteanuand Chiriac, 2009). According to the estimates, the workers abroad sent 50 to 70 million USD to Gagauzia annually (Prothnichi, 2008). It is seen that the contribution of the workers outside to the Gagauz economy cannot be underestimated.

Generally speaking, it is clearly seen that the authorities and people of the Autonomous Territorial Unit of Gagauzia suffer from problems and obstacles about the social welfare. The problems mostly arise from the issues about the current economy. It seems that due to the lack or the inefficiency of the financial support from the central Moldovan authorities, the Gagauz economy remained paralyzed. Economic weakness reflected the domains of daily life in Gagauzia. Mass labor immigrations are the consequences of the economic instability and unemployment. Moreover, the physical environment of the institutions such as schools, hospitals and the city centers needs to be improved. In addition to the physical improvements, the implementation of certain linguistic rights needs to be taken under the control of Gagauz authorities. Undoubtedly,

there are positive changes in the area. The most recent one is the lifting of the embargo imposed by the Russia on wine products. Additionally, Turkey, through Turkish International Development Agency (TİKA), provides cultural, educational, humanitarian and economic assistance to central Moldovan and local Gagauz authorities. These aids have helped to develop cooperation between Turkish, Moldovan and Gagauz governments. The uplift of social welfare and the implementation of linguistic rights seem to be possible through radical changes in state policies and strategies.

CHAPTER 3 LITERATURE REVIEW

3.1. A REVIEW OF SOCIOLINGUISTIC AND SOCIAL PSYCHOLOGICAL ISSUES IN THE CONTEXT OF ENDANGERED LANGUAGES

Language endangerment is an issue based on various factors. Although a language's reasons for and the process of endangerment may differ from the others, there are certain economic, political, social and cultural factors that many endangered languages have experienced.

Language maintenance and shift are two interrelated concepts in the field of language endangerment. Fishman (1964:32) defines these concepts as “the relationship between change or stability in habitual language use, on the one hand, and ongoing psychological, social or cultural processes, on the other hand, when populations differing in language are in contact with each other”. According to Fishman (1964), language maintenance and shift studies have three components. The first of these includes the establishment of the habitual language use. The process requires the measurement of the degree of the speakers' bilingualism and the investigation of the locations where the language maintenance and shift are observed. The second component, which is composed of the psychological, social and cultural processes, investigates the linguistic phenomenon with regards to the issues of socio-culture contact and socio-cultural change. To exemplify, the conditions where the bilingualism is stabilized and the one where the mainstream language dominates the life. The factors leading to such kind of differences are explored by the research of language maintenance and shift. Finally, the third component includes the behavior towards the language, maintenance and shift. For instance, while attitudinal-affective behaviors include loyalty or antipathy towards the language, cognitive, etc. ones are mostly related to language consciousness and knowledge.

It is necessary here to clarify exactly what is meant by language shift. Dorian (1982:44) defines language shift as “the gradual displacement of one language by another in the lives of the community members”. The above mentioned gradual displacement are observed with the decreasing number of the people speaking that language, a gradual

loss of the language proficiency level in the native language and observable loss in the functions of the native language on the basis of daily uses and official domains. The process leading to language shift may vary. O'Shannessy (2011:83) clarifies how the process starts: "members of the community stop speaking the pre-contact language habitually and mostly speak the post-contact language, which comes to be the language of the next generation". According to the author, the process may take place in one or two generations in some cases. However, it is also known that it may last for several generations. Language shift is expected as a consequence of certain factors that the language or its speakers are exposed to. According to Romaine (2002:39) "religious and educational background, settlement patterns, ties with the homeland, extent of exogamous marriage, attitudes of majority and minority language groups, government policies" are some of these factors leading to language shift.

It should be noted that bi- or multilingualism is one of the key factors in language shift. The contexts where two or more languages are spoken by the indigenous people, it is probable to observe some linguistic phenomena. At this point, transitional bilingualism is one of these of which process may lead to endangerment. It is necessary here to clarify exactly what is meant by transitional bilingualism. According to Austin and Sallabank (2011), the languages at the process of shift, gradually experience attrition and their speakers are hardly aware of the endangerment of the local language. Grenoble (2011:32) states that "this other language is almost always the language of a majority culture, usually in terms of population but, more importantly, is dominant, in the sense of having political, economic or social power over the minority language speakers". In other words the speakers shift to more dominant language which provides prestige and social upheaval.

Being closely related to language shift, language maintenance refers to the cases where the ethnic language survives where mainstream language is used. Pauwels (2005:719) describes language maintenance as "a situation in which a speaker, a group of speakers, or a speech community continue to use their language in some or all spheres of life despite competition with the dominant or majority language to become the main/sole language in these spheres". The most significant one of these spheres is the context of home. At this point it is important to bear in mind that intergenerational transmission in

the context of home has a vital role in understanding the language maintenance. Fishman (1991:6) emphasizes the role of transmission and states that language maintenance “must ... derive from a single, integrated theory of language in society processes that places intergenerational mother tongue transmission at the very center”. Similarly, Clyne & Kipp (1999:47) point out that “if a language is not maintained in the home domain, then it cannot be maintained elsewhere”. Thus, it is clear that these are interrelated terms. If speakers do not transmitted their mother tongue to their children, then the language maintenance would not be possible. Similarly, if language is not maintained by its speakers, automatically it would not be spoken by the next generations.

Apart from the intrinsic factors leading to language maintenance and shift, there are also official attempts resulted in the failure or success about the vitality of the languages. Language planning studies contribute to the research endangered languages. According to Kaplan and Baldauf (1997:3) language planning is “a body of ideas, laws and regulations (language policy), change rules, beliefs, and practices intended to achieve a planned change (or to stop change from happening) in the language use in one or more communities”. The codification, graphization, orthography, standardization and the development of terminology of the language (Sallabank, 2012) are the processes that linguists actively take part in. However, there is another type of planning which can be vital for the endangered languages. Being introduced to the literature by Haarmann (1984), prestige planning refers to the attitudes and beliefs towards the language planning process. The attitudes and beliefs play an important role in the success or failure of the language policies. Positive attitudes would contribute to the acceptance of the policies by the society. Haarmann (1990:105) points out “not only the content of planning activities is important but also the acceptance or rejection of planning efforts.” At this point, speakers’ attitudes toward their endangered language would be one of the factors contributing the language maintenance.

Hornberger (2002:372) lists the themes that most of the recent studies investigate. These are “linguistic human rights, literacy and education as vehicles for shift and revitalization, community-based revitalization efforts and the controversial link between language and identity in revitalization initiatives”.

Being a socio-psychological factor, identity has a close relationship with the issue of language vitality. According to Bucholtz and Hall (2005:585), “identities encompass macro-level demographic categories, temporary and interactionally specific stances and participant roles, and local, ethnographically emergent cultural position”. When the identities of the speakers who speak an endangered language are taken into consideration, it is seen that the loss does not merely refer to the loss of a linguistic system but also the loss of the sociocultural material embedded in the language.

Crystal (2002) emphasizes two positions which explain the relationship between the identity and the language. The first view supports that identity is a vital link between the language and culture. The basic principle of this position is that no one becomes a member of a community without speaking its language. On the other hand, the second position supports that the identity as a link between the language and culture is not a strong one. In other words, the language may not be a good indicator of the cultural identity. An individual who cannot speak his/her indigenous language might feel as a member of the ancestral community. At this point Crystal (2002:122) makes an analogy between the loss of a language and heart attack. The author claims that “the loss of a language is certainly the nearest thing to a serious heart-attack that a culture can suffer. But people can survive heart-attacks; and so can cultures”. The former and latter positions can be exemplified in Dorian (1998:20) who explains that being a speaker may be and may not be an indicator of having a certain identity.

I found that when I asked speakers of Scottish Gaelic whether a knowledge of Gaelic was necessary to being a ‘true Highlander’, they said it was; when I asked people of Highland birth and ancestry who did not speak Gaelic the same question, they said it wasn’t.

The above anecdote shows the blurry relationship between the language and identity. According to Bankston and Henry (1998, cited in Sallabank, 2006:148), “a strong identification with a minority language may not always correlate positively with language maintenance, in particular when it comes to transmitting a low status variety to children.” It is seen that strong identification with the ancestral language may not be sufficient to save an endangered language. Official strategies and functional developments of the endangered language and the economic and social upheaval of its speakers should be maintained.

Generally speaking, it is seen that sociolinguistic and social psychological issues to be discussed are unique to the endangered language. The language endangerment can be discussed on the basis of multilingualism, language planning, language revitalization, language shift, language contact, diglossia, language rights, educational policies, etc. depending current situation of the endangered language.

3.2. REVIEW OF STUDIES ON THE GAGAUZ LANGUAGE

The studies on the Gagauz language can be classified into categories in terms of the topics of research. The first of these categories is the sociolinguistic issues about the Gagauz language, society and the Moldova. One of the most detailed studied is the report written by Sirkeli and Lisenco (2012:8-9) who reflected the current situation in Gagauzia. The report discusses the linguistic rights in the Law of Gagauzia ATU and their implementation in daily life. The use of Gagauz language in office-work, legal procedure, legislation, personal names, local names, street names, topographical indications, educational setting and mass media were investigated. According to results, official documents, printed publication, the language of the official web sites are only in Russian. On the basis of personal names, National Passport System in Moldova does not permit the spelling of names in the Gagauz language. The signposts in Gagauzia are mostly in Moldovan, although they should be both in the Gagauz language and Moldovan. Similarly, “the language in names of squares, streets and alleys in Gagauzia ATU ... has not changed since the times of the USSR” (Sirkeli and Lisenco, 2012:12). The findings show that the use of the Gagauz language in education is very restricted as the medium of instruction is Russian and the Gagauz language are offered for several hours in a week. In terms of media, it is seen that Moldovan, Russian and the Gagauz language are used on public radio and TV. The report is one of the documents that shed light to the functions of the Gagauz language in daily life.

A similar observation is made by Neukirch (2002) who focuses the legal framework and their practices in Gagauzia. According to the author, the development of the Gagauz language, culture and identity was not sufficient in the first years of the autonomy due to the lack of implementation of certain legislation and the lack of interest by the Gagauz people and authorities. Neukirch (2002) emphasized the sympathy towards the

Russia and the Russian language which eventually shaped the attitudes towards the Gagauz language and culture.

One of the studies which has been discussing the sociolinguistic situation of the Gagauz language is written by Menz (2006). This article discusses many topics such as the origin of the Gagauz people, culture, literature and the autonomous region in related to language. Menz (2006:383) concludes that the Gagauz language “with no more than 350,000 speakers remains in a precarious if not dangerous situation”. Another study by Menz (2003a) mainly investigates the endangered Turkic languages and more specifically the ones spoken under the Soviet regime. The factors leading to endangerment of the Gagauz language are discussed in the article. According to the author, immigration to Moldova from Bulgaria and the famine experienced in 1946-1947 are important factors which lead to decrease in the Gagauz population. Menz (2003a) highlights that it is probable endangered Turkic languages, in the Gagauz, will disappear in future when their limited communicative functions and geography are taken into consideration.

One of the problematic domains on the basis of the use of the Gagauz language is education. The function of the Gagauz language in education and its promotion was studied by Özkan (2010). The article included how the Gagauz language became a writing language and other developments in educational setting. He chronologically discussed the process and works which help to the promotion of the Gagauz language. Özkan (2010) emphasized on the function of the Gagauz language in daily life when compared with Russian, Moldovan, Bulgarian and Ukrainian languages.

It is seen that most of the studies on the Gagauz language can be categorized under the topics of identity, assimilation and nationhood. Coretchi et al. (2002) studied on a sociolinguistic model of the Gagauz case. Having discussed present socio-political situation in the Moldova and the Autonomous Territorial Unit of Gagauzia, the authors identified the principles upon which this model is constructed. The function of the Gagauz and the Russian language in the region is discussed on the basis of variances, blockages of communication, intolerance and disintegration.

Demirdirek (2010) investigates the nationhood claims of the Gagauz intellectuals and the current situation of the autonomous region. The author explored how the sense of belonging and claims over a certain territory by the nation builders are reflected to the social practices of the Gagauz society. It is suggested that the use and the functions of the Gagauz language in the domains such as education are discussed within the scope of this article. Demirdirek (2010) concludes that there is a difference in the pace and the motivation to build Gagauz nationhood between the Gagauz intellectuals and the 'ordinary' Gagauz people. Similarly, Büyükkantarcioglu (2013) emphasizes the disparity between positive reflections of Gagauz national identity and the attitudes of the Gagauz speakers towards their native Gagauz language. The author discusses the phenomena on the basis of the socio-psychological and socio-cognitive processes and concludes these processes may contribute to the endangerment of the Gagauz language.

Avram (2010) discusses whether the Gagauz language plays a pivotal role in the nation making processes of the Gagauz society. The author emphasizes that the Gagauz language does not serve as a language that creates common membership and there is not an equal access to, the social institutions operating in the Gagauz language. Additionally, the author discusses the use of the Gagauz in education, media and bureaucratic domains. Disadvantaged position of the Gagauz language towards the Russian language is elaborately analyzed in the research.

Dealing with a sociological issue, Bechir's (2008) study aims to find out how subjects perceive the assimilation and dissimilation processes. To this end, the author asks the participants to comment on the use of the Gagauz language in administration and education. According to the one of the findings, although the participants think that the educational processes are carried out in the Russian language instead of their mother language Gagauz, the Gagauz people do not need to speak this language for their future life. Bechir (2008:70) lists the reasons of such beliefs about the Gagauz language in education and other domains are "the lack of interest in the mother tongue, the immigration tendencies of the young population, incompetent leaders and adaptation to the Russian culture".

It is seen that apart from the studies mentioned above, there are many papers or books dealing with the structure of the Gagauz language. The second line of studies is the ones carried on the phonology, morphology, syntax and lexical properties of the Gagauz language. One of these studies was carried out by Kowalski (1949) who explored the similarities between the Turkish spoken in Deliorman region on the northeast Bulgaria and the Gagauz language. The author summarizes the structural features of these languages. The similarities between the Gagauz language and other Balkan languages are also studied Pokrovskaya (1975). The author emphasizes that the inverted word order is one of the key properties observed in these languages. The Gagauz syntax is one of the topics that attract the attention of the researchers. One of these researchers Menz studies analytic modal constructions (1998), indirectivity (2000), right-branching propositions (2001a), loan words (2001b) and complex sentences (2006) in the Gagauz language. Kurubayashi (2000) investigates the double dative constructions in the Gagauz language. In this article, the author discusses that double dative marking in the Gagauz language is a result of the semantically parallel Russian statements. In other words, the influence of the Russian language emerges as dative marking in the Gagauz language.

In his book Özkan (1996) analyzes the grammar of the Gagauz language. Having introduced the history and folklore of the Gagauz people, the author provides information about the phonology, morphology, syntax of the Gagauz language. Ulutaş (2013) studies relative clause constructions and asserts that the post nominal relative clause constructions differ from other Turkic languages. The difference arises from the use of complete sentences and finite verbs. Similarly, Özakdağ (2013) analyzes and observes the influence of the Russian language in Gagauz simple and complex sentences. In addition to these studies, Stamova-Tufar (2007) investigated the phonetic features of the Gagauz language on the basis of vowels and consonants. Her study depends on the recorded speeches of the participants from the city of Chadir-Lunga.

The review of literature has shown that the number of the studies concerning the Gagauz language is limited. Due to the late arrival of the written system and being a minority language, the recognition of the Gagauz language seems to be later than the other languages. Being announced as one of the endangered languages, the Gagauz

language has been attracting the attention of the researchers. As can be seen the above section included few studies about the language. Although there many studies on the Gagauz people and language in the literature, only the most relevant ones are summarized above. Other studies mainly deal with the history, literature and politics of the Gagauz people and the Autonomous Territorial Unit of Gagauzia.

3.3. A REVIEW OF STUDIES ON LANGUAGE ATTITUDES

3.3.1. Attitude as a concept

Attitude is one of the most central concepts of research in social psychology. Allport (1935) reported that the concept of attitude is the most indispensable one in social psychology. It is possible to find various approaches and thus, differentiating definitions for the concept of attitude. To start with a general definition, Ajzen (2005:3) defines attitude as “a disposition to respond favorably or unfavorably to an object, person, institution, or event”. She emphasizes the evaluative side of this hypothetical construct which includes positive or negative attributes in its nature. However, it is seen that early definitions were broader and included more components. One of those is offered by Allport (1935: 810) who defines attitude as “a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related”. Similar to Allport's (1935) definition, Krech and Crutchfield (1948:52) state that “an attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world”.

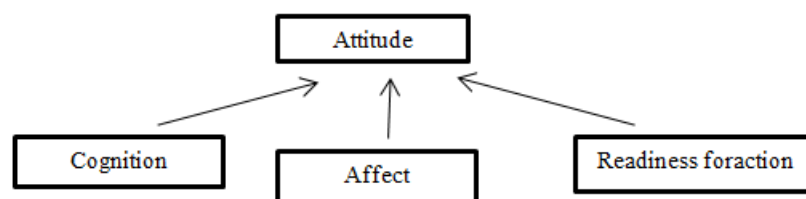
The study of attitude has been widely influenced by the three-component or tripartite model. Rosenberg & Hovland (1960) proposed that attitude is composed of three components which are Cognition, Affect and Conation. Ajzen (2005:4) categorizes the responses of three components in terms of verbal and non-verbal mode in table (7).

Table 7. Ajzen's (2005:4) response category on the basis of verbal and nonverbal responses

Response Mode	Response Category		
	Cognition	Affect	Conation
Verbal	Expressions of beliefs about attitude object	Expressions of feelings toward attitude object	Expressions of behavioral intentions
Nonverbal	Perceptual reactions to attitude object	Physiological reactions to attitude object	Overt behaviors with respect to attitude object

Firstly, cognitive dimension includes the beliefs and expectancies about attitude. Fazio and Olson (2003:141) suggest that “an attitude is formed on the basis of cognitions when one comes to believe either that the attitude object possesses (un)desirable attributes, or that the attitude object will bring about (un)desired outcomes.” Secondly, affective dimension refers to feeling of an individual towards an attitude object. In other words, it includes “feelings, moods, emotions, and sympathetic nervous-system activity that people have experienced in relation to an attitude object and subsequently associate with it” (Eagly&Chaiken, 1998:272). The third dimension is the most controversial one as there are controversies over the scope of this component. According to traditional tripartite view, conation, as a part of attitude, refers to evaluations which are composed of past behaviors and future intentions. However, Piderit (2000) states that there are some research that emphasis either on past behaviors or future intentions. The components of attitude are illustrated by Ajzen's (1988:22).

Figure 1. Ajzen's (1988:22) components' of attitude

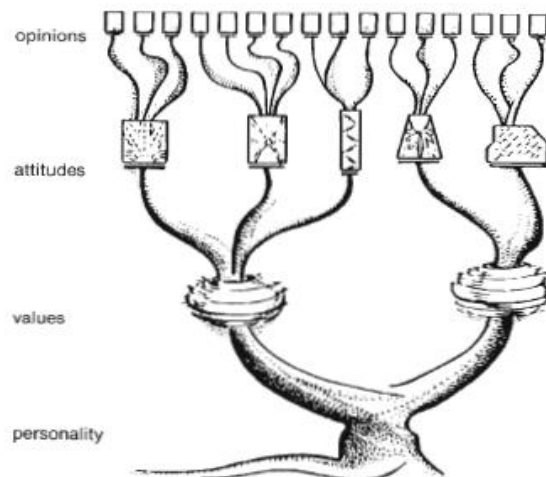


Ajzen (1988:23) states that “an object receives an evaluation, be it favorable or unfavorable, which forms attitude towards the object”. He further points out that ‘this attitude in turn, predisposes cognitive, affective, and conative responses to the object, responses whose evaluative tone is consistent with the overall attitude’.

The reasons why tripartite model has become so popular is summarized by Fazio and Olson (2003). First, this model provides the opportunity for a framework and a way of cataloguing many attitudinal responses. Secondly, this model presents guidelines for the study of attitude formation and change. Generally speaking, tripartite model is based on the observable realms of attitude. Thus it is expected that attitude is observable in three dimensions mentioned above.

Oppenheim (1992:175) emphasizes that attitudes are “the abstractions reinforced by beliefs and often attract strong feelings which may lead to particular behavioral intents”. The author (1992: 177) visualizes the position of attitudes among other components of human psychology.

Figure 2. Oppenheim’s (1992:177) illustration of attitudes



According to this tree model above, attitudes are not isolated units. They are interrelated with the adjacent parts which are values and opinions. Values are internalized social representations or moral beliefs that people appeal to as the ultimate rationale for their actions (Oyserman, 2001). It is accepted that attitudes are the outcomes of the value system of an individual. On the other hand, opinions are considered to be surface representations of attitudes. Thus, it is clear that each unit is highly influential on the other one in this vertical system.

Schwartz and Bohner (2001) claim that when compared to previous ones, the recent definitions, thanks to empirical findings, focus on the evaluative side of attitudes and the other components which were thought to be related to attitude previously are now

associated with the cognitive structures of human brain. The recent definitions, like Eagly and Chaiken's (1993:1), "these psychological tendencies are evaluated with some degree of favor or disfavor". According to Schwartz and Bohner (2001), accumulating body of literature also showed that the unstable and less enduring nature of attitudes. This led the question of how attitudes can be measured.

It is clear that attitudes cannot be observed, however, it is possible to draw inferences from self-reports and behaviors. According to Schwartz and Bohner(2001), researchers hold various positions about the unstable nature and measurement of attitudes. Some researchers claimed that the changing nature of attitudes is a result of measurement defect. Schuman and Presser (1981:42) pointed out that the form, wording and the context are highly influential in interpreting the attitudes. They claim that "changes in question wording may affect univariate or marginal distributions... and sometimes leads investigators to place little credence in the absolute percentage giving any particular response" On the other hand, researchers like Schwarz and Strack (1991) claimed that when the participants were asked about their attitudes, their judgment is based on the information that comes to mind most easily. Thus, it is clear that conversational and judgmental processes were influenced by context effects. This approach requires more knowledge on the cognitive mechanisms to evaluate the comprehension process. Between two approaches stated above, according to Schwartz and Bohner (2001), there are also intermediate ones which considered attitudes as a kind of memory structures that were chosen among others when encountered with an attitude question. Another position supports the existence of multiple attitudes towards an entity. According to this approach, access to these attitudes varies time to time.

Measuring attitude is another issue that has been discussed elaborately. It is possible to divide these measuring methods into two: direct and indirect methods. Being one of the direct methods, attitude scales are designed to measure respondents' attitudes by asking whether they are agree or disagree with the provided statements. They aim to divide respondents into groups with respect to particular attitudes. Schwarz (2008:42) states that "the use of direct questions is based on the premise that people have introspective access to their attitudes and are aware of what they like and dislike whereas most other attitude measures do not require this assumption". The key element in this method is the

attitude statement. Oppenheim (1992:174) defines an attitude statement as “a single sentence that express a point of view, a belief, a preference, a judgment, an emotional feeling, a position for or against something”. The answers of the respondents are analyzed with regards to scaling procedure.

As attitude scales are overt instruments measuring attitudes when compared to other methods, generally they ignore subtle details. Attitude scales should satisfy the requirements of measurement. These are unidimensionality, reliability, validity and linearity. Unidimensionality requires that the measurement should be done for one thing at a time. In other words, measuring more than one variable in the same item should be avoided. Secondly, it is required that an attitude scale must be reliable statistically which means the results should be consistent and stable. Thirdly, a valid measurement is possible when the instrument measures exactly what it aims to examine. Finally, equal the linearity of the intervals in an attitude scale.

Taking the above mentioned principles into consideration, various scales aim to measure attitudes. The first scale developed in 1928 was named after his inventor Louis Thurstone. According to Fabrigar and Paik (2007:13), Thurstone considers attitude as “a distribution of values on a continuum, rather than having a single value, and therefore it would not be adequately represented by a single number”. Thus, the scale included attitude statements and adopted the method of equal-appearing intervals. The assumption is that measuring attitude using equally divided intervals in a continuum from appreciation to depreciation. It was originally designed to measure the attitudes towards religion. Additionally, Richardson (1960) states that Thurstone scale was widely used in opinion and attitude research since 1930s.

Another scale that measures attitude is Guttman’s scale which was developed by psychologist Louis Guttman. Abdi (2010:1) states that this scale aims to “derive a single dimension to be used to position the questions and the subjects.” The respondents are provided a set of statements. Each statement covers the previous one. To exemplify, if a respondents chooses the fifth statement in an item with 10 statements, this would show that the respondent is also agree with the previous four statements. This type of scale functions to elicit the exact and detailed answers from the participants.

Likert scale, one of the classical methods of measuring attitude, is the most widely used and known. This scale is composed of a declarative statement which aims to measure the attitude. The statement is given with an ordered continuum of response categories. Each category is assigned a descriptive label like “strongly agree” to “strongly disagree”. The naming of these positions depends on the possible responses (i.e. never to always, strongly approve to strongly disapprove) to the statement. Each category is also assigned a numeric value that would help in the statistical analysis. Numeric values vary according to the interval of the categories. When compared to 7-point scales, 5-point Likert scales are more commonly used.

Apart from the scales mentioned above, attitudes have been measured with the help of projection methods. These methods are indirect ways to explore the attitudes. Instead of asking directly to the respondents, attitudes are analyzed indirectly. Schwarz (2008:50) suggests that “indirect measures do not require the assumption that people are aware of their attitudes (in contrast to direct questions, which can only be answered on the basis of awareness and introspective insight)”. Oppenheim (2001:210) states that “projective techniques can be particularly useful in evoking and outlining stereotypes, self-images and norm-percepts...” These techniques are sentence-completion (the participant is asked to complete the sentences given), cartoons (the participant is asked to fill out the blank speech balloon in a cartoon strip), picture interpretation (the participant is asked to interpret the pictures depicted in the cards and make a story), stories (having heard the story, the participant is asked to choose a character that behave in a certain way or an action in that particular situation), pseudo-factual questions (the participant is asked questions of belief or knowledge and then projected attitudes are analyzed) and play techniques (participants, especially the children, are provided a set of objects and asked to talk or to do something). Generally speaking, it is seen that the methodological procedure to be applied depends on the nature of the data collected.

3.3.1.1. Attitude Formation and Change

As mentioned before, attitude has three foundations which are emotion, behavior and cognition. These three dimensions are integrated and forms attitudes towards an attitude object. Miserandino (2007:65) asserts that motivational, social and biological

foundations are also influential in the formation of attitudes. Being one of the components of attitude, emotional foundation play an important role in attitude formation through “(a) sensory reactions,(b) values, (c) operant/instrumental conditioning, (d) classical conditioning, (e) semantic generalization, (f) evaluative conditioning, or (g) mere exposure”. Secondly, according to Miserandino (2007) self-perception theory, cognitive dissonance theory, explain how behavioral foundations contribute to the formation of attitudes. Self-perception theory (Bem, 1972) claims that an individual forms attitudes by observing his/her own attitudes and evaluating the reasons for behaving such a way. Cognitive dissonance theory (Festinger, 1957) points out an inner mechanism which holds attitudes in harmony. This mechanism forms new attitude in the case of dissonance to prevent disharmony. In addition to emotional, cognitive and behavioral foundations, Olson and Kendrick (2008:124), emphasizes the role of evolutionary and biological factors by asserting that “augmenting approaches that emphasize learned attitudes with one’s highlighting how we might be biologically ‘prepared’ to evaluate some objects favorably or unfavorably”.

Attitude is not a static concept as it tends to change over the time. Emotional, behavioral and cognitive foundations of attitude may be modified which results in a change in attitude. Loersch et al. (2007:62) suggest that “[attitude] change occurs when a person goes from being positive to negative, from slightly positive to very positive, or from having no attitude to having one”.

It is clear that social influence has remarkable role in the process of attitude change. Kelman (1958:53) classify the processes of influence into three groups: compliance, identification and internalization. He states that compliance occurs “when an individual accepts influence because he hopes to achieve a favorable reaction from another person or group”. In compliance induced behavior is accepted as to gain approval or avoid disapproval, therefore the content of the behavior is disregarded. On the other hand, Kelman (1958:53) further states that identification occurs when “an individual accepts influence because he wants to establish or maintain a satisfying self-defining relationship to another person or a group. In this process, the reason why the induced behavior is accepted is its association with the anticipated behavior”. Lastly, internalization process involve the acceptance of behavior of which content is also

congruent with the individual's values. Thus, the integration occurs between the existing values and the content of the behavior.

Loersch et al (2007) point out that attitude change can be divided into two on the basis of the processing. Those require low-effort and the ones produced by high-effort processes. The former one includes automatic associative processes and simple inferential processes. On the other hand, high-effort processes are the output of the characteristics of the individual's thoughts, estimation and the realization about the attitude objects (p. 63).

3.3.1.2. Attitude-Behavior Consistency

As mentioned before attitudes are the dispositions of individuals toward event, objects or situations. Behaviors, which are considered to be closely related to attitudes, are a range of responses of manner and actions. It is considered that an individual's behavior toward an object or event can be predicted from his or her attitude toward that object or event. Thus, the study of attitude-behavior aims to investigate the degree the attitude of the individual affect the behavior. Haddock and Maio (2007:59) point out the importance of exploring the interaction between two concepts as follows: "attitude-behavior consistency is important because much of the usefulness of the attitude concept is derived from the idea that people's opinions help guide their actions".

Early research on the issue was carried out by Wicker (1969:65) and he found that attitudes are poor predictors of behaviors. He stated that "it is considerably more likely that attitudes will be unrelated or only slightly related to overt behaviors than the attitudes will be closely related to actions". In support of this view Fishbein and Ajzen (1975: 335) assert that "Although a person's attitude toward an object should be related to the totality of his behaviors with respect to the object, it is not necessarily related to any given behavior".

Although attitudes have minor effects on behavior, their effects are observable in certain cases. Haddock and Maio (2007) lists the conditions when attitudes can predict behaviors. First, when both of the concepts to be measured are equal, behavior of the individuals are predictable. This can be exemplified with Richard LaPiere's experiments

on anti-Asian prejudice in America. During a journey a Chinese couple accompanied LaPiere who wondered whether they would be refused service in hotels and restaurants. At the end of the journey, they had been refused only once. However, months later LaPiere wrote a letter to those establishments whether they would accept to host a Chinese couple. The replies showed that only one establishment accepted to serve these visitors. This showed that in a situation when a high-educated a well-dressed Chinese couple accompanied by an American college professor would be welcomed. Thus, a detailed and specific description of the concept to be measured would yield a consistency between attitude and behavior. Secondly, the topic being studied changes the degree of the consistency. To exemplify, the attitude for a political leader would affect the voter's choice in elections. However, although considered to be virtue, less people donate blood voluntarily. Therefore there is a low-consistency between the attitude and the behavior. Thirdly, the strength of the attitude is a good predictor of behavior. In other words, a strong attitude would be expected to predict the attitude. Fourthly, personality and the age affect the degree of consistency. "Low self-monitors, who vary their behavior across social situations, reflect more consistent attitude-behavior relation. Similarly, college students display lower consistency than adults" (Haddock and Maio, 2007:61). Finally, it is seen that the consistency between the attitudes and the behavior may change according to the dynamics of the observed phenomena that is the interest of research.

3.3.2. Language Attitude

Attitudes, which are "positive and negative predispositions, are towards an object, person, institution, or event" (Ajzen, 2005:3). Among those attitudes, language attitudes differ from the others, in that they are solely about language (Fasold, 1987). Crystal (1997:23) states that "language attitudes are the feelings people have about their language or the languages of others'. Baker (1992:29) defines language attitude as an umbrella term and lists the topics included in language attitude surveys. These are:

- Attitude learning a new language
- Attitude to a specific minority language
- Attitude to language groups, communities and minorities
- Attitude to language lessons
- Attitude to the uses of specific language

Attitude of parents to language learning
Attitude to language preference

According to Bem's (1972) self-perception theory, language attitudes are formed as a result of making observations of his or her own speech. Thus, judgments or adjustments are expected to be made on the basis of the social environment that an individual lives in.

Language attitudes have two components: instrumental and integrative language attitudes. Baker (1992:32) states that "instrumental motivation reflects pragmatic, utilitarian motives". McClelland (1958:17) emphasizes "the self-oriented and individualistic nature of instrumental attitudes". Gardner and Lambert (1972:14) claim that it is "a desire to gain social recognition or economic advantages through knowledge of a foreign language". Gardner (1985:17) exemplifies it with instrumental test items.

- Studying French can be important to me because I think it will some-day be useful in getting a good job.
- Studying French can be important for me because it will make me a knowledgeable person.

On contrary to instrumental motivations, integrative motivations toward language are more socially-oriented. Gardner and Lambert (1972:14) define integrative motivation as "a desire to be like representative members of the other language community". Sample integrative test items taken from Gardner (1985:18) is given below:

- Studying French can be important for me because it will allow me to meet and converse with more and varied people.
- Studying French can be important for me because other people will respect me more if I have a knowledge of a foreign language.

Baker (1992) points out that an integrative attitude to a language may include attachments to, or identification with a linguistic group and the group's cultural activities. Integration refers to identification with the language group.

Romaine (1995:43) emphasizes that "attitudes towards one language or another, towards bilingualism and towards code-switching generally will all affect an individual's language choice in a given situation, and a community's propensity (or not) for language shift". In support of this definition, Sadanand (1993:129) asserts that "speakers' perception of the role of different languages and their functions motivate their attitudes toward those languages". At this point, these attitudes are influential in

the use of language, social advantage or discrimination and social identity. Saville-Troike (1989:181), with an ethnographic approach, propose that speaking well functions in “marking social roles, attitudes construction toward different languages”. It was also observed “how varieties of language reflect perceptions of people in different social categories, and how such perceptions influence interaction within and across the boundaries of a speech community”. She further points out that these issues discussed above about the language attitudes are also closely related to process of language maintenance and shift.

Language attitudes, like others, are not always stable. Ajzen (1988:45) claims that “every particular instance of human action is in this way, determined by a unique set of factors. Any change in circumstances be it ever so slight, might produce a different reaction.” Attitudes toward bilingualism or other language(s) may not remain constant. Romaine (1995:288) states that “in certain contexts where bilingualism is not valued by society at large, bilinguals may experience difficulty in defining their identity”. Knops and van Hout(1988) categorize the causes of variation in language attitudes into three: stimulus effects, subject effects and situational effects. They further explain that stimulus effects are the determinants of language attitudes and subject effects are the social characteristics of speakers of the community. Finally, situational effects are considered to be the immediate situation or broader socio-cultural environment in which the attitudes are constructed. It is clear that speaker attitude has a changing nature. A favored or supported linguistic fact may be discredited after a while.

At this point, Romaine (1995) emphasizes the distinction between attitude and behavior in practice. She claims that surveys of opinion may indicate a gap between these concepts. She goes on further to point out that a community may appear to support the language in principle but the surveys may demonstrate the reverse. Similarly, Baker (1992:15) states that “observation of external behavior may produce mis-categorization and wrongful explanation. Such behavior may be consciously or unconsciously designed to disguise or conceal inner attitudes”.

Edwards (1994:98) points out that when a speaker believes and knows something, s/he reacts emotionally toward it and eventually acts accordingly. He concludes that there often exists inconsistency between assessed attitudes and actions presumably related to

them. This phenomenon is exemplified with a situation where a mother is asked whether knowledge of French is important for her child. He goes on further to state that “to gauge attitude one would require further probing into the respondent's feeling about her expressed belief: for example, she might believe that French is important for her children's career success; yet, she may loathe the language”.

Although research on attitudes has been one of the central themes in sociology and psychology, it can be said that the research on language attitudes has started in 1930s. In Pear's (1931) study the participants were asked to listen the broadcast on BBC and match the profiles given to them with the ones they heard on the radio. Actually, Pear's aim was to investigate the relationship between the personality and speech. However, Pear, whose study was supported by the series of studies by Fay and Middleton (1939; 1940), is considered as the pioneer of the language studies. Garret (2001: 630) emphasizes on the importance of the language attitudes in sociolinguistic-theory building.

Language attitudes research in sociolinguistic communities can reveal the dynamic identificational and relational forces at work within them. These include prejudices held against (or in favour of) regional or social varieties. They also include allegiances and affiliate feelings towards one's own or other groups' speech norms. ... So, in addition to sociolinguistic processes at the level of the social group, social evaluative studies can access local processes of interpersonal attraction and distancing and help anticipate the character of social relationships ... And since explanations of socio-linguistic phenomena are most likely to be found in social psychological processes, language attitudes are a key component of sociolinguistic theory-building.

More specifically, one of the topics of sociolinguistics, language planning and policies are also the interest of researchers studying language attitudes. Ferguson (1996), who discusses the role of attitudes in language policies, states that analyzing attitudes are more feasible than the facts about language distribution and use. He claims that the attitudes are indicators of the success of language planning policies. Ferguson (1996: 275) asks two fundamental questions to explore the attitude. These questions are given below:

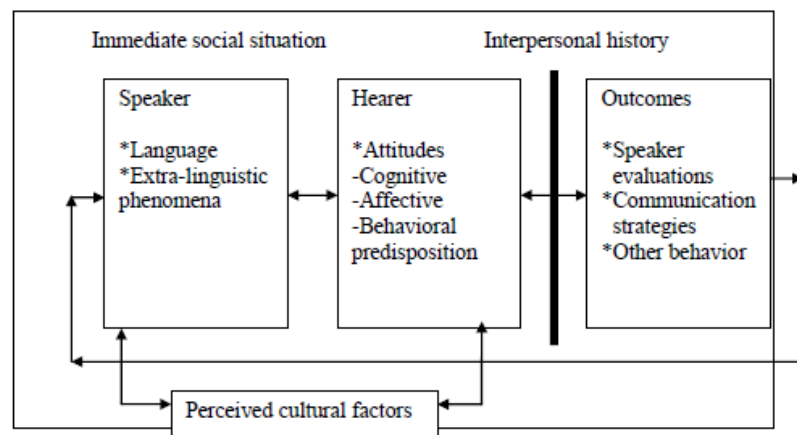
- What do the speakers of a language believe or feel about its esthetic, religious, and 'logical' values? About the appropriateness of its use for literature, education, and 'national' purposes?
- What do the speakers of a language believe or feel about other languages in the country? Are they better or inferior to their own language in general or for specific purposes?"

In the light of the questions given above, Ferguson (1996) lists the most appropriate techniques to collecting data are published sources, consultation with experts and

persons knowledgeable about specific areas or problems, the use of questionnaires, field observation and interviews.

Cargile et al. (1994:215) claimed that language attitudes are no simple responses but complex processes. They considered language attitude as “a singular, static phenomenon. Rather, it affects, and is affected by, numerous elements in a virtually endless, recursive fashion”. They offered social process model of language attitude. This model has five components which are listener dynamics, interpersonal history, outcomes, the immediate social situation and perceived cultural factors. The figure (3) explains how this model works.

Figure 3. Cargile et al.'s (1994:215) social process model of language attitude



Social process model claims that language attitude is composed of characteristics of the parties (speaker and hearer) and contextual factors. Parties' physical features, goals, emotional state, expertise and social identity are influential on the formation of language attitudes. Cargile et al. (1994:218) explains the functions of the two-way arrows between the speaker and hearer.

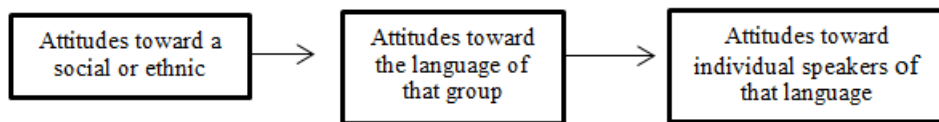
[...] indicate that speaker language does not inevitably trigger certain attitudes within the hearer, but rather hearers are actively involved in the process of selecting and attending to those language behaviors that meet their needs. Language can indeed lead to particular attitudes, but hearers can also choose those language behaviors around which they construct their attitudes and evaluation

The other component of the model is contextual factors which include interpersonal history, immediate social situation and cultural factors. In this model hearer's attitudes affect his/her behavior when the context is less familiar. Thus, in contexts of high familiarity, it is expected that hearer's attitudes are less influential on his/her behavior.

Immediate social situation is another factor in the evaluation of language. Evaluations about linguistic forms vary according to immediate context. Finally, the role of perceived cultural norms is to contribute to the formation of attitude with the elements like sociocultural strengths and relations. According to Cargile et al. (1994), this model offered a new approach to speaker evaluation studies and highlighted the neglected components of attitude such as listener emotions.

Appel and Muysken (1987) emphasize the relationship between the attitudes and the society. The authors claim that this interaction is the formation of the attitudes and point out that the role of attitudes in a society with a chain like process. The process is illustrated in figure 4.

Figure 4. Appel and Muysken's (1987) the relationship between the attitudes and the society.



As can be seen above attitudes are not simple dispositions towards the entities. Instead they are mostly the origin of chain like processes that are experienced in societies. It is obvious that ethnic groups develop attitudes towards each other. These attitudes influence attitudes towards cultural institutions and language. Finally, attitudes towards cultural institutions and language contribute to the development of the attitudes towards the members of the ethnic group. Having discussed the nature language attitudes, the next section of this study addresses how the language attitudes are measured.

3.3.3. Measuring Language Attitudes

Language attitudes are assessed in two main ways which are direct and indirect methods. Direct methods basically depend on the informant's responses to questionnaires and interviews. McKenzie (2010) suggests that "a direct approach to the investigation of attitudes usually entails questioning subjects on their beliefs, feelings and knowledge of the attitudinal object".

Henerson et al. (1987) makes a distinction between two types of response elicited from the participants: oral and written responses. Oral responses about language attitudes are received in interviews, polls and surveys. An interview is generally face-to-face meeting which is composed of an interviewer and an interviewee. Generally, interviewer has predetermined questions to be posed and takes notes or records the interviewer's responses. Poll is a research that investigates the public opinion from a representative sample. Similarly, surveys, which are generally conducted over the phone, aim to explore the attitudes, beliefs or opinions. On the other hand, written responses are received from questionnaires and attitude scales. Questionnaire is a type of data collection method which includes a variety of questions. Thus, it is expected that a questionnaire would yield a variety of score. However, the result of an attitude scale would produce an overall result. In order to get more precise result, different techniques are adopted in the research of attitudes.

3.3.3.1. Semantic differential

Developing semantic differential scales as quantitative measurement, Osgood et al. (1957) investigated the relationship between attitudes and attitude object. It was claimed that attitude scales need to measure three basic elements which are the evaluation (e.g. good/bad), potency (e.g. strong/weak) and activity (e.g. vibrant/dull) of attitudes. Evaluation of an attitude refers to the positive and negative reactions to the attitude object. Secondly the potency of the attitude is related to strength of the certain attitude object's perception. Thirdly, the activity means whether the attitude object is perceived active or passive. Osgood et al.'s (1957) study was one of the early studies using quantitative approach.

Being one of the scales that measures attitude, Semantic Differential Scale is the best known multi-item measure. Although it was developed by Charles Osgood and his associates to measure the meaning of a concept in 1957, it is used in various contexts today. A typical example of 7-point Semantic Differential Scale is given in table 8.

Table 8. An example of Likert scale

good: _ : _ : _ : _ : _ : _ : bad
3 2 1 0 1 2 3

As can be seen above, it includes a contrasting adjectives like good-bad or pleasant-unpleasant at each end. 7-point scale includes 3 categories on the negative side and 3 on the positive side. There is a neutral position between two sides and the respondents are asked to rate their attitudes on this scale.

Table 9. An example of Semantic differential scale

Unmusical						* Musical
Ugly						* Beautiful
Difficult	*					Easy
Old fashioned		*				Modern
Useless						* Useful
Weak				*		Strong

In this form of the Semantic Differential Scale, the respondents are asked to indicate the degree of characteristic of them for each adjective. The above given scale measure the attitudes towards Welsh language. It is seen that the respondents found Welsh language musical, difficult and old-fashioned. However, according to Ajzen (2005: 8), “semantic differential scales are relatively direct indication of attitudes”. He further suggests that “such multiple items have fewer problems of reliability than single-item measures”. Adopting single direct methods for assessing attitudes have some risks on the basis of methodology. Baker (1992:19) lists the possible risks of direct methods.

(1) People may respond to an attitude test in a way that makes them appear more prestigious, more good than is real. Consciously and unconsciously people tend to give socially desirable answers, and put themselves in the best light (halo effect). A person may wish to be seen as pro-Welsh language, even if the private attitude is something different.

(2) People may be affected in their response to an attitude test by the researcher and the perceived purpose of the research. The ethnic identity, gender, status, age, language in tis verbal and non-verbal forms, and the social class of the researcher may each affect how an individual responds to an attitude test. The perceived aim and objective of the research (e.g. in support of minority languages or anti-immigration) may similarly affect replies, as may the context or environment of the testing.

(3) A good attitude test needs to encompass the full range of issues and ideas involved in a topic. The initial item pool must cover the fullest range of possible attitudes in terms of topic, complexity, and favorability and unfavorability. An item analysis on the item pool (to exclude the more unreliable items must be executed on a representative and not atypical sample of people.

When compared to direct methods, indirect methods for assessing language attitudes are more subtle techniques and their aims are less likely to be perceived by the participants of the study. According to McKenzie (2010:45), the advantage of indirect method is “it is usefulness when it would be considered impossible or counter-productive to directly question informants on their perceptions of attitudinal object”.

3.3.3.2. Matched guise

Matched-guise is a technique that was developed by Lambert et al. (1960). The respondents of this technique are asked to listen to a set of recordings and then evaluate the speaker in the recordings. Although the participants suppose that the voices in recordings belong to different speakers, actually they are produced by the same speaker. Gaies and Beebe (1991:157), summarize two basic purposes of matched guise technique: (1) “to elicit reactions to particular codes by having subjects respond to taped samples of those codes, (2) to control all variables other than the codes themselves.” This technique is also applicable for various purposes like to investigate ‘attitudes of foreign –language learners toward target-language speakers and the target-language community, the linguistic bases of teacher prejudice, attitudes toward different varieties, attitudes toward the speech of language learners or non-natives, the phenomena of convergence and divergence and the effect of speaker and hearer variables on comprehension, recall, or evaluation’ (Gaies and Beebe, 1991:158).

Matched-guise technique, the typical indirect type of methodology, was first used by Lambert et al. (1965). They investigate the reactions of English and French participants, who live in Montreal, towards English and varieties of French. The subjects of the study were 66 English-speaking and 64 French-speaking listeners. First, to record guises the speakers, who are fluent in two languages, are asked to read a paragraph in English and French. Then the participants are asked to rate the speakers in term of character, looks, intelligence, dependability, leadership, sociability, likeability, self-confidence, kindness, religiosity and height. A 6-point Likert scale which ranged from ‘1/very little’ to ‘6/very-much’ was used. The results indicated that English guises are ranked higher on several traits such as leadership and dependability by English and French participants.

On the other hand, only French participants ranked higher French on kindness and religiosity traits. This study verified Lambert et al.'s hypothesis (1960:44) about the parallelism between the attitudes towards spoken language. They had concluded that “evolutional reactions to a spoken language should be similar to those prompted by interaction with individuals who are perceived as members of the group that uses it...”

Concerning dialect studies carried out with matched-guise technique, Tucker and Lambert (1969) investigated the attitudes towards southern dialects of European and African-American speakers. The participants of the study were Northern white, Southern white and Southern black college students who were asked to listen to the recordings and make judgments about the speakers. According to the findings of the study, participants were able to recognize the dialects within the language. McKenzie (2010:53) emphasized the importance of the study and stated that “it indicated that factors within a population, such as race, might play a significant role in determining these attitudes towards language varieties”.

Apart from the approaches which are based on statistical analysis, there are also discourse-based approaches to measure the attitudes. According to Liebscher and Dailey-O’Cain(2009), discourse-based approaches include content-based approaches, turn-internal semantic and pragmatic approaches, and interactional approaches.

The first of these, the content-based approach includes the examination of a corpus to find out the expressions in which the attitudes towards the language are conveyed. Having identified these expressions, the researcher then categorizes them according to the patterns of the study. Dailey-O’Cain (1997, cited in Liebscher and Dailey-O’Cain, 2009) whose study adopted content-based approach to get supplementary findings for her quantitative results, analyzed the stretches of the conversation between the speakers of German. The results of the content-based approach have shown the inconsistency in the attitudes of the speakers of the German about the place the most German is spoken. These findings have also supported the quantitative results.

The second of the discourse-based approaches is turn-internal semantic and pragmatic approaches. This technique, as the content-based technique usually does, investigates the traces of attitudes in a conversation. However, what makes this approach different

from the previous one is the identification of the linguistic features in the text. These are “assertions, entailments, presuppositions, comparison and contrast, categories of belief, induction, deduction, reliability, and hearsay”, etc. (Liebscher and Dailey-O’Cain, 2009:198).

CHAPTER 4 THE METHOD

4.1. DATA COLLECTION

4.1.1. Pilot Study

4.1.1.1. On Preliminary Observations and Data Collection

Generally speaking, a pilot study is a small-scale study which is carried out to discover the weak and strong sides of the large-scale study in advance. Conducting a pilot study provides insight to potential problems and an opportunity to revise the methods and approaches. Teijlingen and Hundley (2001) list some of the reasons to apply a pilot study. These are a) Developing and testing adequacy of research instruments, b) Assessing the feasibility of a (full-scale) study/survey, c) Identifying logistical problems which might occur using proposed methods, d) Collecting preliminary data, e) Developing a research question and research plan.

Before administering the large scale test for the data collection of the present study, a small scale pilot test was applied to a certain group of participants. In order to gather data and make observations, a field trip to the Autonomous Territorial Unit of Gagauzia was organized on September 2013. During this trip, a written questionnaire concerning language attitudes and intergenerational language transmission were administered. At the very beginning of the questionnaire the participant was informed that answers' privacy would be maintained. The Gagauz and Russian versions of the questionnaire are given in APPENDIX 1 and APPENDIX 2.

The first part of the questionnaire included the personal information. The age, sex, occupation, the place of birth, educational and background were some of items of this part. Secondly, the number of the languages that the participant spoke was asked. The blanks were provided for the names of the languages. Thirdly, whether his/her children spoke the same languages with the participant was asked. Fourthly, the participant was asked whether s/he was a member of any association which was engaged in organizing activities about Gagauz society and language. The final question in the personal

information part was about the relationship between the place of residence and the mainstream language. The participant was asked whether he/she had been living in the same country since birth. In the case he/she had been abroad before, they asked which countries and languages they were.

The second part of the study included the items testing the attitudes of the participants towards the Gagauz language. The first question of this section was asked to gather information about the function of the given languages (the Gagauz, Russian, Moldovan and other languages) for certain purposes such as *finding a job, dealing trade, attending higher education, social mobility and prestige, higher salary, promoting religious unity in the community, creating a sense of unity within the community, spreading social and cultural values, the literature, the music, the science and technology, the communication with other communities, the integration with other communities and the international diplomacy*.

The second question concerning the language attitudes was the about the language that the participant used while performing acts such as *watching TV, listening radio, reading book, listening to music, thinking, dreaming, praying, counting, telling jokes, swearing and fighting*. The third question asked which language that the participant preferred to use in certain situations with the given people. This question included three contexts such as *outside the home, in specific social domains and under specific emotional circumstances*. The outside the home heading included communication parties such as spouse, children, grandparents, cousins, friends and co-workers. The second context included certain context such as market, post office and church. Thirdly, the participants were asked which language they used when they were under certain emotional circumstances such as extremely angry, surprised, extremely happy and very embarrassed.

The fourth question in this section was asked to gather data on the beliefs of the participants about the rates of the language uses in certain context. In this section the participants are asked to choose the rates (25%, 50% and 75%) of use for the languages (the Gagauz, Russian, Moldovan and other languages) in the contexts such as at home, school and post office. The next question was about the language choice for the *specific topics of conversation* with a group of people. The topics of conversation were related

business, politics, religion, health and family matters. The aim of this test item was to find out whether topic of conversation and the partners influenced the choice of language. The final question of the language attitudes section was designed to discover the socio-psychological effects of being a Gagauz speaker. In this item the participant was asked whether he/ she had an experience when he/she had to conceal his/her Gagauz identity. The options given below the test item were *always*, *sometimes* and *never*.

The third section of the pilot study was designed to examine the intergenerational transmission of the Gagauz language and included seven test items. The first question asked the language that the participant learnt first in the family context. The second question was about the Gagauz language proficiency of the family members such as spouse, children and grandparents. Whether these people could write and read in Gagauz was asked to the participants. The third question was about the encouragement to use of the Gagauz language in the family context. The options given below the statement are *agree*, *not sure* and *not agree*. The next question of this section aimed to find out the beliefs of the participants on the Gagauz as an endangered language and the predictions about the future. The statements given in the item are: *the Gagauz language is an endangered language*, *I think my grandchildren would speak the Gagauz language in future*, *I think I did my best to make the Gagauz language used in my family*, *I want my children to speak the Gagauz language very well*, *I want my children to speak the Gagauz language in school*, *I want my children to speak both the Gagauz and the Russian languages*. The fifth question is about the language choice in family context. The languages (the Gagauz, Russian, Moldovan and other) and the family members (spouse, mother, cousins, uncles, etc.) were given and the language spoken with these people are asked to the participants. The next test item investigated the importance of the given languages for the future of participants' children. Finally, the last question examines how the products of the Gagauz cultural practice are transferred to the participants. In this question, they are asked in which language they learnt *tales*, *folk music*, *lullabies*, *proverbs*, etc.

The pilot study conducted for the large-scale investigation of language attitudes and intergenerational transmission of Gagauz language helped to revise the weaknesses and

the strengths of the questionnaire according to the present situation in Autonomous Territorial Unit of Gagauzia. Firstly, some questions and statements were omitted and new ones were inserted in the questionnaire. Secondly, the wording of some statements and questions were made clear. Thirdly, the number of questions was increased; items such as Gagauz national identity and attributive properties about the Gagauz language were added. Finally, to reflect the present situation of the Gagauz language questionnaire, as a data collection method, was supplemented with free interviews and recordings. The main data collection methods are revised and developed on the basis of the issues mentioned above.

4.1.1.2. The Results of the Pilot Study

The pilot test administered before the main data collection instrument aimed to provide insights to the large-scale investigation that was carried out three months later. This pilot test was applied to 10 participants. This group of the participants included 6 female and 4 male participants. All of these participants were the students enrolled to 9th grade and their mean age is 18.3. They reported that they could speak the Gagauz and the Russian languages. The next question was about the language that the participants' children spoke. They stated that they had no children. The participants were asked to specify whether they are the members of any association engaged in organizing activities about Gagauz society and language. It is seen only one participants stated that s/he was a member of such an association. They also reported that they had been living in the same country since they were born. The second part of the questionnaire included the questions about the function of the Gagauz, Russian and Moldovan languages. According to the results, the participants found the Russian language important for finding job (100%), dealing trade (100%), attending higher education (80%), social mobility and prestige (100%), higher salary (80%), religious unity (100%), creating a sense of unity within the community (100%), spreading social and cultural values (80%), the literature (100%), the music (80%), science and technology (100%), communicating with other communities (100%), integrating with other communities (90%), international diplomacy (90%). These figures suggest that there is a noticeable

difference between the languages. The Russian language seems to have more functions than the Gagauz and Moldovan languages.

The other question of the second section is the language of the activities that the participants carried out in daily life. It was found that the participants use the Russian language while watching TV (100%), listening radio (80%), reading book (80%) and newspaper (90%), listening to music (40%), thinking (90%), dreaming (90%), praying (90%), counting (90%), telling jokes (70%), swearing (70%) and fighting (80%). It can be understood that the participants mostly use the Russian language for these activities. According to the results, the other language that the participants mostly listen to music is the Gagauz language (30%). Nevertheless, it can be said that Russian is the dominant language of the daily life for this group of participants.

The participants were asked to specify the language that they spoke with the individuals in the given contexts. The results show that they spoke the Russian language with their spouse (50%), children (80%), father (70%), mother (70%), siblings (70%), grandparents (50%), uncle/aunt (60%), cousins (60%), nieces (80%), friends (80%), boss (80%), colleagues (90%), foreigners (100%) and others (70%) outside the home. It is seen that although the participants were asked to report their language use outside the home, it is seen that the number of the participants who spoke the Russian language was found to be lower for the family members when compared to the ones who were not. However, generally speaking it can be said that Russian is language for the communication outside the home.

Next, the medium of communication in certain social contexts were investigated. It was found that the participants spoke the Russian language in market/supermarket (80%), at post office (100%), at festival (90%), church (70%) and other contexts (100%). It is seen that the number of the participants who spoke the Russian language is more than the ones speaking the Gagauz and Moldovan languages.

The participants were also asked which language they used under certain moods. The results show that they spoke the Russian language when they were extremely angry (80%), surprised (90%), extremely happy (80%), very embarrassed (70%), worried

(80%), frightened (70%), hurt (70%), pleasant (90%), extremely stressful (70%), asking for help (90%).

The next question asked to the participants is the rate of speaking the Gagauz, Russian and Moldovan languages at certain contexts. The results suggest that the participants spoke the Russian language at a rate of 75% at the home (50%), school (70%), church (60%), and post office (70%). It can be understood from these results that the Russian language is the medium of communication in these contexts on the basis of the rates of the language use.

The medium of communication was also investigated among the individuals on the basis of certain topics of conversation. The results show that the participants spoke the Russian language when they were speaking about work (20%), politics (70%), religion (60%), health (50%) and family matters (60%) with their family members. Secondly, the communication with the friends was explored. It was found that the participants use the Russian language when having conversation about work (60%), politics (80%), religion (60%), health (60%) and family matters (70%) with their friends. Thirdly, the language of the communication with the colleague was investigated. According to the results, the participants spoke the Russian language while talking about work (60%), politics (80%), religion (80%), health (80%) and family matters (80%) with their colleagues. Finally, the results suggest that they spoke the Russian language about work (80%), politics (80%), religion (80%), health (80%) and family matters (80%) with other people. It is seen that although the participants spoke the Russian language with these people about the given topics, the numbers of the participants speaking the Russian language with family members and friends were lower than the ones speaking with other individuals. The last question posed to the participants in the second section was about whether the participants experienced the situations when they had to conceal their Gagauz identity. The results suggest that 40% of the participants never experienced it.

The third section of the questionnaire included the use of the Gagauz, Russian and Moldovan languages and the attitudes towards the Gagauz language. The first question posed to the participants is the language that the participants first acquired at home.

According to the results, 60% of the participants stated that Russian was the language that they first acquired in the context of home.

The second question of the third section investigated whether family members of the participants could read and write. It was found that the participant (80%), children (10%), mother (30%), father (50%), grandmother (50%) and grandfather (40%) could read the Gagauz language. On the other hand, as for the writing skill, the participant (90%), children (30%), mother (20%), father (40%), grandmother (40%), grandfather (40%), grandmother (40%), grandfather (30%) and grandchildren (10%) could write the Gagauz language. It is seen that the number of the participants whose elder family members (grandparents, parents, etc.) could read was found to be higher than the younger family members.

The participants were asked whether the use of the Gagauz language should be encouraged in the family context. The results show that 70% of the participants stated that they were not sure about the teaching of this language. It shows that the participants of this study who belong to the young age group, seems to be indecisive about the future of the Gagauz language. The next item explores the language attitudes about the Gagauz language. The first attitude item is *the Gagauz language is an endangered language*. The results suggest that 50% of the participants stated that they did not agree with this item. The second item explored the attitudes about the future of the language. It was found that 90% of the participants stated that they were not sure about the expression *I think my grandchildren would speak the Gagauz language in future*. Thirdly, the use of the Gagauz language in family context was asked through the item *I think I did my best to make the Gagauz language used in my family*. It is seen that 60% of the participants were found to be not sure about the use of the language in family context. The fourth question of the attitude scale was *I want my children to speak the Gagauz very well*. According to the results the participants (60%) did not agree with this idea. Similar to this item the next item investigated *I want my children to speak the Gagauz language in school*. The results of this item supported the results of the previous item. It was found that 50% of the participants reported that they did not agree with this expression. Additionally, 30% of them stated that they were not sure about the children's use of the Gagauz language in school environment. The last item of attitude item group is about children's being bilingual. The participants were given the item *I*

want my children to speak both the Gagauz and the Russian language. The findings show that 60% of the participants did not agree with the expression. Moreover, 30% of the participants stated that they were not sure about the children's being bilingual. All these items were taken into consideration, it is seen that the participants are pessimistic about the future of the Gagauz language. Thus, they do not volunteer to teach this language their language. Additionally, it is clear that they do not think that speaking the Gagauz language is not advantageous at school. Generally speaking, this group of participants seems to have negative attitudes towards the use and future of the Gagauz language.

Except from the attitudes, the practice of the language use in daily life was asked to the participants. The question was which language the participants speak with the family members at home. The results show that the use of the Gagauz and the Russian languages seems to be spoken equally in the context of home. It is seen that there are almost equal number of the participants how spoke the Gagauz and the Russian languages with their father, mother, siblings, grandparents, uncles/aunts, cousins and nieces.

The next question posed to the participants is about the language spoken by the children in future. This item asks which language the participant thinks important for the future of his/her children. It was found that 50% of the participants thought that the Russian language was important when the future of the children were taken into consideration. This finding supports the results of the previous attitudes items.

Finally, the participants were asked to report in which language they learnt the genres of the cultural products. According to the results, they learnt tales (40%), folk music (30%), legends (30%), riddles (40%), anecdotes (40%), lullabies (40%) and proverbs (40%) in the Russian language.

Overall results suggest that the participants of the pilot study seem to be in favor of speaking the Russian language in many contexts. Additionally, their beliefs and attitudes towards the future of the Russian language are more positive than the ones towards the Gagauz language. Thus the transmission of the Gagauz language to their children is seems to be problematic for these participants. Not only the results of the

pilot study supports the main study, it shed light to the researcher about the weak and strong points of the data collection method.

4.1.2. Main Data Collection

4.1.2.1. Sampling

Social research, which depends on data collection to arrive at certain conclusions, requires the access to the sampling. At this point each sampling method differs from the other as each one provides different ways to access to the survey group. Being one of the sampling methods, convenience sampling is the one adopted in this study. In convenience sampling the group is “a subset of the population polled simply because they were easy to contact, and highly accessible respondents may often exhibit somewhat different language from less accessible ones” (Bainbridge, 2001:101). According to Phua (2004), convenience sampling is also called accidental sampling which is a type of nonprobability sampling and nonprobability denotes that the participant’s probability of being selected is unknown and unequal. In other words, “nonprobability sampling does not involve known nonzero probabilities of selection. Rather, subjective methods are used to decide which elements should be included in the sample” (Battaglia, 2008: 149). Like other sampling methods, convenience sampling has advantages and disadvantages. What makes convenience sampling attractive for the researcher is that participants are easily accessed. Moreover, it provides an inexpensive way of reaching the sufficient number of participants (Black, 1999). However, when it comes to the representativeness, there is a risk of being unrepresentative of the whole population.

In the current study, convenience sampling was adopted because of the certain limitations during the data collection process. The first of these is the limitation in the financial sources and the available time allotted to the study. Taking these into consideration, the researcher aimed to access many people in a short time. Secondly, the season in which the data were collected was winter which was below 0 °C mostly. Therefore, the questionnaire and the scales are mostly applied in the places where people gathered for a specific purpose such as market place, church yard, cafes,

classroom, etc. In order to be representative as much as possible the participants with different age groups, occupations and from various places were asked to participate in the study. Feagin (2002: 28) emphasizes that “researchers must use common sense to select subjects not by some pre-ordained *social-science* formula but according to the prevailing conditions of the setting they are working in”. Thus, it can be said that the circumstances where the data were collected were highly influential in deciding the sampling method in this study. This led to the consideration of the prevailing conditions of the setting.

4.1.2.2. Domains and Locations

This study was carried out in Autonomous Territorial Unit of Gagauzia of Moldova. As a pilot study the area was visited three months before the main data collection process. The pilot study aimed to find out the dynamics of the data collection process, explore the area physically and observe the linguistic behaviors of the potential participants. As mentioned before, besides the observations, a paper-pencil questionnaire was prepared to get first insights about the relevant sample. As a result of this study, some test items were omitted while others were added to the questionnaire. The domains where the data would be collected and the way to reach the participants were identified. As a result of the pilot study, a personal information questionnaire and an attitude scale were designed. The details of these tests will be introduced in detail in the next section.

The questionnaires were applied to the participants in two ways. First, the questionnaires were read and filled with the ones who could read and write. Second, the questionnaires were read to the participants by the researcher and it was filled according to their responses. The second way mostly used for the elder participants who could not see what was written in the questionnaire.

The main data collection was done in January 2014. Because of the weather conditions in the area, most of the questionnaires were administered indoor where many people could be found together. When these places are taken into consideration, firstly it is seen that most participants are Gagauz students who study at Comrat State University. Some of the questionnaires were applied at campus, while some of them were taken home by

the students. There are also questionnaires which were given to students who were coincidentally included in the study. To exemplify, one of these students was a part time house keeper at the hotel. Secondly, the most of the middle-aged and old participants were found in public domains such as market place, church, bus stop, etc. Most of these questionnaires were read to the participants.

The cities and villages where the tests were administered are Comrat, Ceadâr-Lunga, Beşalma, Congaz, Copceac, Dezghingea, Chirsova and Tomai. However, the questionnaires reached to the participants who lived in Baurci, Ferapontievca, Avdarma, etc. through snowball technique. In other words, the participants living in Comrat, Ceadâr-Lunga, Beşalma, Congaz, Copceac, Dezghingea, Chirsova and Tomai recruited other subjects from among their acquaintances, friends, relatives, etc. The questionnaires were left to these participants and a few days later they were collected by the researcher.

This study investigated the attitudes of the Gagauz speakers towards the Gagauz and the Russian language. Thus before administering the test the participants were asked whether they are Gagauz or not. The participants who were not Gagauz were not included in the study. In the second step of the test procedure, the participants were asked whether they would like to fill a questionnaire which was about their use of the Gagauz and the Russian languages. When the participants stated that they want to participate in this study, they were asked in which language, the Gagauz or the Russian language, they wanted to fill in the questionnaire. After they chose the language of the questionnaires, they were allowed time about 20 or 30 minutes. Having finished answering the questionnaire, the participants were given little gifts to show the favor for participating in the study.

4.1.2.3. The participants

In this study the data was collected from the participants living in the Autonomous Territorial Unit of Gagauzia in Moldova. The data presented in this section is collected through the first part of the questionnaire of personal information. According to the

results, 137 subjects participated in this study. The table 10 shows the mean and the range of the participants' age.

Table 10. The mean and range of the participants' age

	Mean	Range
Age	42,28	13-74

According to Table 10, the mean of the participants' age is 42,28. That the participants' age ranges from 13 to 74 shows that the youngest participant is 13 years old while the oldest one is 74 years old. The distribution of the participants' ages are given in APPENDIX 3. Secondly, this study aimed participation of both genders. Table 11 shows the distribution of the participants' gender.

Table 11. The gender of the participants

Gender	Frequency	Percent
Female	75	54,7%
Male	62	45,3%

As Table 11 presents, the study included 75 female and 62 male participants. Female participants constitute 54,7% of the total participants while males constitute 45,3 % of the total participants. Thirdly, the participants in this study are chosen among the ones who live in villages and cities. The distribution of the participants on the basis of city and village is given in Table 12.

Table 12. The place of residence of the participants

Place of Residence	Frequency	Percent
City	47	34,3%
Village	84	61,3%
Not mentioned	6	4,4%

Table 12 provides the data about where the participants live. As can be seen in table 12, 47 participants (34,3%) live in cities. These participants reported that they live in Komrat, Chadir-Lunga and Vulcanesti. The number of participants who live in villages is 84. They constitute the 61,3% of the total number. They reported that they lived in

Congaz, Copceac, Dezghingea, Tomai, etc. Finally, 6 participants (4,4%) did not answer the question about the place of residence. The table given 13 shows the employment status of the participants in this study.

Table 13. The employment of the participants

Employment	Frequency	Percent
Student	67	48,9%
Employee	28	20,4%
Non-employee	42	30,7%

According to Table (13), 67 of the participants (48,9%) are students, 28 of them (20,4%) employees and 42 of them (30,7%) are non-employees. Mostly, non-employees include the old who had been retired. The participants who are students were also asked to provide their level of education. The table 14 shows the distribution of the education levels of the participants.

Table 14. Education levels of the participants

Education Level	Frequency	Percent
Gymnasia	22	32,8%
High School	23	34,3%
University	22	32,8%

According to the results of the study, the student participants of the study are at different stages of the Gagauz educational system. The number of participants who study at gymnasia is 22 and constitutes 32,8 % of the total number. High school students who participated in the study are 23 and they constitute 34,3 % of the students. Finally, the number of university students is 22 and they form the 32,8 % of the student sampling. Table 15 shows the distribution of the students on the basis of the classes at Gymnasia.

Table 15. The distribution of the students in terms of classes at Gymnasia

Classes	Frequency	Percent
8 th class	13	59,1 %
9 th class	9	40,9 %

As shown in the table, 13 of the gymnasia students (59,1%) are 8th graders while 9 of them (40,9%) are 9th graders. Totally, 22 students study at Gymnasia. Table 16 shows the distribution of the students on the basis of the classes at high school.

Table 16. The distribution of the students in terms of classes at high school

Classes	Frequency	Percent
11 th class	4	17,4 %
12 th class	19	82,6 %

As mentioned before, there are 23 students who study at high school in this study. Table 16 provides that 4 of these high school students (17,4%) are in the 11th grade while 19 of them (82,6%) are in the 12th grade. Finally, table (17) presents the distribution of the students on the basis of the classes at university.

Table 17. The distribution of the students in terms of years at university

Classes	Frequency	Percent
1 th year	7	31,8 %
2 nd year	6	27,7 %
3 rd year	5	22,7%
4 th year	2	9,0 %
5 th year	2	9,0 %

Twenty two university students participated in the study, as mentioned before. The distribution of the students is as follows: 7 students (31,8%) are at their 1st year, 6 students (27,7%) are at their 2nd year, 5 students (22,7%) are at their 3rd year, 2 students (9.0%) at their 4th year and 2 students (9.0%) are at their 5th year at university.

The participants were also asked to specify the language proficiencies in the Gagauz and the Russian languages. However, it is important to bear in mind that the levels of

proficiencies in this section are based on the self-reported statements of the participants. In other words, a language proficiency test for the Gagauz and the Russian languages were not administered. Therefore, the participants' proficiency levels might be higher or lower than what they declared. Taking this into consideration, the table 18 shows the percent of the age groups on the basis of the language ability in these languages.

Table 18. Language proficiency levels on the basis of age groups

The Gagauz language	13-20 age group	21-40 age group	41-74 age group
No language ability	1,7 %	6,1%	4,4%
Beginner	8,5 %	6,1%	13,3%
Intermediate	23,7 %	21,2%	80,0%
Advanced	64,4 %	66,7%	97,8%
Russian language	13-20 age group	21-40 age group	41-74 age group
No language ability	-	-	6,7%
Beginner	-	-	24,4%
Intermediate	10,2%	12,1%	13,3%
Advanced	88,2%	87,9%	53,3%

The table shows that 64,4% of the participants between the ages 13-20; 66,7% of the participants between the ages 21-40 and 97,8 of the participants between the ages 41-74 reported that they were at advanced level in the Gagauz language. The percent of missing answers to this question is 1,7% for 13-20 years old participants and 2,2% for 41-74 years old participants. It can be clearly seen that most of the Gagauz participants consider themselves as advanced level language users. Additionally, the number of advanced level participants is higher for the oldest group, namely the ones between 41 and 74 years old.

On the other hand, 88,2% of the participants between the ages 13-20, 87,9% of the participants between the ages 21-40 and 53,3% of the participants between the ages 41-74 stated that they were at advanced level for the Russian language. According to the

results, 1,7% of the participants between 13 and 20 and 2,2% of the participants between 41 and 74 did not provide an answer to this question.

What is striking about the table 18 is there is not any participant who does not speak the Russian language for young and middle-aged groups. Moreover, the beginner level participants are not available for these age groups. Most of these participants considered themselves as advanced level the Russian language users. On the other hand, it is seen that there are participants of old age group who do not speak the Russian language. The number of advanced level participants of old age is also lower than the advanced level participants of young and middle-aged groups. The table 19 shows the percent on the basis of gender.

Table 19. Language proficiency levels on the basis of gender

The Gagauz language	Female	Male
No language ability	2,7%	1,6%
Beginner	5,3%	8,1%
Intermediate	18,7%	21,0%
Advanced	72,0%	67,7%
Russian language	Female	Male
No language ability	4,0%	-
Beginner	13,3%	1,6%
Intermediate	12,0%	11,3%
Advanced	70,7%	85,5%

The table 19 shows the frequencies of gender on the basis of the language ability in the Gagauz and the Russian languages. It can be seen that 72,0% of the female participants and 67,7% of the male participants were found to be at advanced level for the Gagauz language. According to the results, 1,3% of the female participants did not provide an answer to this question. It is seen that most of the female and male participants considered themselves as advanced user of the Gagauz language. On the other hand, 70,7% of the female participants and 85,5% of the male participants were found to be at advanced level for the Russian language. Additionally, 1,6% of the male participants did not provide an answer to this question. It can be seen that both females and males

reported that they were advanced level users of the Russian language. However, there are not any participants who reported that they could not speak the Russian language. It shows that males seem to be more proficient at the Russian language. Finally, the effect of the place of residence was investigated. The table 20 shows the frequencies on the basis of the place of residence.

Table 20. Language proficiency levels on the basis of the place of residence

The Gagauz language	City	Village
No language ability	6,4%	-
Beginner	12,8%	2,4%
Intermediate	29,8%	11,9%
Advanced	5,1%	83,3%
Russian language	City	Village
No language ability	-	3,6%
Beginner	-	13,1%
Intermediate	8,5%	14,3%
Advanced	91,5%	67,9%

The table shows the frequencies of the place of residence on the basis of the language ability in the Gagauz and the Russian languages. It can be clearly seen that 29,8% of the participants in city reported that they were at intermediate level for the Gagauz language. On the other hand, 83,3% of the participants in village stated that their level of the Gagauz language is advanced. It was found that 2,4% of the participants in village did not provide an answer to this question.

Generally speaking, it is seen that there are more advanced level users of the Gagauz language in villages when compared to the ones in cities. Additionally, there are not any participants in village who reported that they could not speak the Gagauz language. When the Russian language is taken into consideration, it is seen that, 91,5% of the participants in city and 67,9% of the participants in village stated that they were at advanced level. For the Russian language 1,2% of the participants did not provide an answer to this question. The results show that there are not any participants who reported that they could not speak the Russian language in the context of city. It is

easily seen that there are more participants of advanced level user of the Russian language in city than in village.

The next question asked to the participants was their proficiency level in these languages in terms of the reading, writing, comprehension and speaking skills. They were asked to report their proficiency levels as beginner, intermediate and advanced. The table 21 shows the levels of proficiency in terms of language skills.

Table 21. Proficiency levels at the skills on the basis of age groups

The Gagauz Language	Beginner			Intermediate			Advanced		
	13-20	21-40	41-74	13-20	21-40	41-74	13-20	21-40	41-74
Reading	5,1%	12,1%	48,9%	16,9%	30,3%	24,4%	76,3%	54,5%	22,3%
Writing	3,4%	9,1%	62,2%	37,3%	36,3%	15,6%	57,6%	51,5%	15,6%
Comprehension	1,7%	9,1%	4,4%	13,6%	15,2%	13,3%	83,1%	72,7%	80,0%
Speaking	11,9%	6,1%	2,2%	13,6%	15,2%	13,3%	72,9%	75,8%	82,2%
Russian Language	Beginner			Intermediate			Advanced		
	13-20	21-40	41-74	13-20	21-40	41-74	13-20	21-40	41-74
Reading	-	3,0%	28,9%	6,8%	9,1%	17,8%	91,5%	87,8%	46,7%
Writing	-	3,0%	28,9%	16,9%	12,1%	17,8%	81,4%	84,8%	46,7%
Comprehension	-	-	8,9%	1,7%	6,1%	28,9%	96,6%	93,9%	55,6%
Speaking	-	-	8,9%	3,4%	6,1%	31,1%	94,9%	90,9%	53,3%

As can be seen, for the Gagauz language 76,3 % of the participants between the ages 13-20 and 54,5% of the participants between the ages 21-40 stated that they had advanced level of reading skills. However, it is seen that 48,9% of the participants between the ages 41-74 stated that they had beginner level of reading skills. As for writing skills 57,6% of the participants between the ages 13-20 and 51,5% of the participants between the ages 21-40 stated that they had advanced level of writing skills. On the other hand, 62,2% of the participants between the ages 41-74 stated that they had beginner level of writing skills. It is seen that 83,1% of the participants between the ages 13-20; 72,7 % of the participants between the ages 21-40 and 80,0% of the participants between the ages 41-74 stated that they had advanced level of comprehension skills. As for speaking skills, it is seen that 72,9% of the participants

between the ages 13-20; 75,8 % of the participants between the ages 21-40 and 82,2% of the participants between the ages 41-74 stated that they had advanced level of speaking skills. The percent of the missing participants between the ages 13-20 is 1,7% , the ones between the ages 21-40 is 3,0%. The percent of missing answers is %4,4 for reading, 6,7% for writing, 2,2% for comprehension and 2,2% for speaking.

When the Russian language is considered, it is seen that 91,5% of the participants between the ages 13-20; 87,8 % of the participants between the ages 21-40 and 46,7% of the participants between the ages 41-74 stated that they had advanced level of reading skills. As for writing skills 83,4% of the participants between the ages 13-20; 84,4 % of the participants between the ages 21-40 and 46,7% of the participants between the ages 41-74 stated that they had advanced level of writing skills. When comprehension skills were taken into consideration, it is seen that 96,6% of the participants between the ages 13-20; 93,9 % of the participants between the ages 21-40 and 55,6% of the participants between the ages 41-74 stated that they had advanced level of comprehension skills. As for speaking skills, it was found that 94,9% of the participants between the ages 13-20; 90,9 % of the participants between the ages 21-40 and 53,3% of the participants between the ages 41-74 stated that they had advanced level of speaking skills. The number of missing answers for the Russian language is 1,7% for the participants between 13-20 years old and 6,7% for the participants between 41-74 years old.

Comparing the proficiency levels in two languages, it is seen that most of the participants of all age groups stated that their language skills were at advanced level for the Russian language. However, especially the oldest age group reported that their reading and writing skills for the Gagauz language were at beginner level. These results suggest that while the proficiency in the Russian language seems to be at the advanced level, the proficiency in the Gagauz language changed on the basis of the type of the language skill and the participants' age. The responses to this questionnaire item were also investigated on the basis of female and male participants. The table 22 shows the proficiency levels on the basis of gender.

Table 22. Proficiency levels at the skills on the basis of gender

The Gagauz Language	Beginner		Intermediate		Advanced	
	Female	Male	Female	Male	Female	Male
Reading	25,3%	16,1%	24,0%	21,0%	48,0%	59,7%
Writing	32,0%	14,5%	24,0%	37,1%	40,0%	45,2%
Comprehension	5,3%	3,2%	13,3%	14,5%	80,0%	80,6%
Speaking	5,3%	9,7%	13,3%	14,5%	80,0%	72,6%
Russian Language	Beginner		Intermediate		Advanced	
	Female	Male	Female	Male	Female	Male
Reading	16,0%	3,2%	10,7%	11,3%	69,3%	83,9%
Writing	16,0%	3,2%	13,3%	19,4%	66,3%	75,8%
Comprehension	5,3%	-	17,3%	4,8%	73,3%	93,5%
Speaking	5,3%	-	18,7%	6,5%	70,6%	91,9%

It was found that for the Gagauz language 48,0% of the female participants and 59,7% of the male participants stated that they had advanced level reading skills. As for writing skills, 40,0% of the female participants and 45,2% of the male participants reported that they had advanced level writing skills. When the comprehension skills were taken into consideration, it is seen that 80,0% of the female participants and 80,6% of the male participants stated that they had advanced level comprehension skills. Finally, as for the speaking skill, 80,0% of the female participants and 72,6,7% of the male participants indicated that they had advanced level speaking skills. The percent of the missing female participants is 3,7% in reading , 4,0% in writing, 1,3% in comprehension and 1,3% in speaking. The percent of the missing male participants is 3,2% in reading, writing and speaking and 1,6% in comprehension.

On the other hand, 69,3% of the female participants and 83,9% of the male participants stated that they had advanced level reading skills for the Russian language. It is indicated that 66,3% of the female participants and 75,8% of the male participants stated that they had advanced level writing skills. As for comprehension skills, 73,3% of the female participants and 93,5% of the male participants reported that they had

advanced level comprehension skills. Finally, 70,0% of the female participants and 70,6% of the male participants stated that they had advanced level speaking skills. The percent of the missing female participants is 4,0% in reading, writing, comprehension and 5,3% in speaking. The percent of the missing male participants is 1,6% in reading, writing and speaking and comprehension.

Overall these results indicate that there is not a gender difference in the proficiency levels of the Gagauz and the Russian languages. Most of the participants reported that they were at advanced level in both of these languages. As a next step the effect of the place of residence was explored. The table 23 shows the proficiency levels on the basis of the place of residence.

Table 23. Proficiency levels at the skills on the basis of the place of residence

The Gagauz Language	Beginner		Intermediate		Advanced	
	City	Village	City	Village	City	Village
Reading	17,0%	22,6%	19,11%	23,8%	61,7%	50,0%
Writing	19,1%	26,2%	29,8%	29,8%	46,8%	40,5%
Comprehension	8,5%	2,4%	19,1%	8,3%	70,2%	88,1%
Speaking	17,0%	2,4%	19,1%	8,3%	61,7%	86,9%
Russian Language	Beginner		Intermediate		Advanced	
	City	Village	City	Village	City	Village
Reading	-	16,7%	6,4%	14,3%	93,6%	64,3%
Writing	-	16,7%	14,9%	17,9%	85,1%	60,7%
Comprehension	-	4,8%	-	19,0%	100%	71,4%
Speaking	-	4,8%	2,1%	20,2%	95,7%	70,2%

The table illustrates that for the Gagauz language 61,7 % of the participants in cities and 50,0% of the participants in villages stated that they had advanced reading skills. As for writing skill, 46,8 % of the participants in cities and 40,5% of the participants in villages stated that they had advanced level of writing skills. It is seen that 70,2 % of the participants in cities and 88,1% of the participants in villages stated that they had advanced level of comprehension skills. As for speaking skill 61,7 % of the participants in cities and 86,9% of the participants in villages reported that they had advanced level

of speaking skills. The percent of the missing participants in cities is 1,7% for reading, 4,3% for writing, 2,1% for comprehension and 2,1 for speaking. The percent for villages is 3,6% for reading, 3,6% for writing, 1,2% for comprehension and 2,4% for speaking.

On the other hand, for the Russian language 93,6 % of the participants in cities and 64,3% of the participants in villages indicated that they had advanced reading skills. The table shows that 85,1% of the participants in cities and 60,7% of the participants in villages reported that they had advanced level of writing skills. As for comprehension skill, 100 % of the participants in cities and 71,4% of the participants in villages stated that they had advanced level of comprehension skills. As for speaking 95,7 % of the participants in cities and 70,2% of the participants in villages stated that they had advanced level of speaking skills. The percent of the missing participants in cities is 2,1% for speaking skill. The percent of the missing participants in villages is 4,8% for reading, writing, comprehension and speaking. Taken together, these results suggest that all participants are at advanced level; however, the number of the participants living in cities is higher than the ones in villages. Additionally, it is seen that there are not any participants who reported that they were at the beginner level of the Russian language in city.

4.1.2.4. Data Collection Tools

The data collection tool of the current study is composed of a personal information questionnaire and a language attitude scale. These forms were attached to each other and given the participants at the same time. Both of these have the Gagauz and Russian versions to be selected by the participants. The section summarizes the first form which is the personal information scale.

4.1.2.4.1. Personal Information Questionnaire

The personal information scale mainly aims to gather demographic information and to find out the uses of the Gagauz and the Russian languages in daily life. The Gagauz and

Russian forms included 19 test items and can be found in APPENDIX 3 and APPENDIX 4.

At the very beginning of the form there is short paragraph of instructions and the aim of this study. The first section of the personal information questionnaire collects data about the age, gender, the place of residence, job and level of competence of the participants in the Gagauz and the Russian languages. The level of language competence in these languages is also asked on the basis of the four language skills which are reading, writing, comprehension and speaking.

The second group of questions explores the language use in various contexts (at church, wedding party, post office, etc.) and for different activities (reading book, listening radio, watching TV, etc.). The participants are also asked to which language they use when they are angry, surprised, happy, etc. As a day-long observation each participants would not be done, the form also included a question which asked the rates of speaking the Gagauz and the Russian languages in a day.

The next group of questions gathers information about the acquisition of the Gagauz and the Russian languages. One of these questions asked which language(s) the participant acquired at home. It was followed by the context (school, home, etc.) of acquisition of these languages. The final question of this part asked in which language the participants learnt tales, songs, legends, riddles, anecdotes, lullabies and proverbs. This question mainly investigated whether the cultural transmission is done through the Gagauz language.

The other group of items was designed to investigate the proficiency levels of family members and the medium of communication with these people. This group starts with the question which language the participant's mother and father speaks better. For a more detailed investigation the language skills of the family members (mother, grandparents, siblings, etc.) were asked. To exemplify, *can your mother can write, read, speak and comprehend the Gagauz language?* In addition to this question the participants were asked in which language they communicate with their family members (mother, grandparents, siblings, etc.) was explored. The final question of this section included a question which asks which family members speak the Gagauz

language between themselves in the participants' family. The participants were given a graph where the members of the family were written. They were asked to draw an arrow between the family members who spoke the Gagauz language with each other. A sample graph was provided for the participants to make the instructions more clear and understandable.

The questions in the section of the personal information depended on the responses of the participants. It is important to bear in mind the possible bias in these responses. In other words, self-reports of the participants may not reflect their and their family members' language uses and proficiency levels. Thus findings may not be parallel to the current language use in the domains of daily life.

4.1.2.4.2. Language Attitude Scale

The second data collection tool adopted in this study is a language attitude scale which included 22 items. The scale starts with an instruction which asks the participants read and choose the best option among *I strongly agree, I agree, I don't know, I disagree, I strongly disagree* for the Gagauz and the Russian languages.

The attitude items in the scale were divided into two categories on the basis of the type of the attitude such as emotional and functional. This categorization is not seen by the participants because the items of these categories were given in a mixed order.

The first of these categories, emotional attitude items, included 9 items which are *I like this language, I express myself comfortably in this language, I think the expressive strength of this language is high, I enjoy listening music in this language, I think using this language makes me feel superior, I think not having a good comment of this language is a disadvantage, If I had choice, I would use only this language, I think this language should be protected as it is an endangered language and I hope my (grand)children/ will speak this language*. These attitude items mainly designed to investigate the emotional attachment to the Gagauz and the Russian language.

The second of the category of the attitude scale is composed of 13 attitude items which are *I think this language is useful at spreading social and cultural values, I think this*

language is useful at creating the sense of solidarity in society, I think using this language is advantageous in higher education, I think this language is useful at creating religious unity in society, I think this language is suitable for writing and reading literary works, I think this language is suitable for writing official documents, I think this language is suitable for doing trade, I think children's use of this language at school is beneficial, I think this language makes life easier in Gagauzia, I think using this language is beneficial on the basis of scientific and technological terms, I think this language is determinative for the future of Gagauz people, I think it is useful to teach this language to children as early as possible and I (will) try hard to make my children speak this language. The aims of these items were to explore the functional strength of these languages. In other words, whether speaking the Gagauz or the Russian language is beneficial or makes life easier on the basis of education, trade, solidarity in society, etc.

Finally, it is also expected to find out whether there are statistically significant differences between these languages in terms of emotional and functional categories of language attitudes. The findings would provide insights about the current vitality of the Gagauz or the Russian languages.

4.1.3. Data Analysis

The data collection instrument used in this study is the questionnaire form including an attitude scale. The steps to develop a questionnaire were followed and statistical analysis was performed during the process. In order to find out whether the test items are comprehensible or not, a pre-test was administered to a group of ten participants. Before developing the attitude scale, features which are statistically decisive for the attitudes towards the Gagauz and the Russian languages were identified. The facts which were thought to be effective for the use of either the Gagauz or the Russian language were identified during the pilot study in field work. An item pool, which is composed of suggested test items, was sent to the expert group of measurement and evaluation to get expert views. These views were taken into consideration and the questionnaire form was updated on the basis of the writing test items and the structure

of attitude scale. As there was no chance to administer the questionnaire again, the final form of the questionnaire could not be tested before the main data collection process.

4.1.3.1. Item-Total Scale Correlation

After the data collection process, the data was analyzed on the basis of psychometric features and the test items that did not meet the standards were excluded. In order to do this analysis, the responses to the Gagauz and the Russian languages were analyzed one by one and only the responses that statistically meet the psychometric criteria for both of the languages were used for the further analysis. The scale total correlations of the Gagauz and Russian questionnaire forms are given in APPENDIX 6.

It shows that total scores in 14th test item ($r=-.113$) of the Gagauz form and 14th ($r=-.119$) and 15th ($r=.158$) test items of the Russian form do not show a significant relationship. A significant relationship between the test items and total scores of the scale is required in order to find out whether the test items measure the same psychological feature (Tezbaşaran, 1996). Therefore, the fact the test items and total scores of the scale have statistically significant relationship means that the items, except for 14th and 15th items, measure the same language attitude in the questionnaire forms of the Gagauz and the Russian languages.

It is important to bear in mind that 13th, 14th, 15th and 16th items are excluded from the scale as these items do not meet the requirements of factor loading (less than 0.30) and they have lower item-total scale point correlations. The analysis performed as next steps are done on 22 attitude items. The table 24 shows the items renumbered after the exclusion of 13th, 14th, 15th and 16th items.

Table 24. Previous and renumbered versions of the scale items

Previous version	Renumbered version
1 st item	1 st item
2 nd item	2 nd item
3 rd item	3 rd item
4 th item	4 th item
5 th item	5 th item
6 th item	6 th item
7 th item	7 th item
8 th item	8 th item
9 th item	9 th item
10 th item	10 th item
11 th item	11 th item
12 th item	12 th item
17 th item	13 th item
18 th item	14 th item
19 th item	15 th item
20 th item	16 th item
21 st item	17 th item
22 nd item	18 th item
23 rd item	19 th item
24 th item	20 th item
25 th item	21 st item
26 th item	22 nd item

4.1.3.2. Language Validity

In order to find out whether the Gagauz and Russian scales are comparable and their items have the same meaning, the Gagauz and Russian scales were administered to a group of ten people who are advanced level Gagauz and Russian speakers. The correlation between both of the forms was calculated. At the end of the analysis, it was found that there was a .999 ($p < .05$) correlation between the total scores of the Gagauz and Russian forms which test attitudes towards Gagauz language. The correlation between the total scores of the Gagauz and Russian forms to test attitudes towards Russian was found to be .959 ($p < .05$). These values show that the results obtained from the Gagauz and Russian forms are comparable and their items refer to same meaning.

4.1.3.3. The Reliability of Scale

The Cronbach Alpha was calculated for the Gagauz and Russian versions of scale which was found to have single unique factor at the end of the exploratory factor analysis. Being a type of reliability, internal consistency was considered to be suitable for attitude

scales (Çıkrıkçı, 1991). The Cronbach Alpha was calculated because 5-point Likert scale was adopted and the data was collected at one round. Table 25 shows the reliability coefficients of the Gagauz and Russian forms.

Table 25. The reliability coefficients of the Gagauz and Russian forms

Form	The number of item	Alpha Coefficient
The Gagauz language	22	.945
Russian language	22	.919

Generally, the coefficients of internal reliability above or between .70 and .80 were considered to be sufficient in social sciences (Cortina, 1993). Table 25 shows that Alpha coefficients for the Gagauz and Russian forms are above .90 which means that it is acceptable.

Finally, it can be said that a scale with 22 items and reliability over .90 was developed. Two versions of the scale has single unique factor. 22 is the minimum and 110 is the maximum that could be obtained from the 5-point Likert scale. As the total score increases, the attitude becomes positive towards that language.

4.1.3.4. Factor Analysis

Factor analysis is one of the multivariate analysis techniques which are frequently used in social sciences. According to Coolican (1994:140) defines factor analysis as a procedure used to ‘find factors (hypothetical constructs) which might explain the observed relationships between people’s scores on several tests or subtests.’ This analysis includes many different but at the same time interrelated techniques which are Principal Component Analysis, Principal Component Analysis, Image Factoring, Generalized or Weight Least Squares Factoring. In this study Principal Component Analysis was adopted. This technique has many procedures. First, primary factor which explains the maximum variance between the variables, then the second factor is calculated the remaining maximum variance. This process is repeated many times. Tatlıdil (2002) asserts that what is important at this point is the lack of correlation between these factors.

In this study, a new scale was developed to compare the emotional and functional attitudes of the participants towards the Gagauz and the Russian languages. To this aim, a new scale has been developed to compare these languages. First, this scale included 15 attitude items which are thought to have emotional and functional meanings. The factor analysis was administered to find out under which categories the participants' answers could be analyzed. As the first step, to find whether the data set is suitable for the analysis, the correlation coefficients of the variables are calculated. The table given in APPENDIX 7 shows the correlation coefficients of the variables.

If the correlation coefficients between the variables are 0.30 or greater than 0.30, it shows that these variables probably would create a factor. In other words, the existence of higher correlations between the variables shows that these factors have different calculations. The analysis shows that there are many relationships above 30%. It is also seen that the highest relationships are found between the second and third factors which have 70,6% positive relationship. These relationships between the items indicate that it is possible to do factor analysis to the scale. However, in order to get more precise evidence, the Kaiser-Meyer-Olkin (hereafter KMO) measure of sampling adequacy and the Bartlett test were used. KMO is an index which compares the magnitudes of the correlation coefficients to the magnitudes of the partial correlation coefficients. KMO value of the data set should be greater than 0.50 in order to apply factor analysis. The greater KMO value the data set has, the more suitable it is for factor analysis. KMO values and labels of Sharma (1996) are given in table 26.

Table 26. KMO values and labels by Sharma (1996)

KMO value	Label
0.90	Excellent
0.80	Very Good
0.70	Good
0.60	Satisfactory
0.50	Poor
Less than 0.50	Not Acceptable

The second of these tests, the Barlett test is used to test the probability of the highest correlations among the variables in the correlation matrix. According to Hair (1998), Barlett test requires the rejection of the null hypothesis ‘the relationship between the variables is not significant in order to use factor analysis.

Table 27 The values of KMO and Bartlett test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,902
	Approx. Chi-Square	1776,744
Bartlett's Test of Sphericity	df	105
	Sig.	,000

In table 27 it is seen that KMO value was found 0.902. The value shows that the items used in the scale are excellently suitable for using factor analysis. Similarly, the fact that p significance value (0.00) found using the Barlett test is less than the probability of error α (0.5) shows that there are significant relationships among the items in the scale and data set is suitable for using factor analysis. The table 28 shows the communalities of the test items.

Table 28. Communalities

	Initial	Extraction
i1	1,000	,541
i3	1,000	,705
i4	1,000	,669
i6	1,000	,584
i8	1,000	,615
i9	1,000	,606
i10	1,000	,612
i11	1,000	,684
i12	1,000	,486
i13	1,000	,405
i14	1,000	,500
i16	1,000	,380
i19	1,000	,640
i21	1,000	,676
i22	1,000	,661

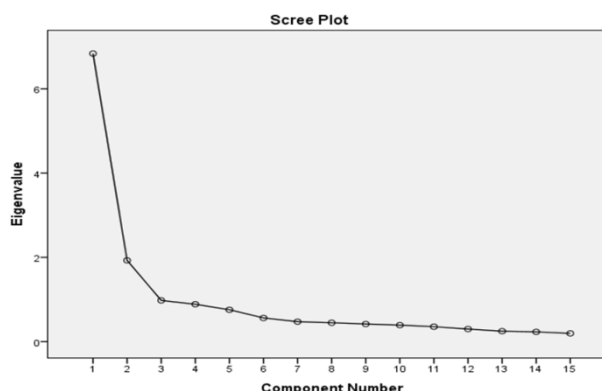
Communality is the amount of the variance of a variable which is shared with the other variables. As can be seen in Table 28, the second item has the highest communality (0.705) in the test. The table given in APPENDIX 8 shows total variance explained.

Factor analysis aims to find the factors which represent the relationships among the variables at the highest rate. There are many ways to determine the number of the factors. The most commonly used ones are given below:

1. Eigenvalue Statistics: An eigenvalue greater than 1.00 are considered to be stable while those less than 1.00 are unstable.
2. Scree Plot: Scree plot shows total variance related to each factor. The factors where the plotted data forms a straight line are considered to be maximum number of factors.
3. Total Percent Variance Explained: When each additional factor's contribution to the explanation of total variance decreases below 5%, it means that the maximum number of factors has been found.

In this study, Eigenvalue Statistics and Scree Plot techniques were adopted. In figure 5 eigenvalues calculated in correlation matrix is seen. It shows that there are two eigenvalues greater than 1.00. These factors explain approximately 60% of the total variance.

Figure 5. Scree plot of factor analysis



In the scree plot given above, the point where the slope of the curve is clearly leveling off indicates the number of the significant factors. It is clear that from the second factor onwards the curve is apparently leveling off. Therefore, it can be said that the number of significant factors is two.

The aim of rotation in factor analysis is to get namable, interpretable and significant factors. Orthogonal rotation is the mostly used method in rotation analysis. The factors found using orthogonal rotation are not interrelated. Three techniques are used in this type of rotation. These are Varimax, Equamax and Quartimax, respectively. Varimax, which is the most common one, is used in this study.

Table 29: Rotated Component Matrix

	Component	
	1	2
i1	,720	,152
i3	,744	,390
i4	,811	,111
i6	,379	,664
i8	,473	,625
i9	,118	,770
i10	,726	,291
i11	,030	,827
i12	,470	,515
i13	,560	,302
i14	,374	,600
i16	,567	-,241
i19	,476	,628
i21	,768	,296
i22	,071	,810

Table 29 indicates the rotated factor analysis using Varimax method. This matrix is the final result of the factor analysis. The original variable and the correlations between its factors are seen in the matrix. When a variable has a high absolute value under a factor, it means that that variable has close relationship with that factor. Two factors and the weights of each variable under the factors are given in Table 29. According to the table, 1st, 3rd, 4th, 10th, 13th, 16th and 21st items are grouped under the first factor, while 6th, 8th, 9th, 11th, 12th, 14th, 19th and 22nd items are grouped under the second factor.

The items grouped under the first and second factors are analyzed in order to find out whether they share some conceptual meaning. It is seen that the items under the first factors are concerned with the emotional attitudes towards the Gagauz and the Russian languages. On the other hand, the second group of items investigates the participants' instrumental attitudes towards these languages.

Two factors which are found as a result of analysis are composed of the contributions of the 15 items. It is possible to explain the relationship between the variables (Z_i , $i = 1, \dots, 15$) and factors (f_j , $j = 1, 2$) found with the help of the coefficients of the eigenvectors matrix by using the equations given in APPENDIX 9. These equations are

used to find out the scores of each participant's emotional and functional attitudes towards the Gagauz and the Russian languages.

Table 30.. Eigenvectors matrix

	Component	
	1	2
i1	,209	-,087
i3	,151	,023
i4	,232	-,104
i6	,017	,148
i8	,019	,152
i9	-,110	,258
i10	,178	-,029
i11	-,147	,288
i12	,032	,120
i13	,124	-,007
i14	,029	,122
i16	,224	-,196
i19	,132	,037
i21	,189	-,039
i22	-,114	,266

Lastly, the table given in 30 shows the covariance between two factors. It is seen that covariance value was found 0.00 which shows that two factors are independent and there is not a relationship between these factors.

4.1.3.5. T-Test

T-Test is used to find out whether there is a difference between two sample groups on the basis of their means. It is used to determine if the mean score of one group significantly differs from the other group. This test requires two different means or values to compare. It is usually used in the cases when the sample is not too big, the standard deviation of the population where the sample is taken is unknown, the parameters of the population are not used in hypothesis test.

4.1.3.5.1. Dependent Samples t-test

The means of two sample groups are compared in dependent samples t-test. However, these groups are not two separate sample groups. The analysis is carried out on the same

sample group. To exemplify, to measure the success of a person at various time periods, dependent Samples t-test analysis is used (Demirhan and Hamurkaroğlu, 2011).

In this part of the study, the difference between the scores of the items under the factors named emotional and functional attitudes is investigated on the basis of the Gagauz and the Russian languages.

Table 31. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Emotional attitudes (Gagauz)	,1530	103	,89658	,08834
	Emotional attitudes (Russian)	-,2558	103	1,05113	,10357
Pair 2	Functional attitudes (Gagauz)	-,5728	103	1,02528	,10102
	Functional attitudes (Russian)	,6111	103	,49522	,04880

Table 31 shows the mean scores of emotional and functional attitudes of the participants. As mentioned before the attitude test was administered to 137 participants. Thirty four participants who have not provided a response to some of the questions are excluded from the paired samples statistics. According to the table 31 the mean score of emotional attitudes for the Gagauz language is 0.1539, while it has been found -0.2558 for the Russian language. It can be said that the participants' scores of the emotional attitudes are higher for the Gagauz language. However, to find out whether there is a significant difference between two languages, a dependent t-test is done. Table given in APPENDIX 10 shows the results of Paired Samples Test.

According to the results, p value (0.012) is less than α (0.05). It means that there is significant difference between the languages on the basis of the emotional attitudes. Similarly, table 31 shows that the mean score of functional attitudes for the Gagauz language is -0.5728, while the mean score has been found 0.6111 for the Russian language. It is seen that that the participants' scores of the functional attitudes are higher for the Russian language. Moreover, the results of dependent t-test given in APPENDIX 10 shows that p value is found (0.00). It means that there is significant difference between the languages on the basis of the functional attitudes.

This section includes the analyses performed to find the results about the attitudes of the participants to the Gagauz and the Russian languages. These analyses investigate the

validity, reliability, components of the scale and the possible differences between these languages. The next section includes the results which are found using the analyses given above.

CHAPTER 5 FINDINGS AND EVALUATION

5.1. PERSONAL INFORMATION QUESTIONNAIRE

In this section the answers elicited from the participants will be presented and evaluated on the basis of the variables, namely age, gender and the place of residence. As mentioned before the instrument used in this study is composed of a personal information questionnaire and an attitude scale. The questions posed in the personal information scale were designed to investigate the level of proficiency in the Gagauz and the Russian languages and the use of these languages in certain contexts such as family, school, etc.

In order to develop data collection tools for this study, extensive literature review was conducted and important points as regards language use were determined. The following items in the personal information questionnaire of the current state were adapted taken from Coronel-Molina (2014): 8th item (the use of language in certain contexts), 9th (the use of language in certain moods), 10th (the use of language for certain activities), 12th (the language first acquired at home), 15th (the contexts where these languages are learnt), 17th (the language used with the family members). Other items in the personal information scale were developed by the author.

This section included 20 questions of which first eight of them were asked to collect data on the profile of the participants. These questions included the gender, age, place of residence and self-reported language proficiencies of the participants. The responses of these questions were given in the participant section under the heading participants. Therefore, this section starts with the eighth question of the personal information questionnaire.

5.1.1. Personal Information Question 8

The question asks which language(s) the participants use mostly in the contexts given. The participants were expected to report the use of language in the contexts such as

official institutions, ceremonies, etc. The table 32 provides the percent of the use of languages on the basis of the participants between 13 and 20 years old.

Table 32. . The use of language in certain contexts on the basis of participants 13-20 years old

The ages 13-20	The Gagauz language	Russian language	Both languages
when shopping	13,6%	64,4%	15,3%
at the post office/ bank	1,7%	89,8%	3,4%
at the church	32,2%	50,8%	15,3%
at the official institutions	1,7%	91,5%	5,1%
at the wedding party	25,4%	50,8%	18,6%
at the funeral	39,0%	37,0%	18,6%

The results obtained from the analysis show that the participants between 13 and 20 years old reported that they used Russian at a rate of 64,4% when shopping, 89,8% at the post office/bank, 50,8% at the church, 91,5% at the official institutions, 50,8% at the wedding party. They reported that they used the Gagauz language at the funeral at a rate of 39,0%. The percent of missing participants is 6,8% for shopping, 5,1% for the post office/bank, 1,7% for the official institutions, 5,1% for the wedding party and 5,1% for the funeral. It is apparent from this table that this age group mostly uses the Russian language in the contexts given above. However, it is the Gagauz language that mostly used at the funerals. The table 33 provides the percent for the participants between 21 and 40 years old.

Table 33. The use of language in certain contexts on the basis of participants 21-40 years old

The ages 21-40	The Gagauz language	Russian language	Both languages
when shopping	33,3%	51,5%	15,2%
at the post office/ bank	6,1%	81,8%	9,1%
at the church	36,4%	42,4%	18,2%
at the official institutions	3,0%	7,8%	15,2%
at the wedding party	45,5%	33,3%	18,2%
at the funeral	51,5%	27,3%	18,2%

As can be seen, the participants between 21 and 40 years old reported that they used Russian at a rate of 51,5% when shopping, 81,8% at the post office/bank, 42,4% at the church. They used the Gagauz language at the rate of 45,4% at the wedding party and

51,5% at the funeral. When the use of two languages considered, it is seen that the participants used both of these languages at a rate of 15,2% at the official institutions. The percent of missing participants is 3,0% for post office/bank, church, official institution, wedding party and funeral.

These results suggest that the Russian language is used by the most of the participants in the contexts of shopping, post office/bank and church. Moreover, Gagauz is the language used by the ceremonies such as funerals and weddings. Interestingly, the participants reported that they used both of these languages at the official institutions where the Russian language is the medium of communication. The table 34 presents the percent of the use of these languages by the participants between 41 and 74 years old.

Table 34. The use of language in certain contexts on the basis of participants 41-74 years old

The ages 41-74	The Gagauz language	Russian language	Both languages
when shopping	68,9%	20,0%	8,9%
at the post office/ bank	55,6%	42,2%	2,2%
at the church	71,1%	22,2%	4,4%
at the official institutions	31,1%	53,3%	6,7%
at the wedding party	80,0%	15,6%	4,4%
at the funeral	84,4%	11,1%	4,4%

As shown in Table 34 the participants between 41 and 74 years old reported that they used the Gagauz language at a rate of 68,9% when shopping, 55,6% at the post office/bank, 71,1% at the church, 80,8% at the wedding party and 84,4% at the funeral. When the Russian language is taken into consideration, it is seen that they used the Russian language at the official institutions at a rate of 53,3%. The percent of missing participants is 2,2% for shopping and church; 8,9% for the official institutions. Overall, these results indicate that the participants of old age group mostly uses the Gagauz language almost all of the contexts except from the institutional institutions which generally requires the use of the Russian language. The table 35 shows the use of these languages in certain contexts on the basis of gender.

Table 35. The use of language in certain contexts on the basis of gender

	Female			Male		
	The Gagauz language	Russian language	Both languages	The Gagauz language	Russian language	Both languages
when shopping	38,7%	40,0%	16,0%	33,6%	54,8%	9,7%
at the post office/ bank	25,3%	65,3%	5,3%	14,5%	80,6%	3,2%
at the church	53,3%	30,7%	14,6%	37,1%	50,0%	9,7%
at the official institutions	17,3%	66,7%	10,6%	4,8%	87,1%	4,8%
at the wedding party	48,0%	32,0%	16,0%	48,4%	38,7%	11,3%
at the funeral	61,3%	16,0%	18,6%	51,6%	38,7%	8,1%

The results obtained from the analysis indicate that the female participants used the Russian language at a rate of 40,0% when shopping, 65,3% at the post office/bank and 66,7% at the official institutions. As for the Gagauz language, they stated that they used the Gagauz language at a rate of 53,3% at the church and 48,0% at the wedding party. Finally, they stated that they used both of these languages at a rate of 18,6% at the funeral. The percent of missing female participants is 5,3% for shopping, 4,0% for the post office/bank, 1,3% for the church, 5,3% for the official institutions, 4,0% for the wedding parties and funerals.

Male participants reported that they used the Russian language at a rate of 54,8% when shopping, 80,6% at the post office/bank and 50,0% at the church, 87,1% at the financial institutions. They also reported that they used the Gagauz language at a rate of 48,4% at the wedding party and 51,6% at the funeral. The percent of missing male participants is 1,6% for shopping, 1,6% for the post office/bank, 3,2% for the church, 3,2% for the official institutions and 1,6% for the wedding parties and funerals.

Taken together, these results suggest that the responses of the male participants are more consistent with the observations made in the field. In other words, more male participants reported they used the Russian language at the institutional level. They used the Gagauz language at the informal contexts such as ceremonies. On the other hand, when female participants are taken into consideration no significant difference was found between the contexts. However, it can be said that Russian is the means of

communication of formal contexts even for female participants. Turning now to the effect of the place of residence, the table 36 shows the use of these languages in certain contexts on the basis of the place of residence.

Table 36. The use of language in certain contexts on the basis of place of residence

	City			Village		
	The Gagauz language	Russian language	Both languages	The Gagauz language	Russian language	Both languages
when shopping	4,3%	68,1%	21,3%	53,6%	34,5%	5,9%
at the post office/ bank	-	93,6%	4,3%	33,3%	58,3%	4,8%
at the church	17,0%	61,7%	17,0%	61,9%	26,2%	10,7%
at the official institutions	2,1%	87,2%	8,5%	17,9%	67,9%	8,3%
at the wedding party	25,5%	51,1%	21,3%	59,5%	26,2%	10,0%
at the funeral	27,7%	51,1%	19,1%	72,6%	11,9%	11,9%

According to table 36, the participants in cities reported that they used the Russian language at a rate of 68,1% when shopping, 93,6% at the post office/bank, 61,7% at the church, 87,2% at the official institutions, 51,1% at the wedding party, 51,1% at the funeral. The percent of missing participants in cities is 6,4% for shopping, 2,1% for the post office/bank, 4,3% for the church, 2,1% for the official institutions, 2,1% for the wedding parties and funerals. As for the participants living in villages they reported that they used the Russian language at a rate of 58,3% at the post office/bank and 67,9% at the official institutions. These participants stated that they used the Gagauz language at a rate of 53,6% when shopping, 61,9% at the church, 59,5% at the wedding party and 72,6% at the funeral. The percent of missing participants in village is 2,4% for shopping, 3,6% for the post office/bank, 1,2% for the church, 6,0% for the official institutions, 3,6% for the wedding parties and funerals.

These results suggest that the participants mostly used the Russian language in the context of city. What is interesting in this data is that none of the participants reported they used the Gagauz language in the post office and bank. However, it is seen that except for formal contexts, the participants living in villages used the Gagauz language as a means of communication.

5.1.2. Personal Information Question 9

The next question asks which language(s) the participants use when they are in different moods. The participants were asked to indicate which language they used for the given moods such as anger, sadness, etc. The table 37 shows the use of language on the basis of age groups.

Table 37. The use of language in certain moods on the basis of age groups

	Ages 13-20	Ages 21-40	Ages 41-74
The Gagauz language	45,8%	57,6%	71,1%
Russian language	45,8%	39,4%	22,2%
Both languages	6,8%	3,0%	4,4%

According to the table, the participants between the ages 13-20 reported that they used the Gagauz and the the Russian language at the same rate (45,8%). However, the participants between the ages 21 and 40 stated that they used the Gagauz language at the rate of 57,6%. Finally, the oldest group reported that they used the Gagauz language at the rate of 71,1%. The percent of the participants who did not answered the question is 1,7% for the ages 13-20 and 2,2% for the ages 41-74. Together, these results suggest that the youngest participants seem to have using both of these languages equally, however, as the participants get older they use their native language, namely the Gagauz language more frequently when they are in different emotional moods. The table 38 shows the use of language(s) on the basis of gender.

Table 38.. The use of language in certain moods on the basis of gender

	Female	Male
The Gagauz language	57,3%	56,5%
Russian language	32,0%	41,9%
Both languages	8,0%	1,6%

As can be seen from the table, female participants reported that they used the Gagauz language at a rate of 57,3%. Male participants reported that they used the Gagauz language at the rate of 56,5%. The percent of the participants who did not answer the question is 2,7% for female participants. The table 39 shows the use of languages(s) on the basis of the place of residence. Overall, these results indicate that gender does not influence the choice of language in certain contexts. Participants mostly used the Gagauz language and the percent of the use of female and male participants were found to be nearly the same. As a next step, the effect of the place of residence was investigated.

Table 39. . The use of language in certain moods on the basis of the place of residence

	City	Village
The Gagauz language	36,2%	69,0%
Russian language	55,3%	25,0%
Both languages	8,5%	3,6%

The table shows that the participants living in city reported that they used the Russian language at a rate of 55,3%. However, the participants living in village stated that they used the Gagauz language at the rate of 69,0%. The percent of the participants who did not answer the question is 2,4% in village. It is seen that the place of residence influence the use of the language at different moods. Most of the participants living in cities prefer using the Russian language while those in villages use the Gagauz language.

5.1.3. Personal Information Question 10

The personal information questionnaire include an item which explores whether the participants use the Gagauz or the Russian language for the activities such as watching TV, listening to music, praying, swearing, etc. The table given APPENDIX 11 shows the percent of the use in terms of the age groups.

According to this table, the participants between the ages 13 and 20 reported that they used the Russian language while watching TV (67,8%), listening radio (57,6%), reading

book (84,7%), reading newspaper (79,7%), singing a song (81,4%), listening to music (74,6%), thinking (55,9%), dreaming (62,7%), praying (67,8%), counting (78,0%), telling joke (40,7%), swearing (22,0%) and discussing (45,8%).

When the middle aged group is taken into consideration, it is seen that the use of the Russian language is nearly the same with the younger group. The participants between the ages 21 and 40 reported that they used the Russian language while watching TV (78,8%), listening radio (63,6%), reading book (72,7%), reading newspaper (54,5%), singing a song (54,5%), listening to music (60,6%), thinking (57,6%), dreaming (57,6%), praying (48,5%), counting (78,8%), telling joke (48,5%) and discussing (33,3%). They reported they used the Gagauz language while swearing (22,0%).

Finally, as for the oldest age group, it can be said that the use of the Russian language differs from the other groups. The participants between the ages 41 and 74 reported that they used the Russian language while watching TV (82,2%), listening radio (60,0%), reading book (44,4%), reading newspaper (37,8%). They reported they used the Gagauz language while singing a song (62,2%), listening to music (48,9%), thinking (77,7%), dreaming (75,6%), praying (75,6%), counting (64,4%), telling joke (64,4%), swearing (40,0%) and discussing (48,9%). The percent of the missing answers between the ages 13 and 20 is 1,7% for watching TV, 3,4% listening radio, 3,4% reading newspaper, 1,7% singing song, thinking, dreaming, praying, telling jokes 3,4% for counting, 40,7% for swearing and 20,3% for discussing. The percent of the missing answers between the ages 21 and 40 is 6,1% for watching TV, 15,2% listening radio and reading book, 30,3% reading newspaper and swearing, 15,2% singing song, 9,1% listening to music and telling jokes, 3,0% praying and 21,2% discussing. The percent of the missing answers between the ages 41 and 74 is 11,1% for watching TV, 33,3% for listening radio, 48,9% for reading book, 53,3% for reading newspaper, 8,9% for singing song, 4,4% for listening to music, 2,2% for thinking, 6,7% for dreaming, 4,4% telling jokes, 46,7% for swearing and 35,6% for discussing.

Overall results given above suggest that the Russian language dominates the daily life of the youngest and middle aged group. On the other hand, it is clearly seen that the oldest group uses the Gagauz language except from watching TV, listening radio, reading book and newspaper. The reason for this can be explained through the

inefficiency of the visual, auditory and printed media sources. As the next step, the effect of the gender on the use of these languages will be investigated. The table given in APPENDIX 12 shows the use of language for certain activities on the basis of gender.

It is seen that female participants reported that they used the Russian language while watching TV (73,3%), listening radio (58,7%), reading book (58,7%), reading newspaper (48,0%), singing a song (44,0%) and listening to music (53,3%). Female participants stated that they used the Gagauz language while thinking (50,7%), dreaming (48,0%), praying (49,3%), counting (45,3%), telling joke (64,4%), swearing (40,0%) and discussing (29,3%).

According to the table in APPENDIX 12, male participants reported that they used the Russian language while watching TV (77,7%), listening radio (61,3%), reading newspaper (74,2%), singing a song (66,1%), listening to music (66,1%), thinking (48,4%), dreaming (54,8%), praying (56,5%), counting (66,1%) and discussing (38,7%).

Male participants stated that they used the Gagauz language while reading book (80,6%), telling joke (40,3%) and swearing (30,6%). The percent of the missing answers of female participants is 8,0% for watching TV, 24,0% for listening radio, 26,7% for reading book, 33,3% for reading newspaper, 6,7% for singing song, 4,0% for listening to music, 1,3% for thinking, 4,0% for dreaming, 6,7% for counting, 4,4% telling jokes, 46,7% for swearing and 34,7% for discussing. The percent of the missing answers of male participants is 6,5% for listening radio, 17,7% for reading newspaper, 8,1% for singing song, 4,8% for listening to music, 1,6% for thinking, 1,6% for dreaming, 3,2% for praying, 3,2% for counting, 1,6% for telling jokes, 27,4% for swearing and 14,5% for discussing.

These results show that female participants use the Gagauz language for more activities than the males used for. Interestingly, the activities such as watching TV, listening radio, reading newspaper and singing song is performed in the Russian language by females and males. Additionally, the activities which are performed in the Gagauz language by both females and males are telling jokes and swearing. Overall these

finding suggest that there is a difference in the uses of the Gagauz and the Russian languages on the basis of gender. Further analysis explores the effect of the place of residence. The table given in APPENDIX 13 shows the percent for the use of language.

It was found that, the participants living in city reported that they used the Russian language while watching TV (76,6%), listening radio (59,6%), reading book (76,6%), reading newspaper (63,8%), singing a song (63,8%), listening to music (61,7%), thinking (66,0%), dreaming (66,0%), praying (70,2%), counting (78,7%), telling joke (44,7%), swearing (25,5%) and discussing (44,7%). The participants living in village reported that they used the Russian language while watching TV (72,6%), listening radio (58,3%), reading book (61,9%), reading newspaper (54,8%), singing a song (48,8%), listening to music (54,8%) and counting (54,2%). They also stated that they used the Gagauz language while thinking (64,3%), dreaming (58,3%), praying (56,0%), telling joke (57,1%), swearing (33,3%) and discussing (41,7%). The percent of the answers of participants living in city is 6,4% for listening radio, 8,5% for reading book, 17,0% for reading newspaper, 8,5% for singing song, 4,3% for listening to music, 4,3% for thinking, 4,3% for dreaming, 4,3% for praying, 4,3% for counting, 6,4 % for telling jokes, 44,4% for swearing and 23,4% for discussing. The percent of the answers of participants living in village is 7,1% for watching TV, 21,4% for listening radio, 29,8% for reading book, 33,3% for reading newspaper, 7,1% for singing song, 4,8% for listening to music, 2,4% for dreaming, 3,6% for telling jokes, 39,3% for swearing and 28,6% for discussing.

These results suggest that the participants living in cities used the Russian language for the activities given above. However, when the participants living in villages are taken into consideration, it is seen that there is not a domination of the use the Gagauz language. In other words the participants in villages use both of these languages equally. On the other hand, as mentioned before for the other variables, the activities such as watching TV, listening radio, reading book, newspaper and singing song are reported to have been performed in the Russian language for the participants living in cities and villages. Nevertheless, it can be said that a difference on the basis of the place of residence is observed for this item

5.1.4. Personal Information Question 11

The personal information questionnaire also includes an item which asks the rate of the use of the Gagauz and the Russian languages on the basis of given contexts. The participants were asked to specify the rates of use for the contexts such as home, work, market, etc. The table given in APPENDIX 14 shows the rates of the use of the participants between the ages of 13 and 20.

It was found that 30,5% of the participants between the ages of 13 and 20 stated that they used the Gagauz language at a rate of 100% at home. On the other hand, for the other contexts the participants reported that they used the Russian language more frequently. The percent of the participants who said that they used the Russian language at a rate of 100% is 33,9% for church and work, 35,6% for market and 45,8% for post office. It is seen that 37,3% of the participants stated that they used the Russian language at school at a rate of 37,3%. The number of missing answers in the Gagauz language slots is 8,5% for school, 5,1% for church, 39,0% for market and 16,9% for post office. The number of missing answers in the Russian language slots is 8,5% for home, 3,4% for school, 5,1% for church, 37,3% for work, 6,8% for market and 10,2% for post office. These results suggest that when the participants between the ages 13 and 20 is taken into consideration, it is seen that except from the context of home, they mostly use the Russian language. The table given in APPENDIX 15 shows that the rates of the Gagauz and the Russian languages' uses of the participants between the ages 21 and 40.

As shown in the table, the participants (30,3%) reported that they used the Gagauz language at home at a rate of 100%. On the other hand, it seems that the Russian language dominates the daily communication of the participants between the ages 21 and 40. It is seen that 72,2% of these participants reported that they used the Russian language at school at a rate of 100%, 24,2% of them spoke the Gagauz and the Russian language at church at a rate of 25% and 75% respectively. The percent of those who spoke the Russian language at work at a rate of 100% is 36,4% for the participants between the ages 21 and 40. Interestingly, 27,3% of these participants reported that they used the Russian language at market at a rate of 50% and 100%. Finally, as can be seen

the language used at a rate of 100% in post office by the 39,4% of the participants is the Russian language.

The number of missing answers in the Gagauz language slots is 3,0% for home, 36,4% for school, 6,1% for church, 18,2% for work and 12,1% for post office. The number of missing answers in the Russian language slots is 9,1% for home, 27,3% for school, 12,1% for church, work and market and 9,1% for post office. These results suggest that middle aged group of participants mostly spoke the Gagauz language in various contexts apart from their home. It shows that similar to the responses of the youngest group the Russian language seems to have more functions in the contexts of daily life. Next, the responses of the oldest age group will be provided. The table given in APPENDIX 16 shows the rates of the language use of the participants between the ages 41 and 74.

It was found that shows that the participants of the oldest age group mostly spoke the Gagauz language at these contexts. It is seen that they used the Gagauz language at home (62,2%), church and market (53,3%) and post office (46,7%) at a rate of 100%. On the other hand they reported that they spoke Russian at school (13,3%) and work (22,2%) at a rate of 100%. The number of missing answers in the Gagauz language slots is 4,4% for home, 62,2% for school, 2,2% for church, 48,9% for work, 11,1% for market, 22,2% for post office. The number of missing answers in the Russian language slots is 40,0% for home, 60,0% for school, 35,6% for church, 44,4% for work and 33,3% for market and 9,1% for post office.

These findings suggest that the oldest age group spoke the Gagauz language in more contexts than the other age groups did. This is an anticipated result for this questionnaire item as the oldest age group seems more apt to speak the Gagauz language in daily life. Nevertheless, there are two contexts, namely school and work environment, where mostly the Russian language is the medium of communication. As a next step, the effect of the gender will be investigated. The table given in APPENDIX 17 shows the rates of the language use of female participants.

It was found that female participants stated that they used the Gagauz language at school (49,3%), at church (34,7%) and at market (33,3%) at a rate of 100%. On the

other hand, these participants reported that they spoke the Russian language at work (28,0%) and post office (37,3%) at a rate of 100%. Finally, they reported that they spoke the Russian language at school (26,7%) at a rate of 75%. The number of missing answers in the Gagauz language slots is 4,0% for home, 42,7% for school, 2,7% for church, 45,3% for work, 8,0% for market, 22,7% for post office. The number of missing answers in the Russian language slots is 25,3% for home, 40,0% for school, 24,0% for church, 41,3% for work, 22,7% for market and 24,0% for post office. Next, the rates of use in terms of the male participants will be investigated and the table given in APPENDIX 18 provides the rates of the use of the Gagauz and the Russian languages.

It was found that male participants stated that they spoke the Russian language at church (32,2%), at work (33,9%), at market (29,0%) and post office (35,5%) at a rate of 100%. On other hand male participants state that they spoke the Gagauz language at home (30,6%) at a rate of 100% and at school (30,6%) at a rate of 25%. The number of missing answers in the Gagauz language slots is 21,1% for school, 6,5% for church, 27,4% for work, 6,5% for market, 11,3% for post office. As for the Russian language the number of missing answers is 11,3% for home, 12,9% for school, 8,1% for church, 24,2% for work, 9,7% for market and post office.

These results show that male participants spoke the Russian language more than the female participants. Additionally, the contexts of work and post office, as can be seen, require the use of the Russian language. Thus, both of the genders spoke the Russian language more than the Gagauz language at work and post office. Additionally, the Gagauz language is the medium of communication in the context of home for both females and males. However, as for the difference, most of the male participants reported that they spoke the Gagauz language at school while the females stated that they used the Russian language. Generally, when the other results are taken into consideration, it is seen that the Russian language is the medium of communication in the context of school. Finally, the effect of the place of residence will be investigated. The table given in APPENDIX 19 shows the use of the Gagauz and the Russian languages of the participants living in city.

The results show that the participants who live in villages spoke the Russian language at home (36,2%), school (34,0%), church (46,8%), work (40,4%), market (44,7%), post

office (53,2%) at a rate of 100%. The number of missing answers in the Gagauz language slots is 6,4% for home, 27,7% for school, 8,5% for church, 31,9% for work, 12,8% for market, 19,1% for post office. As for the Russian language the number of missing answers is 8,5% for home, 21,3% for school, 12,8% for church, 29,8% for work, 6,4% for market and 8,5% for post office. As a next step, the rates of the use of the Gagauz and the Russian languages on the basis of the participants living in village will be provided.

As can be seen in table given in APPENDIX 20, the participants living in village reported that they spoke the Gagauz language at home (56,0%), at market (33,3%) and post office (28,6%) at a rate of 100%. On the other hand, they reported that they spoke the Russian language at school (26,2%) at a rate of 75% and at church (23,8%) at a rate of 50%. Finally, most of the participants (23,8%) stated that they spoke the Russian language at work at a rate of 100%. The number of missing answers in the Gagauz language slots is 35,7% for school, 2,4% for church, 39,3% for work, 3,6% for market, 13,1% for post office. As for the Russian language the number of missing answers is 26,2% for home, 33,3% for school, 19,0% for church, 36,9% for work, 23,8% for market and 23,8% for post office.

According to the results, there is a difference in the responses about the rates of speaking the Gagauz and the Russian languages in terms of the place of residence. It is seen that the participants in cities spoke the Russian language in all contexts at a rate of 100%. On the other hand, although there are contexts where mostly the Gagauz language was spoken, it is obvious that Russian is the language of communication even in villages.

The reader should bear in mind that although the results of these items generally support the current sociolinguistic state of the universe, there is a technical error in the responses of the participants. To exemplify, when the participant was asked to specify the rate of the language at home, s/he was expected to put a tick to the slot under 75% for the Gagauz language and automatically, her/his rate of speaking Russian at home would be 25%. However, the results suggest that total rates of speaking the Gagauz and the Russian language is less or more than 100%. Thus, the findings may not directly reflect the exact situation.

5.1.5. Personal Information Question 12

One of the questions asked to the participants was the language(s) they first acquired at home. When the multilingual context was taken into consideration, it was expected the participants might indicate more than one language. The table 40 shows the percent of the languages in terms of age groups.

Table 40. The language first acquired at home on the basis of age groups

	Ages 13-20	Ages 21-40	Ages 41-74
The Gagauz language	42,4%	72,7%	93,3%
Russian language	27,1%	18,2%	2,2%
Both languages	30,5%	6,1%	4,4%
Romanian language	-	3,0%	-

According to the table, 42,4% of the participants between the ages 13 and 20 stated that they acquired the Gagauz language at home. On the other hand, the 72,7% of the participants between the ages 21 and 40 reported that they acquired the Gagauz language at home. Similarly, 93,3% of the participants between the ages 41 and 74 ages stated that they acquired the Gagauz language at home. It can be said that the language the most of the participants of all ages first acquired at home is the Gagauz language. However, the percent increases as the age increases. Interestingly, some participants between 21 and 40 ages reported to have acquired Romanian language. This question is unique as it has some responses about the use of Romanian language. The table 41 shows the percent of the participants who acquired these languages at home on the basis of gender difference.

Table 41. The language first acquired at home on the basis of gender

	Female	Male
The Gagauz language	77,3%	53,2%
Russian language	9,3%	25,8%
Both languages	12,0%	21,0%
Romanian language	1,3%	-

The table shows that 77,3% of the female participants acquired the Gagauz language at home context. Similarly, 53,2% of the male participants stated that they acquired the Gagauz language at home. The results show that although both females and males acquired the Gagauz language mostly, the percent of female participants is higher than the responses of males. The table 42 shows the percent of the participants on the basis of the place of residence.

Table 42. The language first acquired at home on the basis of place of residence

	City	Village
The Gagauz language	40,4%	78,6%
Russian language	34,0%	8,3%
Both languages	23,4%	13,1%
Romanian language	2,1%	-

According to the table, 40,4% of the participants living in city stated that they acquired the Gagauz language at home. On the other hand, 78,6 of the participants stated that they acquired the Gagauz language at home. It is clearly seen that the first acquired language at home is the Gagauz language for the ones living in city and village. However, the percent is higher for the participants in villages than in cities. Additionally, it is seen that the ones who acquired Romanian language live in cities. This is reasonable when the highly multicultural nature of cities of that area is taken into consideration.

5.1.6. Personal Information Question 13

The participants were also asked about their fathers' language use. Therefore, next question investigated which language(s) the participant's father speaks better. The table 43 shows the percent of the participants on the basis of age groups.

Table 43. The participants' fathers' language proficiency on the basis of age groups

	13-20	21-40	41-74
The Gagauz language	66,1%	63,6%	91,1%
Russian language	27,1%	24,2%	6,7%
Both languages	6,8%	12,1%	2,2%

As can be shown in the table, 66,1% of the participants between the ages 13 and 20 stated that their father spoke the Gagauz language better than the other languages. Similarly, 63,3% of the participants reported that their father spoke the Gagauz language better. As for the older age group, namely the ones between 41 and 74 years old, 91,1% of the participants stated that their father spoke the Gagauz language better than the other languages. Generally speaking, it can be said that the language proficiency of the fathers of the participants was higher in the Gagauz language than in Russian. Moreover, it is clear that the fathers of the old age group are better in the Russian language. As mentioned before, apart from the age groups, gender is the other variable according to which the results are evaluated. However, at this point it is thought that being a male or female's father is not meaningful for the language use of the individual. Thus, the results on the basis of the participants' gender will not be provided. Next, the influence of the place of residence explored for this item. The table 44 shows the percent in terms of the place of residence.

Table 44. The participants' fathers' language proficiency on the basis of the place of residence

	City	Village
The Gagauz language	48,9%	85,7%
Russian language	40,4%	9,5%
Both languages	10,6%	4,8%

The results showed that 48,9% of the participants living in city stated that their father spoke the Gagauz language better than the other languages. On the other hand, 85,7% of the participants living in village reported that their father spoke the Gagauz language better. It is clearly seen that language proficiency was found to be higher for the Gagauz language than for the Russian language in city and village. However, as can be expected, fathers living in villages had better language skills for the Gagauz language than the ones in cities.

5.1.7. Personal Information Question 14

The next question was about the language the participant's mother spoke better. The table 45 shows the percent of the participants on the basis of age groups.

Table 45. The participants' mothers' language proficiency on the basis of the age groups

	13-20	21-40	41-74
The Gagauz language	49,2%	81,8%	93,3%
Russian language	39,0%	12,1%	6,7%
Both languages	8,5%	-	-

According to the results, 49,2% of the participants between the ages 13 and 20 stated that their mother spoke the Gagauz language better. On the other hand, 81,8% of the participants between the ages 21 and 40 reported that their mother spoke the Gagauz language better than the other languages. Finally, 93,3% of the participants between the ages 41 and 74 stated that their mother spoke the Gagauz language better. The percent of missing answers to the question is 3,4% for the ages 13 and 20 and 6,1% for the 21 and 40 ages. The results of this item indicate that the participants' mothers spoke the Gagauz language better than the Russian language. When three age groups are compared, it is seen that as the participants get older, their mother's proficiency in the speaking skills of the Gagauz language increase accordingly. Turning now to the evaluation of the other variable, namely gender, as mentioned before, it will be dismissed as its effect on the language use will not be meaningful. Next, the influence of the place of residence will be discussed. The table 46 shows the percent of the participants on the basis of the place of residence.

Table 46. The participants' mothers' language proficiency on the basis of the place of residence

	City	Village
The Gagauz language	51,1%	81,0%
Russian language	38,3%	14,3%
Both languages	8,5%	1,2%

The results showed that 51,1% of the participants living in city stated that their mothers spoke the Gagauz language better than the other languages. On the other hand, 81,0% of the participants living in village reported that their mother spoke the Gagauz language better. The percent of missing answers to the question is 2,1% for the participants in city and 3,6% for the participants in village. Overall these results show that it is the speaking skills of the Gagauz language at which the participants' mothers were better. However, the difference in the percent of the responses shows that the mothers in villages were better than the ones living in cities for this item.

5.1.8. Personal Information Question 15

The personal information questionnaire also included a question which explores where the participants learned the Gagauz and the Russian languages. The table given in APPENDIX 21 shows the percent in terms of the age groups.

According to the results, 39,0% of the participants between the ages 13 and 20 reported that they learned the Gagauz language at home. Some of the participants of this age group stated that they acquired the Gagauz and the Russian languages at the same time. The distribution of the percent in terms of the environments are as follows:45,8% is for school, 33,9% is for neighborhood and 35,6% is for friends. Additionally, some of the participants of the youngest age group stated that they acquired the Gagauz language in the context of work (32,2%) and through TV and radio (62,7%). When the middle aged group namely the ones between the ages 21 and 40 taken are into consideration, it is seen that their responses differ from the youngest group. These participants reported that they acquired the Gagauz language at home (60,6%), at school (69,7%), at the context of neighborhood (36,4%), via friends (42,4%) and the Russian language at work (57,6%) and via TV and radio (84,4%). Finally, as for the oldest group, it is seen that the participants reported that they learnt the Gagauz language at home (75,6%), school (69,7%), in the context of neighborhood (62,2%), via friends (64,4%), the Russian language at school (82,2%), at work (33,3%) and through TV/radio (64,4%). The percent of missing answers of the participants between the ages 13 and 20 is 1,7% for home and school context, 52,5% is for work context, 11,9% for neighbors, 4,4% for friends and 6,8% is for TV/radio. As for the middle aged group, the percent is 15,2% for

work context and 6,1% for neighbors. The percent of missing answers of the participants between the ages 41 and 74 is 4,4% for home, 82,2% for school context, 40,0% is for work context, 6,7% for neighbors, 6,7% for friends and 17,8% is for TV/radio.

The results suggest that most of the participants of all age groups learnt the Gagauz language at home. Additionally, the Russian language was acquired by nearly all participants in the context of work and through TV/radio. There is another interesting finding which suggests that most of the middle aged participants learned the Gagauz language at school. On the other hand it is meaningful that none of the participants of the oldest age group stated that they acquired the Gagauz language at school. Overall, the effect of the age group is observable for this item. Next, whether being female or male is effective in the acquisition of these languages will be investigated. The table 47 shows the contexts on the basis of gender difference.

Table 47. The acquisition environment on the basis of gender

	The Gagauz Language		Russian language		Both languages	
	Female	Male	Female	Male	Female	Male
home and family	70,7%	38,7%	6,7%	16,1%	20,0%	43,5%
school	2,7%	4,8%	70,7%	53,2%	22,7%	38,7%
work	12,0%	8,1%	34,7%	43,5%	9,3%	14,5%
neighborhood	46,7%	38,7%	18,7%	22,6%	24,0%	32,3%
friends	49,3%	40,3%	20,0%	24,2%	26,7%	32,3%
TV and radio	12,0%	4,8%	68,0%	69,4%	8,0%	21,0%

According to the table, females learnt the Gagauz language at home (70,7%), neighborhood (46,7%) and via friends (49,3%). The contexts they acquired the Russian language are school (70,7%), work (34,7%) and TV/radio (68,0%). As for the male participants it can be said that they learnt the Gagauz language at the context of neighborhood (38,7%) and via friends (40,3%). These participants reported that they acquired the Russian language at school (52,3%), at work (43,5%) and TV/radio (69,4%). Moreover, 43,5% of the male participants stated that they acquired the Gagauz and the Russian language at home context. The percent of missing answers of the female participants is 2,7% for home context, 4,0% for school context, 44,0% is for

work context, 10,7% for neighbors, 4,0% for friends and 12% is for TV/radio. The missing answers of the male participants is 1,6% for home, 3,2% for school context, 33,9% is for work context, 6,5% for neighbors, 3,2% for friends and 4,8% is for TV/radio. Generally speaking the environments where the female and male participants acquired the Gagauz and the Russian languages nearly the same. In spite of the differences in the percent of the answer, it can be said that the age is not a variable that strongly influence the results. As a last step, the responses are analyzed in terms of the place the participants live. The table 48 shows the contexts on the basis of the place of residence.

Table 48. The acquisition environment on the basis of the place of residence

	The Gagauz Language		Russian language		Both languages	
	City	Village	City	Village	City	Village
home and family	34,0%	70,2%	21,3%	6,0%	40,4%	22,6%
school	6,4%	2,4%	53,2%	67,9%	40,4%	23,8%
work	2,1%	14,3%	44,7%	33,3%	19,1%	7,1%
neighborhood	34,0%	50,0%	27,7%	16,7%	29,8%	23,8%
friends	27,7%	57,1%	34,0%	15,5%	34,0%	23,8%
TV and radio	6,4%	9,5%	68,1%	67,9%	21,3%	10,7%

The table 48 shows that the participants living in cities acquired the Gagauz language at the context of neighborhood (34,0%). On the other hand, they reported that they learned the Russian language at school (53,2%), at work (44,7%) and through TV/radio(68,1%). It is also stated that the context of home (40,4%) and friends (34,0%) are the environments where both languages learnt. As for the participants living in villages, the results were found to be different. These participants reported that they learnt the Gagauz language at home (70,2%), neighborhood (50,0%) and via friends (57,1%). On the other hand in the formal contexts such as school (67,9%), work (33,3%) and TV/radio (67,4%) they learnt the Russian language. The percent of missing answers of the participants living in cities is 4,3% for home, 6,4% for school context, 2,1% is for work context, 8,5% for neighbors, 4,3% for friends and 4,3% is for TV/radio. The missing answers of the participants living in villages is 1,2% for home, 6,0% for school

context, 45,2% is for work context, 9,5% for neighbors, 3,6% for friends and 11,9% is for TV/radio.

These results suggest that formal contexts such as school and work required the use of the Russian language. Therefore the participants who live in cities and villages reported that they learnt the Russian language in these contexts. Similarly, as most of the medium of communication is the Russian language in TV and radio channels. The participants also reported that they acquired the Russian language in these contexts. On the other hand, the more homogenous structure of the villages has led to the acquisition of the Gagauz language at the contexts of neighborhood and friends. Finally, it can be said that the place of residence is effective on the environment where these languages are learnt.

5.1.9. Personal Information Question 16

The personal information questionnaire included an item which asked whether the family members of can read, write, understand and speak the Gagauz language. The table 49 shows the percent of the participants of different age groups who stated that their children, siblings, spouse, etc. could read the Gagauz language.

Table 49 The percent of the family members' reading ability in the Gagauz language on the basis of the age groups

Reading	13-20	21-40	41-74
My children	8,6%	33,3%	87,0%
My siblings	82,7%	63,3%	54,5%
My spouse	12,0%	46,6%	72,7%
My mother	84,4%	90,0%	29,5%
My father	89,6%	83,3%	34,0%
My grandmother	81,0%	50,0%	9,0%
My grandfather	65,5%	43,3%	11,3%
My grandchildren	6,8%	10,0%	54,5%

According to Table 49, the participants between the ages 13 and 20 reported that their siblings (82,7%), mother (84,4%), father (89,6%), grandmother (81,0%)and grandfather

(65,5%) could read the Gagauz language. One participant (1,7%) of this age group did not answer the question. Secondly, when the middle aged group was taken into consideration, it was seen that they reported that their siblings (63,3%), spouse (64,4%), mother (90,0%), father (83,3%), and grandmother (50,0%) was able to read the Gagauz language. As for this age group three participants (9,1%) did not provide an answer. Thirdly, the responses of the oldest age group suggest that their children (87,0%), siblings (54,5%), spouse (72,7%) and grandchildren (54,5%) could read the Gagauz language. One participant (2,2%) between the ages 41 and 74 this age group did not answer this question. As a further step, the difference between the participants living in cities and villages will be investigated. The table 50 shows the distribution in the ability of reading in the Gagauz language in terms of the place of residence.

Table 50. The percent of the family members' reading ability the Gagauz language on the basis of the place of residence

Reading	City	Village
My children	24,4%	45,6%
My siblings	62,2%	71,6%
My spouse	26,6%	38,2%
My mother	73,3%	60,4%
My father	82,2%	61,7%
My grandmother	62,2%	40,7%
My grandfather	44,4%	38,2%
My grandchildren	17,7%	25,9%

The table shows that the participants living in city stated that their siblings (62,2%), mother (73,3%), father (82,2%) and grandmother could read the Gagauz language. The number of the missing answers is two (4,3%) for this group of participants. As for the participants living in village, it can be seen that the responses are similar to those of living in cities. These participants reported that their siblings (71,6%), mother (60,4%) and father (61,7%) could read the Gagauz language. Additionally, three participants living in village (3,6%) failed to provide an answer this question.

These results show that the age of participant is influential in family members' ability in reading in the Gagauz language. It is seen that elder and younger family members of the

youngest participants mostly could read the Gagauz language. On the other hand, when it comes to the oldest age group, it is apparent that only the younger family members of these participants were able to read the Gagauz language. Thus, it can be said the number of the family members who could read the Gagauz language is more than the number of the oldest age group. On the other hand, when the place of residence is taken into consideration, it is obvious that there is not a crystal clear difference between the ones living in city and village. A further investigation included the writing ability in the Gagauz language. The table 51 shows the percent of the family members on the basis of the participants' age.

Table 51. The percent of the family members' writing abilitythe Gagauz language on the basis of the age groups

Writing	13-20	21-40	41-74
My children	6,8%	30,0%	86,%
My siblings	82,7%	63,3%	55,8%
My spouse	10,3%	43,3%	74,4%
My mother	74,1%	90%	34,8%
My father	74,1%	90%	39,5%
My grandmother	62,0%	40%	11,6%
My grandfather	74,1%	36,6%	13,9%
My grandchildren	5,1%	6,6%	53,4%

The results suggest that family members of the participants between the ages 13 and 20 reported that their siblings (82,7%), mother (74,1%), father (74,1%), grandmother (62,0%) and grandfather (74,1%) could write the Gagauz language. The number of the missing answers is 1 (1,7%) for this age group. Secondly, as for the middle aged group, it is seen that they reported that their siblings (63,3%), mother (90%) and father (90%) could write in the Gagauz language. Three participants (9,1%) did not provide an answer to this question. Thirdly, the participants between the ages 41 and 74 stated that their siblings (55,8%), spouse (74,4%) and grandchildren (53,4%) could write the Gagauz language. The percent of the missing answers to this item was found to be 4,4%. The table 52 shows the distribution of the responses in terms of the place of residence.

Table 52. The percent of the family members' writing ability the Gagauz language on the basis of the place of residence

Writing	City	Village
My children	22,7%	44,4%
My siblings	63,6%	71,6%
My spouse	29,5%	39,5%
My mother	61,3%	58,0%
My father	75,0%	58,0%
My grandmother	52,2%	30,8%
My grandfather	45,4%	32,0%
My grandchildren	15,9%	19,7%

It is seen that the participants living in city stated that their siblings (63,3%), mother (61,3%), father (75,0%) and grandmother (52,2%) write the Gagauz language. As for the ones living in villages, the results seem to be similar to the ones in cities. These participants reported that their siblings (71,6%), mother (58,0%) and father (58,0%) could write the Gagauz language. The missing answers to this question is 3 participants (6,4%) for the city and 3 participants for the village (3,6%).

These results show that the writing skill in the Gagauz language is more common among the participants of the youngest age group. Therefore, it is seen that as the age of the participant's increases, the percent of the family members who could write decreases. When the place of residence is taken into consideration, it is seen that the participants living in city do not dramatically differ from the ones in village. Therefore, the place of residence is not influential for this item. The next language skill investigated is speaking skill of the family members of the participants. The table 53 shows the percent of the speaking skills among the participants on the basis of the age groups.

Table 53. The percent of the family members' speaking ability on the basis of the age groups

Speaking	13-20	21-40	41-74
My children	8,6%	32,2%	86,6%
My siblings	84,4%	58,0%	66,6%
My spouse	12,0%	48,3%	93,3%
My mother	86,2%	96,7%	93,3%
My father	96,5%	87,0%	80,0%
My grandmother	91,3%	74,1%	37,7%
My grandfather	82,7%	67,7%	42,2%
My grandchildren	10,3%	6,4%	51,1%

According to the table, the participants between the ages 13 and 20 reported that their siblings (84,4%), mother (86,2%), father (96,5%), grandmother (91,3%) and grandfather (82,7%) could speak the Gagauz language. As for the middle aged group, it was found that their siblings (58,0%), mother (96,7%), father (87,0%), grandmother (74,1%) and grandfather (67,7%) could speak Gagauz language. The results of the oldest age group differ from the previous age groups. They stated that their children (86,6%), siblings (66,6%), spouse (93,3%), mother (93,3%), father (80,0%) and grandchildren (51,1%) could speak the Gagauz language. The missing answers to this question is 1 participant (1,7%) for youngest group and 2 participants (6,1%) for the middle aged group. The other variable to be discussed is the place of residence. The table 54 shows the percent of the speaking ability in terms of the place of residence.

Table 54. The percent of the family members' speaking ability the Gagauz language on the basis of the place of residence

Speaking	City	Village
My children	28,8%	44,5%
My siblings	66,6%	78,3%
My spouse	26,6%	49,3%
My mother	82,2%	91,5%
My father	88,8%	96,3%
My grandmother	75,5%	67,4%
My grandfather	64,4%	61,4%
My grandchildren	17,7%	26,5%

It is seen that the participants living in the city reported that their siblings (66,6%), mother (82,2%), father (88,8%), grandmother (75,5%) and grandfather (64,4%) could speak the Gagauz language. When village dwellers are taken into consideration, it is seen that the percent of the family members for the speaking skill seem similar to the ones living in city. These participants reported that their siblings (78,3%), mother (91,5%), father (96,3%), grandmother (67,4%) and grandfather (61,4%) could speak the Gagauz language. Two participants (4,3%) living in city and one participants (1,2%) living in village did not answer this question.

Overall, these results indicate that while the siblings, mothers, fathers, grandfathers and grandmothers of young and middle aged participants spoke the Gagauz language at a higher rate than other family members, when it comes to the oldest age group it is seen that spouse, children, and siblings were reported to be able to speak the Gagauz language. Interestingly, it is apparent that the same family members of the participants living in the village and city were reported to be able to speak the Gagauz language. As a next step, the participants were asked whether their family members understand the Gagauz language. The table 55 shows the percent of the family members' comprehension skill in the Gagauz language.

Table 55. The percent of the family members' comprehension ability the Gagauz language on the basis of the age groups

Comprehension	13-20	21-40	41-74
My children	10,3%	3,2%	86,6%
My siblings	82,7%	61,2%	68,8%
My spouse	12,0%	41,9%	93,3%
My mother	87,9%	96,7%	93,3%
My father	94,8%	90,3%	88,8%
My grandmother	91,3%	74,1%	37,7%
My grandfather	75,8%	67,7%	42,2%
My grandchildren	10,3%	6,4%	53,3%

According to Table 55 given, most of the participants between the ages 13 and 20 reported that their siblings (82,7%), mother (87,9%), father (94,8%), grandmother (91,3%) and grandfather (75,8%) were able to understand the Gagauz language. On the other hand, these results were found to be similar for the participants between the ages 21 and 40. These participants stated that their siblings (61,2%), mother (96,7%), father (90,3%), grandmother (74,1%) and grandfather (67,7%) could understand the Gagauz language. On the other hand, it is obvious the participants of the oldest age group stated that their children (86,6%), siblings (68,8%), spouse (93,3%), mother (93,3%), father (88,8%) and grandchildren (53,3%) were able to understand the Gagauz language. The missing answers to this question is 1 participant (1,7%) for youngest group and 2 participants (6,1%) for the middle aged group. The other variable to be discussed is the place of residence. The table 56 shows the percent of the ability of comprehension in terms of the place of residence.

Table 56. The percent of the family members' comprehension ability the Gagauz language on the basis of the place of residence

Comprehension	City	Village
My children	31,1%	56,6%
My siblings	68,8%	72,2%
My spouse	33,3%	49,3%
My mother	73,3%	96,3%
My father	86,6%	93,9%
My grandmother	75,5%	63,8%
My grandfather	62,2%	63,8%
My grandchildren	17,7%	27,7%

It is seen that, the participants living in the city stated that their siblings (68,8%), mother (73,3%), father (86,6%), grandmother (75,5%) and grandfather (62,2%) could understand the Gagauz language. When the participants living in the village was taken into consideration it was found that their children (56,5%), siblings (72,2%), mother (96,3%), father (93,9%), grandmother (63,8%) and grandfather (63,8%) could understand the Gagauz language. The missing answers to this question is 2 participants (4,3%) for the participants living in the city and 1 participant (1,2%) for the ones in the village.

Generally speaking, it is seen that the number of the oldest participants' family members is higher than the youngest and the middle age groups on the basis of the comprehension skill in the Gagauz language. On the other hand, it is seen that there is not a clear cut difference between the family members of the participants in city and village. Finally, it is clearly seen that the participant's age is influential in the language skills of his/her family members. However, the place of residence is not so effective in the proficiency in reading, writing, speaking and comprehension skills.

5.1.10. Personal Information Question 17

The personal information questionnaire includes an item which asked the means of communication with the family members at the context of home. The table given in

APPENDIX 22 shows the percent of the language use at home in term of the age groups.

The participants between the ages 13-21 reported that they spoke the Gagauz language with their father (44,1%), mother (47,5%), siblings (39,0%), grandparents (62,7%),uncles/aunts (35,6%), cousins/nieces (37,3%) and neighbors (52,5%). These participants reported that they spoke the Russian language with their spouses (10,2%) and children (8,5%). On the other hand, the responses of the middle aged participants differ from the youngest group. The results suggest that the participants between the ages 21 and 40 spoke the Gagauz language with their father (45,4%), mother (45,5%), grandparents (54,5%), uncles/aunts (33,3%) and cousins/nieces (30,3%). The participants also reported that they used both of these languages while speaking with spouse (24,2%), children (18,2%), siblings (36,4%) and neighbors (45,5%). Finally, the oldest group, namely the ones between the ages 41 and 74 stated that they used the Gagauz language with their spouse (64,4%), children (53,3%), father and mother (91,1%), siblings (55,6%), grandparents (48,9%), uncles/aunts (51,1%), cousins/nieces (44,4%) and neighbors (62,2%).

The percent of missing answers of the participants between the ages 13 and 20 is 49,0% for spouse, 83,1% is for children, 5,1% for father, 3,4% for mother, 8,5% for siblings, 8,5% for grandparents, 5,1% for uncle, 8,5% for cousin/niece, 1,7% for neighbor. The percent of missing answers of the participants between the ages 21 and 40 is 48,5% for spouse, 60,6% is for children, 6,1% for father, 21,1% for siblings, 12,1% for grandparents, 36,4% for uncle/aunt, 33,3% for cousin/niece, 12,1% for neighbor. The percent of missing answers of the participants between the ages 41 and 74 is 11,1% for children, 26,7% for siblings, 46,7% for grandparents, 35,6% for uncle/aunt, 33,3% for cousin/niece, 8,9% for neighbor.

The results for this item indicate that as the participants' age increases, the percent of the use of the Gagauz language with the family members increases too. As for the younger group it is seen that the percent of the use of the Gagauz language increases when they spoke with the older family members such as grandparents. It is seen that middle aged group spoke both the Gagauz and the Russian language with the family members and is placed between the oldest and youngest participants on the basis of the

use of the Gagauz language. Generally speaking it can be said that the use of the Gagauz language as the means of communication with the other family members changes on the basis of the age groups. Next, the influence of the gender will be investigated. The table 57 shows the percent of communication on the basis of gender.

Table 57. The use of language in the context of home on the basis of gender

	The Gagauz Language		Russian language		Both languages	
	Female	Male	Female	Male	Female	Male
with spouse	34,7%	11,3%	8,0%	16,1%	14,7%	19,4%
with children	30,7%	9,7%	8,0%	12,9%	12,0%	17,7%
with father	66,7%	51,6%	10,7%	29,0%	21,3%	12,9%
with mother	66,7%	54,8%	10,7%	25,8%	22,7%	16,1%
with siblings	49,3%	32,3%	14,7%	30,6%	17,3%	21,0%
with grandparents	56,0%	56,5%	6,7%	17,7%	9,3%	11,3%
with uncles/aunts	42,7%	37,1%	10,7%	30,6%	18,7%	16,1%
with cousins /nieces	36,0%	40,3%	17,3%	25,8%	16,0%	21,0%
with neighbors	52,0%	46,8%	16,0%	17,7%	22,7%	32,3%

According to the table, 66,7% of female participants reported that they spoke the Gagauz language with their father and mother, 17,3% of them reported that they spoke the Russian language with cousins/nieces and 22,7% of them reported that they spoke both of these languages with their mother and neighbors. On the other hand, 56,5% of male participants reported that they spoke the Gagauz language with their grandparents, 30,6% of them reported that they spoke the Russian language with their siblings and uncles/aunts and 32,3% of them reported that they spoke both of these languages with neighbors. The percent of missing answers of female participants is 42,7% for spouse, 49,3% is for children, 1,3% for father, 18,7% for siblings, 28,0% for grandparents, 28,0% for uncle/aunt, 30,7% for cousin/niece, 9,3% for neighbor. The percent of missing answers of male participants is 53,2% for spouse, 59,7% is for children, 6,5% for father, 3,2% for mother, 16,1% for siblings, 14,3% for grandparents, 16,1% for uncle/aunt, 12,9% for cousin/niece, 3,2% for neighbor. The table 58 shows the percent of communication on the basis of the place of residence.

Table 58. The percent of communication on the basis of the place of residence

	The Gagauz Language		Russian language		Both languages	
	City	Village	City	Village	City	Village
with spouse	10,6%	33,3%	21,3%	6,0%	14,9%	13,1%
with children	6,4%	31,0%	17,0%	6,0%	17,0%	10,7%
with father	34,0%	75,0%	38,3%	9,5%	21,3%	13,1%
with mother	38,3%	75,0%	36,2%	8,3%	23,4%	15,5%
with siblings	21,3%	54,8%	42,3%	10,7%	21,3%	16,7%
with grandparents	42,6%	63,1%	27,7%	3,6%	14,9%	7,1%
with uncles/aunts	25,5%	50,0%	36,2%	10,7%	25,5%	11,9%
with cousins /nieces	25,5%	47,6%	36,2%	13,1%	17,0%	16,7%
with neighbors	27,7%	64,3%	29,8%	8,3%	36,2%	21,4%

According to the table, the participants living in city stated that they spoke the Gagauz language with their grandparents, 42,3% of them spoke the Russian language with their siblings and 36,2% of them spoke both of these languages with their neighbors. On the other hand, the participants living in village stated that they spoke the Gagauz language with their neighbors, 42,3% of them spoke the Russian language with their cousins/nieces and 21,4% of them spoke both of these languages with their neighbors. The percent of missing answers of the participants living in city is 53,2% for spouse, 59,6% is for children, 6,4% for father, 2,1% for mother, 14,9% for siblings, 14,9% for grandparents, 12,8% for uncle/aunt, 21,3% for cousin/niece, 6,4% for neighbor. The percent of missing answers of the participants living in village is 47,6% for spouse, 52,4% is for children, 2,4% for father, 1,2% for mother, 17,9% for siblings, 26,2% for grandparents, 27,4% for uncle/aunt, 22,6% for cousin/niece, 6,0% for neighbor.

5.1.11. Personal Information Question 18

The personal information questionnaire included an item which explores the medium of communication among the family members in the context of home. The participants

were given a table which included the family members such as mother, siblings, grandfather, etc. They were asked to draw an arrow between the family members who spoke the Gagauz language among themselves. The table 59 shows the rates of the Gagauz language on the basis of age groups.

Table 59. The language use among family members on the basis of age groups

13-20 ages		21-40 ages		41-74 ages	
Mother-Father	61,0%	Mother-Father	70,9%	Mother-Father	82,2%
Mother-Children	49,1%	Mother-Grandfather	64,5%	Father-Spouse	71,1%
Mother-Grandfather	45,7%	Mother-Children	51,6%	Father-Children	60,0%
Father-Grandmother	40,6%	Father-Spouse	41,9%	Mother-Children	57,7%
Aunt-Uncle	38,9%	Mother-Aunt	35,4%	Mother-Spouse	46,6%
		Father-Grandmother	35,4%		

The table shows the first five rates of the Gagauz language among the youngest, middle-aged and oldest participants' family members. The results suggest that the Gagauz language is spoken mostly among the youngest participants' mother and father (61,0%), mother and children (49,1%), mother and grandfather (45,7%), father and grandmother (40,6%) and aunt and uncle (38,9%), respectively. When the middle-aged group were taken into consideration, it was found that the first five groups speaking the Gagauz language among themselves are mother-father (70,9%), mother-grandfather (64,5%), mother-children (51,6%), father-spouse (41,9%), mother-aunt (35,4%) and father-grandmother (35,4%). Finally, the participants of the oldest age group reported that their mother and father (82,2%), father and spouse (71,1%), father and children (60,0%), mother and children (57,7%) and mother and spouse (46,6%) spoke the Gagauz language among themselves. These results suggest that the Gagauz language is the medium of communication among the participants' mothers and fathers for all age groups. Secondly, it can be said that the Gagauz language is generally used among the parents and the grandparents of the participants. The use of the Gagauz language by the family members was also investigated on the basis the participant's place of residence.

Table 60. The language use among family members on the basis of the place of residence

City		Village	
Aunt-Uncle	75,0%	Mother-Father	75,8%
Mother-Father	59,0%	Mother-Children	61,5%
Mother-Grandfather	36,3%	Father-Spouse	50,5%
Mother-Children	34,0%	Father-Children	49,4%
Father-Spouse	31,0%	Mother-Grandfather	40,6%

The table 60 shows that when the participants living in city were considered, first five groups speaking the Gagauz language among themselves are aunt-uncle (75,0%), mother father (59,0%), mother grandfather (36,3%), mother children (34,0%) and father-spouse (31,0%). As for the ones living in villages, the first the groups that mostly uses the Gagauz language were found to be mother-father (75,8%), mother-children (61,5%), father-spouse (50,5%), father-children (49,4%) and mother-grandfather (40,6%). It is seen that the family members who spoke the Gagauz language among themselves are nearly the same for the categories city and village. However, the rates of the Gagauz language use differ from each other. Generally speaking, it can be said that when the city and village categories are compared, it is seen that the rates of the village dwellers' the Gagauz language use are higher than the ones living in the city.

5.1.12. Personal Information Question 19

The last question of the personal information questionnaire is the language in which the given genres learnt. The aim of this question is to find out whether there is a language choice while learning tales, legends, riddles, etc. The table given in APPENDIX 23 shows the percent of the use for different age groups.

It was found that the participants between the ages 13 and 20 learned tales (52,5%), anecdotes (49,2%) and proverbs (62,2%) in both of the languages, folk songs (50,8%) in the Gagauz language, legends (45,8%), lullabies (80,0%), riddles (61,0%) and in the Russian language. The results for the participants between the ages 21 and 40 showed that they learned tales (45,5%), legends (48,5%), riddles (54,4%), anecdotes

(48,5%), lullabies (48,5%), proverbs (51,5%) in the Russian language. They stated that they learned folk songs (57,6%) in the Gagauz language. Finally, the findings of the oldest age group namely the ones between the ages 41 and 74 indicated that they learned tales (77,8%), folk songs (80,0%), legends (71,1%), riddles (71,1%), anecdotes (68,9%), lullabies (80,0%), and proverbs (62,2%) in the Gagauz language. The percent of missing answers of the participants between the ages 13 and 20 is 3,4% for tales, 1,7% for legends and riddles and 5,1% for lullabies. The percent of missing answers of the participants between the ages 21 and 40 is 3,0% for legends, 9,1% for riddles, 6,1% for anecdotes and 18,2% for proverbs. The percent of missing answers of the participants between the ages 41 and 74 is 6,7% for legends, 6,7% for riddles, 4,4% for anecdotes and 13,3% for proverbs. In summary, these results suggest that mostly the youngest group learned these genres in both of these languages or in the Russian language. On the other hand, according to the self-reports of the middle-aged group, they learnt these genres in the Russian language. Finally, the oldest age group reported that they learned these genres only in the Gagauz language. It is clear that as the participants' age gets older, the use of the Gagauz language increases for the genres of the folk culture. The table given 61 the percent of the genres on the basis of gender.

Table 61. The use of language in genres on the basis of gender

	The Gagauz Language		Russian language		Both languages	
	Female	Male	Female	Male	Female	Male
tales	50,7%	27,4%	25,3%	33,9%	24,0%	35,5%
folk songs	66,7%	56,5%	20,0%	12,9%	13,3%	30,6%
legends	49,3%	32,3%	28,0%	45,2%	17,3%	21,0%
riddles	45,3%	19,4%	34,7%	56,5%	16,0%	17,7%
anecdotes	44,0%	32,3%	29,3%	30,6%	22,6%	35,5%
lullabies	49,3%	35,5%	32,0%	46,8%	16,0%	16,15
proverbs	36,0%	17,7%	33,3%	41,9%	20,0%	33,9%

As can be seen, except from the tales, the female participants reported that they learnt the folk songs (66,7%), legends (49,3%), riddles (45,3%), anecdotes (44,0%), lullabies (49,3%) and proverbs (36,0%) in the Gagauz language. The percent of missing answers

of the female participants is 5,3% for legends, 4,0% for riddles, 4,0% for anecdotes, 2,7% for lullabies and 10,7% for proverbs. The percent of missing answers of male participants is 3,2% for tales, 1,6% for legends, 6,5% for riddles, 1,6% for anecdotes, 1,6% for lullabies and 6,5% for proverbs. The table given 62 shows the percent of the genres on the basis of the place of residence. It is seen that tales have been learnt in both of these languages. On the other hand, the results of the male participants differ from the female participants' responses. It is obvious that generally they learned most of the genres in the Russian language. Finally, the place of residence on the language for this item was investigated. The table 62 shows the percent in terms of the place of residence.

Table 62. The use of language in genres on the basis of place of residence

	The Gagauz Language		Russian language		Both languages	
	City	Village	City	Village	City	Village
tales	10,6%	52,4%	44,7%	22,6%	42,6%	23,8%
folk songs	42,6%	71,4%	19,1%	15,5%	38,3%	13,1%
legends	14,9%	53,6%	51,1%	28,6%	27,7%	15,5%
riddles	10,6%	44,0%	57,4%	38,1%	27,7%	11,9%
anecdotes	23,4%	45,2%	27,7%	31,1%	44,7%	21,4%
lullabies	12,8%	56,0%	59,6%	29,8%	23,4%	13,1%
proverbs	10,6%	35,7%	38,3%	35,7%	44,7%	17,9%

According to the table, the participants living in city reported that they learnt folk songs (42,6%) in the Gagauz language and tales (44,7%), legends (51,1%), riddles (57,4%), lullabies (59,6%) in the Russian language. These participants also stated that they learnt the anecdotes (44,7%) and proverbs (44,7%) in both of these languages. On the other hand, the participants in village reported that they learnt tales (52,4%), folk songs (71,4%), legends (53,6%), riddles (44,0%), anecdotes (45,2%) and lullabies (56,0%) in the Gagauz language. As for proverbs, these participants stated they learnt them in the Gagauz (35,7%) and Russian languages (35,7%). The percent of missing answers of participants living in city is 2,1% for tales, 6,4% for legends, 4,3% for riddles, 4,3% for anecdotes, 4,3% for lullabies and 6,4% for proverbs. The percent of missing answers of participants living in village is 1,2% for tales, 2,4% for legends, 6,0% for riddles, 2,4%

for anecdotes, 1,2% for lullabies and 10,7% for proverbs. These results suggest that mostly the Gagauz language is the medium of the teaching of these genres in villages; however it is less preferred in cities.

5.2. THE LANGUAGE ATTITUDE SCALE

The attitude scale includes items adapted from a study and the ones developed by the author. Some of the questions are adapted from Coronel-Molina's (2014) study. These 1st (whether they participants like these languages), 2nd (language for spreading social and cultural values), 3rd (easiness in expression), 5th (language creating the sense of solidarity), 6th (language advantageous in higher education), 7th (language creating the religious unity), 8th (expressive strength of the language), 9th (language for literary purposes), 10th (language for music), 13th (feeling of superiority while using language), 19th (teaching of language) and 22nd (language for science and technology terms. Other questions in the scale were developed by the author.

5.2.1. The Overall Analysis of the Attitude Items

In this section the overall results of the attitude scale will be presented. Total scores of the all attitude items were analyzed on the basis of age groups, gender and the place of residence. According to the results of the study, the total scores of three age groups about the attitudes towards the Gagauz language were given in Table 63a and 63b.

Table 63a. The distribution of attitude scores towards the Gagauz language on the basis of age groups

Age Groups	n	\bar{X}	S
13-20	59	82.37	15.83
21-40	33	83.88	20.74
41-74	45	91.69	19.78

Table 63b. The results of variance analysis of attitude scores towards the Gagauz language on the basis of age groups

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
Intergroup	2375.321	2	1187.661	3.496	.033	13-20 and 41-74 age groups
Intragroup	45518.956	134	339.694			
Total	47894.277	136				

In Table 63b it is shown that there is a **significant difference** ($F_{(2,134)}=3,496$ $p<.05$) between the attitudes of different age groups towards the Gagauz language. In order to find out which groups differ significantly from each other, Games-Howell test was performed. The results show that the difference is between the ages 13-20 ($\bar{X}=82.37$) and 41-74 ($\bar{X}=91.69$). It is seen that the attitudes of 41-74 age group is significantly more positive than 13-20age group. Table 64a shows the total scores of three age groups about the attitudes towards the Russian language.

Table 64a. The distribution of attitude scores towards the Russian language on the basis of age groups

Age Groups	n	\bar{X}	S
13-20	59	91.93	10.91
21-40	33	96.42	10.49
41-74	45	79.16	18.89

Table 64b. The results of variance analysis of attitude scores towards the Russian language on the basis of age groups

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
Intergroup	6682.737	2	3341.369	17.137	.000	13-20 and 41-74; 21-40 and 41-74 age groups
Intragroup	26127.701	134	194.983			
Total	32810.438	136				

In Table 64b it is seen that there is a **significant difference** ($F_{(2,134)}=17.137, p<.05$) between the attitudes of different age groups towards the Russian language. The Games-Howell test, used as Post-hoc test, shows that there is a difference between attitudes of all age groups towards the Russian language. It has been found that 21-40 age group ($\bar{X} = 96.42$) has the most positive attitudes while 41-74 age group ($\bar{X} = 79.16$) has the most negative attitudes towards the Russian language. The attitudes of 13-20 age group ($\bar{X} = 91.93$) towards the Russian language are replaced between the youngest and oldest age groups. Secondly, all the items were analyzed on the basis of the gender of the participants. The results of the t-test total scores of the participant attitudes towards the Gagauz language in terms of gender are given in Table 67.

Table 65. The t-test total scores of the participant attitudes towards the Gagauz language in terms of gender

Gender	n	\bar{X}	S	sd	t	p
Female	75	86.63	20.44	135	0.569	.571
Male	62	84.79	16.63			

A significant difference ($t_{(135)}=0.569, p>.05$) cannot be seen between female and male participants' attitudes towards the Gagauz language. The attitudes of female participants ($\bar{X} = 86.63$) and male participants ($\bar{X} = 84.79$) are found to be similar. The same analysis was done in Table 68 to find out whether there is a difference for the Russian language.

Table 66. The t-test total scores of the participant attitudes towards the Russian language in terms of gender

Gender	n	\bar{X}	S	Sd	t	p
Female	75	87.23	16.82	134.977	-1.348	.180
Male	62	90.74	13.70			

In Table 66, it is seen that there is not a significant difference ($t(134.977)=-1.348, p>.05$) between the attitudes of females and males towards the Russian language. The mean scores of the female ($\bar{X} = 87.23$) and male ($\bar{X} = 90.74$) participants do not differ from each other significantly. Finally, the effect of the place of residence of the

participants on the attitudes towards the Gagauz language was investigated. In the light of results of study, the t-test total scores of the participant attitudes towards the Gagauz language in terms of place of residence are given in Table 67.

Table 67. The t-test total scores of the participant attitudes towards the Gagauz language in terms of place of residence

Residence	n	\bar{X}	S	sd	t	p
City	47	79.79	18.87	129	-3.202	.002
Village	84	90.18	17.20			

Table 67 shows that there is a **significant difference** ($t_{(129)}=-3.202$, $p<.05$) between the attitudes of the participants on the basis of place of residence. When the attitudes towards the Gagauz language are taken into consideration, it is seen that the participants who live in villages ($\bar{X} = 90.18$) have more positive attitudes than the ones living in cities ($\bar{X} = 79.79$). The t-test total scores of the participant attitudes towards the Russian language in terms of place of residence were given in Table 68.

Table 68. The t-test total scores of the participant attitudes towards the Russian language in terms of place of residence

Residence	n	\bar{X}	S	sd	t	p
City	47	93.23	12.58	129	2.805	.006
Village	84	85.45	16.51			

In Table 68 a significant difference ($t(137)=2.805$, $p<.05$) between the attitudes of the participants living in villages and cities can be seen. The participants living in cities ($\bar{X} = 93.23$) have more positive attitudes towards the Russian language when compared with the ones living in villages ($\bar{X} = 85.45$).

5.2.2. The Item Analysis of Attitude Scale

5.2.2.1. Attitude Scale Item 1

Apart from analysis done for all the items of the scale, each item was analyzed on the basis of the variables such as age, gender and the place of residence. The first scale item asked to the participants was *I like this language*. The distribution of attitude scores on the basis of age is given in table 69.

Table 69a. The distribution of attitude scores of Item 1 towards the Gagauz and Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	58	4.31	0.75
21-41 ages	32	4.53	0.98
41-74 ages	44	4.84	0.43
Russian Language			
13-20 ages	58	4.59	0.56
21-41 ages	33	4.67	0.54
41-74 ages	45	4.02	1.14

Table 69b. The results of variance analysis of attitude scores Item 1 towards the Gagauz and Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	7.045	2	3.522	6.566	.002	13-20 and 41-74 ages
Intragroup	70.269	131	.536			
Total	77.313	133				
Russian Language						
Intergroup	10.730	2	5.365	8.456	.000	13-20 and 41-74 ages, 21-41 and 41-74 ages
Intragroup	84.380	133	.634			
Total	95.110	135				

As can be seen in Table 69a and 69b, there are differences between the age groups on the basis of the attitude item 1. It is seen that the responses of ($\bar{X} = 4.31$) the

participants of the first group (13-20 years old) differ from the third group of (41-74 years old) participants ($\bar{X} = 4.84$) for the Gagauz language ($F_{(2,133)}=6,566$, $p<.05$). The responses of the third group are more positive than the responses of the first group for the item *I like this language*. Similarly, **significant differences** were found for the Russian language ($F_{(2,133)}=8.456$, $p<.05$). It was found that the responses of ($\bar{X} = 4.59$) the first group (13-20 years old) are more positive than the ones of ($\bar{X} = 4.02$) the third group (41-74 years old). Additionally, the responses of ($\bar{X} = 4.64$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 4.02$) the third group (41-74 years old). The next step of analysis is to investigate the effect of gender on the responses to this item. The t-test scores of the Gagauz and Russian are given in Table 70.

Table 70. The t-test scores of the participant attitudes of Item 1 towards the Gagauz and Russian

languages in terms of gender						
Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	74	4.51	0.88	-.400	132	.690
Male	60	4.57	0.59			
Russian Language						
Female	75	4.41	0.89	-.089	134	.929
Male	61	4.43	0.78			

According to Table 70, there is not a significant difference between the genders for the Gagauz ($t_{(-.400)}=0.132$, $p>.05$) and Russian ($t_{(-.089)}=0.134$, $p>.05$) languages. It means that the responses to the item *I like this language* are similar for the females and males taking the Gagauz and the Russian languages into consideration. The place of residence is the other variable that was investigated. The results are given in Table 71.

Table 71. The t-test scores of the participant attitudes of Item 1 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	46	4.33	0.84	-	126	.030
Village	82	4.63	0.71	2.195		
Russian Language						
City	47	4.66	0.52	3.22	127.87	.002
Village	83	4.24	0.96	5	8	

According to Table 71, there are **significant differences** between the responses of the participants who live in cities and villages to the item *I like this language* for the Gagauz ($t_{(-2.195)}=0.26$, $p<.05$) and Russian ($t_{(-3.225)}=127.878$, $p<.05$) languages. Firstly, it is seen that the participants' who live in villages ($\bar{X} = 4.63$) have more positive responses than the ones in cities ($\bar{X} = 4.33$) for the Gagauz language. Secondly, it can be seen that the participants who live in cities ($\bar{X} = 4.66$) have more positive responses than the ones in villages ($\bar{X} = 4.24$) for the Russian language. It is seen that age and the place of residence are effective on the responses to the item *I like this language*. The mean scores on the basis of variables are given in table 72.

Table 72. The mean scores of responses to item 1 on the basis of the variables

Attitude Item 1			
Age			\bar{X}
The Gagauz language	13-20		4.31
	21-40		4.53
	41-74		4.84
Russian language	13-20		4.59
	21-40		4.67
	41-74		4.02
Gender			\bar{X}
The Gagauz language	Female		4.51
	Male		4.57
Russian language	Female		4.41
	Male		4.43
The place of residence			\bar{X}
The Gagauz language	City		4.33
	Village		4.63
Russian language	City		4.66
	Village		4.24

The table shows that the participants have positive attitudes towards the item *I like this language*. The mean scores showed that their attitudes are ranked “I agree” option for these for the Gagauz and the Russian languages. It is seen that the youngest participants like the Russian language while the oldest age group like the Gagauz language. Secondly, the participants who live in the village liked the Gagauz language while the ones in cities reported that they liked the Russian language. These results suggest that age and the place of residence are influential in the emotional attitudes towards the Gagauz and the Russian languages.

5.2.2.2. Attitude Scale Item 2

The second attitude item of the scale was *I think this language is useful at spreading social and cultural values*. This item aims to find out the function of the Gagauz and the Russian languages on the basis of social and cultural values. The distribution of attitude scores on the basis of age is given in table 73.

Table 73a. The distribution of attitude scores of Item 2 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	59	4.05	0.95
21-41 ages	33	4.24	1.25
41-74 ages	45	4.24	1.35
Russian Language			
13-20 ages	58	4.45	0.78
21-41 ages	33	4.76	0.50
41-74 ages	45	4.04	1.19

Table 73b. The results of variance analysis of attitude scores Item 2 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	1.248	2	.624	.456	.635	
Intragroup	183.219	134	1.367			-
Total	184.467	136				
Russian Language						
Intergroup	10.029	2	5.015	6.393	.002	
Intragroup	104.317	133	.784			21-41 and 41-74 ages
Total	114.346	135				

As can be seen in Table 73a and 73b, there is not a difference between the age groups on the basis of the attitude item 2 for the Gagauz language ($F_{(2,134)}=.456$, $p>.05$). However, **significant differences** were found for the the Russian language ($F_{(2,133)}=6.393$, $p<.05$). It was found that the responses of ($\bar{X} = 4.76$) the second group (21-40 years old) are more positive than the ones of ($\bar{X} = 4.04$) the third group (41-74 years old) for the item *I think this language is useful at spreading social and cultural values*. The next step of analysis is to investigate the effect of gender on the responses to this item. The t-test scores of the Gagauz and Russian are given in Table 74.

Table 74. The t-test scores of the participant attitudes of Item 2 towards the Gagauz and Russian

languages in terms of gender						
Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	75	4.19	1.28	.287	135	.774
Male	62	4.13	1.02			
Russian Language						
Female	75	4.36	0.92	-.416	134	.678
Male	61	4.43	0.92			

According to Table 74, there are not significant differences between the genders for the Gagauz ($t_{(287)}=135, p>.05$) and Russian ($t_{(416)}=134, p>.05$) languages. It means that the responses to the item *I think this language is useful at spreading social and cultural values* are similar for the females and males taking the Gagauz and the Russian languages into consideration. The place of residence is the other variable that was investigated. The results are given in Table 75.

Table 75. The t-test scores of the participant attitudes of Item 2 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	47	3.94	1.17	-2.172	129	.032
Village	84	4.37	1.05			
Russian Language						
City	47	4.53	0.69	1.44	128	.152
Village	83	4.29	1.03	3		

According to Table 75, there is a **significant difference** between the responses of the participants who live in cities and villages to the item *I think this language is useful at spreading social and cultural values* for the Gagauz ($t_{(-2.172)}=129, p<.05$). The responses of the participants who live in villages ($\bar{X} = 4.37$) are more positive than the ones who live in cities ($\bar{X} = 3.94$) for the Gagauz language. The results show that there is not a significant difference ($t_{(1.443)}=128, p>.05$) between the places of residence for the Russian language. Generally speaking, while the place of residence is effective on the responses to the item *I think this language is useful at spreading social and cultural values* only for the Gagauz language, the age groups are effective for the Russian language. The mean scores on the basis of variables are given in table 76.

Table 76. The mean scores of responses to item 2 on the basis of the variables

Attitude Item 2			
Age			\bar{X}
The Gagauz language	13-20		4.05
	21-40		4.24
	41-74		4.24
Russian language	13-20		4.45
	21-40		4.76
	41-74		4.04
Gender			\bar{X}
The Gagauz language	Female		4.19
	Male		4.13
Russian language	Female		4.36
	Male		4.43
The place of residence			\bar{X}
The Gagauz language	City		3.94
	Village		4.37
Russian language	City		4.53
	Village		4.29

According to this table the participants have positive attitudes towards the item *I think this language is useful at spreading social and cultural values*. The mean scores showed that their attitudes are ranked “I agree” option for the Gagauz and the Russian languages. It can be observed that the most of the middle-aged participants reported that they think the Russian language is useful at spreading social and cultural values when compared with the oldest age group. Additionally, more participants living in the village reported that the Gagauz language is useful for this aim than the ones living in cities.

5.2.2.3. Attitude Scale Item 3

The third attitude item of the scale was *I express myself comfortably in this language*. This item aims to find out which language the participants find easy to express themselves. The distribution of attitude scores on the basis of age is given in 77a.

Table 77a. The distribution of attitude scores of Item 3 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	58	4.03	1.12
21-41 ages	33	3.70	1.47
41-74 ages	45	4.38	1.30
Russian Language			
13-20 ages	59	4.66	0.58
21-41 ages	33	4.61	0.79
41-74 ages	45	3.29	1.74

Table 77b. The results of variance analysis of attitude scores Item 3 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	8.926	2	4.463	2.755	.067	
Intragroup	215.479	133	1.620			-
Total	224.404	135				
Russian Language						
Intergroup	55.335	2	27.668	21.512	.000	13-20 and 41-74 ages,
Intragroup	172.344	134	1.286			21-41 and 41-74 ages
Total	227.679	136				

As can be seen in Table 77a and 77b, there is not a significant difference between the age groups on the basis of the attitude item 3 for the Gagauz language ($F_{(2,133)}=2.755$, $p>.05$) However, **significant differences** were found for the the Russian language ($F_{(2,134)}=21.512$, $p<.05$). It was found that the responses of ($\bar{X} = 4.66$) the first group (13-20 years old) are more positive than the ones of ($\bar{X} = 3.29$) the third group (41-74 years old). Additionally, the responses of ($\bar{X} = 4.61$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 3.29$) the third group (41-74 years old) for the item *I express myself comfortably in this language*. The next step of analysis is to investigate the effect of gender on the responses to this item. The t-test scores of the Gagauz and Russian are given in Table 78.

Table 78. The t-test scores of the participant attitudes of Item 3 towards the Gagauz and Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	75	4.03	1.40	-.395	134	.693
Male	61	4.11	1.14			
Russian Language						
Female	75	3.93	1.49	-2.801	125.45	.006
Male	62	4.52	0.92			

According to table 78, there is not a significant difference between the females ($\bar{X} = 4.03$) and males ($\bar{X} = 4.11$) for the Gagauz language ($t_{(-.395)}=134$, $p>.05$). It means that the responses to the item *I think this language is useful at spreading social and cultural values* are similar for the females and males taking the Gagauz into consideration. However, there is a **significant difference** in the responses of females and males for the Russian language ($t_{(-2.801)}=125.45$, $p<.05$). It is seen that the responses of male participants ($\bar{X} = 4.52$) are more positive than the responses of female participants ($\bar{X} = 3.93$) for the Russian language. The place of residence is the other variable that was investigated. The results are given in table 79.

Table 79. The t-test scores of the participant attitudes of Item 3 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	47	3.55	1.32	-4.040	79.445	.000
Village	83	4.46	1.05			
Russian Language						
City	47	4.72	0.50	4.880	110.871	.000
Village	84	3.85	1.51			

According to Table 79, there are **significant differences** between the responses of the participants who live in cities and villages to the item *I express myself comfortably in this language* for the Gagauz ($t_{(-4.040)}=79.445$, $p<.05$) and Russian ($t_{(4.880)}=110.871$, $p<.05$) languages. The responses of the participants who live in villages ($\bar{X} = 4.46$) are more positive than the ones who live in cities ($\bar{X} = 3.55$) for the Gagauz language. However, the responses of the participants who live in cities ($\bar{X} = 4.72$) are more positive than the ones who live in villages ($\bar{X} = 3.85$) for the Russian language. Finally, it is seen that the place of residence is effective on the responses to the item *I express myself comfortably in this language* for both of the languages. However, age and gender are effective on the responses for the Russian language. The mean scores on the basis of variables are given in 80.

Table 80. The mean scores of responses to item 3 on the basis of the variables

Attitude Item 3			
Age			\bar{X}
The Gagauz language	13-20		4.03
	21-40		3.70
	41-74		4.38
Russian language	13-20		4.66
	21-40		4.61
	41-74		3.29
Gender			\bar{X}
The Gagauz language	Female		4.03
	Male		4.11
Russian language	Female		3.93
	Male		4.52
The place of residence			\bar{X}
The Gagauz language	City		3.55
	Village		4.46
Russian language	City		4.72
	Village		3.85

According to this table the participants have positive attitudes towards the item *I express myself comfortably in this language*. The mean scores showed that their attitudes are ranked “I agree” and “I don’t know” options for the Gagauz and the Russian languages. It is seen that the participants’ responses to this item vary on the basis of the variables. First, younger participants reported that they express themselves comfortably in the Russian language. Secondly, the male participants are in favor of using the Russian language as they can communicate easily through this language. Thirdly, as expected, the participants living in village has more positive attitude for this item than the ones in cities for the Gagauz language. As for the Russian language the participants in cities stated that they could express themselves in the Russian language more comfortably.

5.2.2.4. Attitude Scale Item 4

The fourth item in the attitude scale is *I (will) try hard to make my children speak this language*. This item investigates the whether the participants volunteer to make their children speak the Gagauz or the Russian language. The distribution of attitude scores on the basis of age is given in table 81.

Table 81a. The distribution of attitude scores of Item 4 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	57	4.23	0.93
21-41 ages	31	3.94	1.31
41-74 ages	42	4.48	1.13
Russian Language			
13-20 ages	56	4.68	0.47
21-41 ages	32	4.03	1.18
41-74 ages	43	2.70	1.55

Table 81b. The results of variance analysis of attitude scores Item 4 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	5.225	2	2.613	2.178	.118	
Intragroup	152.382	127	1.200			
Total	157.608	129				
Russian Language						
Intergroup	96.541	2	48.271	39.543	.000	13-20 and 41-74 ages,
Intragroup	156.253	128	1.221			21-41 and 41-74 ages
Total	252.794	130				

As can be seen in Table 81a and 81b, there is not a significant difference between the age groups on the basis of the attitude item 4 for the Gagauz language ($F_{(2,127)}=2.178$, $p>.05$) However, **significant differences** were found for the Russian language ($F_{(2,128)}=39.543$, $p<.05$). It was found that the responses of ($\bar{X} = 4.68$) the first group (13-20 years old) are more positive than the ones of ($\bar{X} = 2.70$) the third group (41-74 years old). Additionally, the responses of ($\bar{X} = 4.03$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 3.29$) the third group (41-74 years old) for the item *I (will) try hard to make my children speak this language*. As a next step, the effect of gender on the responses to this item was examined. The t-test scores of the Gagauz and Russian are given in table 82.

Table 82. The t-test scores of the participant attitudes of Item 4 towards the Gagauz and Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	71	4.15	1.23	-.945	128	.347
Male	59	4.34	0.94			
Russian Language						
Female	72	3.81	1.40	-.585	129	.560
Male	59	3.95	1.39			

According to table 82, gender is not effective on participants' responses for both of these languages. First, it can be said that there is not a significant difference between the females ($\bar{X} = 4.15$) and males ($\bar{X} = 4.34$) for the Gagauz language ($t_{(-.945)}=128$, $p>.05$). It means that the responses to the item *I (will) try hard to make my children speak this language* are similar for the females and males taking the Gagauz into consideration. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-.585)}=129$, $p>.05$). It is seen that the responses of male participants ($\bar{X} = 3.81$) and female participants ($\bar{X} = 3.95$) for the Russian language are similar. The place of residence is the other variable that was investigated in this study. The results are given in Table 83.

Table 83. The t-test scores of the participant attitudes of Item 4 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	43	3.91	1.29	-	63.46	.011
Village	81	4.48	0.88	2.618	0	
Russian Language						
City	44	4.61	0.72	5.55	121.23	.000
Village	81	3.49	1.53	8	4	

Table 83 shows that there is a **significant difference** between the responses of the participants who live in cities and villages to the item *I (will) try hard to make my children speak this language* for the Gagauz language ($t_{(-2.618)}=63.460$, $p<.05$). It is seen that the responses of the participants who live in villages ($\bar{X} = 4.48$) are more positive than the responses of the participants who live in cities ($\bar{X} = 3.91$). Similarly, a **significant difference** ($t_{(5.558)}=121.234$, $p<.05$). was found for the Russian language. The participants who live in cities ($\bar{X} = 4.61$) have more positive responses than the ones who are living in villages ($\bar{X} = 3.49$). Finally, it is seen that the place of residence is effective on the responses to the item *I (will) try hard to make my children speak this language* for the Gagauz and the Russian language. However, gender is effective on the responses for the Russian language. Finally, it can be said that for this item the place of residence is effective for both of the languages while the age groups influence the responses for the Russian language. The mean scores on the basis of variables are given in table 84.

Table 84. The mean scores of responses to item 4 on the basis of the variables

Attitude Item 4			
Age			\bar{X}
The Gagauz language	13-20		4.23
	21-40		3.94
	41-74		4.48
Russian language	13-20		4.68
	21-40		4.03
	41-74		2.70
Gender			\bar{X}
The Gagauz language	Female		4.15
	Male		4.34
Russian language	Female		3.81
	Male		3.95
The place of residence			\bar{X}
The Gagauz language	City		3.91
	Village		4.48
Russian language	City		4.61
	Village		3.49

According to this table the participants have positive attitudes towards the item *I (will) try hard to make my children speak this language*. The mean scores showed that their attitudes rank “I agree”, “I don’t know” and “I disagree” options for the Gagauz and the Russian languages. According to the results, as the age of the participants decreases, they report that they will try hard to their children speak the Russian language. Additionally, it was found that the participants living in villages were in favor of teaching the Gagauz language to their children, while the ones in cities aimed to teach the Russian language. It is clear that the place of residence and the age of the participants are effective in the attitudes towards teaching the Gagauz or the Russian language to the next generations.

5.2.2.5. Attitude Scale Item 5

The fifth item in the attitude scale is *I think this language is useful at creating the sense of solidarity in society*. This item investigates whether the language has the function to create unity in society. The distribution of attitude scores on the basis of age is given in table 85a and 85b.

Table 85a. The distribution of attitude scores of Item 5 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	58	4.26	0.93
21-41 ages	32	3.94	1.39
41-74 ages	43	4.44	1.14
Russian Language			
13-20 ages	58	4.59	0.65
21-41 ages	32	4.63	0.75
41-74 ages	40	4.13	1.34

Table 85b. The results of variance analysis of attitude scores Item 5 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	4.700	2	2.350	1.868	.159	
Intragroup	163.600	130	1.258			-
Total	168.301	132				
Russian Language						
Intergroup	6.279	2	3.140	3.562	.031	
Intragroup	111.944	127	.881			21-41 and 41-74 ages
Total	118.223	129				

As can be seen in Table 85a and 85b, there is not a significant difference between the age groups on the basis of the attitude item 5 for the Gagauz language ($F_{(2,130)}=1.868$, $p>.05$). However, **significant differences** were found for the Russian language ($F_{(2,127)}=3.562$, $p<.05$). It was found that the responses of ($\bar{X} = 4.63$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 4.13$) the third group (41-74 years old) for the item *I think this language is useful at creating the sense of solidarity in society*. The next step was to investigate the effect of gender on the responses to this item. The t-test scores of the Gagauz and Russian are given in table 86.

Table 86. The t-test scores of the participant attitudes of Item 5 towards the Gagauz and Russian

languages in terms of gender						
Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	73	4.16	1.24	-.858	131	.393
Male	60	4.33	0.99			
Russian Language						
Female	70	4.50	0.90	.592	128	.555
Male	60	4.40	1.03			

It is seen in table 86 that gender is not effective on their responses for both of these languages. Firstly, there is not a significant difference between females ($\bar{X} = 4.16$) and males ($\bar{X} = 4.33$) for the Gagauz language ($t_{(-.858)}=131$, $p>.05$). It means that the responses to the item *I think this language is useful at creating the sense of solidarity in society* are similar for the females and males. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(.592)}=128$, $p>.05$). It is seen that the responses of male participants ($\bar{X} = 4.50$) and female participants ($\bar{X} = 4.40$) for the Russian language are similar. The place of residence is the other variable that was investigated in this study. The results are given in table 87.

Table 87. The t-test scores of the participant attitudes of Item 5 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	45	3.93	1.18	-2.497	125	.014
Village	82	4.44	1.04			
Russian Language						
City	45	4.62	0.72	1.890	119.109	.061
Village	79	4.32	1.08			

Table 87 shows that there is a **significant difference** between the responses of the participants who live in cities and villages to the item *I think this language is useful at creating the sense of solidarity in society* for the Gagauz language ($t_{(-2.497)}=127, p<.05$). It is seen that the responses of the participants who live in villages ($\bar{X} = 4.44$) are significantly more positive than the responses of the participants who live in cities ($\bar{X} = 3.93$). However, a significant difference ($t_{(1.890)}=191.109, p>.05$) was not found for the Russian language. The participants who live in cities ($\bar{X} = 4.62$) and villages ($\bar{X} = 4.32$) have similar responses. Finally, it can be said that for this item the place of residence is effective for both of the languages while the age groups influence the responses for the Russian language. The mean scores on the basis of variables are given in table 88.

Table 88. The mean scores of responses to item 5 on the basis of the variables

Attitude Item 5			
Age			\bar{X}
The Gagauz language	13-20		4.26
	21-40		3.94
	41-74		4.44
Russian language	13-20		4.59
	21-40		4.63
	41-74		4.13
Gender			\bar{X}
The Gagauz language	Female		4.16
	Male		4.33
Russian language	Female		4.50
	Male		4.40
The place of residence			\bar{X}
The Gagauz language	City		3.93
	Village		4.44
Russian language	City		4.62
	Village		4.32

According to table 88, the participants have positive attitudes towards the item *I think this language is useful at creating the sense of solidarity in society*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. These results suggest that middle-aged participants think that the Russian language is useful at creating the sense of solidarity. The oldest age group has lower scores for this item on the basis of this function of the Russian language. Secondly, the participants who live in villages think that it is the Gagauz language which makes them feel the sense of solidarity in the society. The scores of the ones living in the cities were found to be lower than this group of the participants.

5.2.2.6. Attitude Scale Item 6

The sixth item in the attitude scale is *I think using this language is advantageous in higher education*. This item investigates the functionality of the Gagauz and the Russian languages in higher education. The distribution of attitude scores on the basis of age is given in 89a.

Table 89a. The distribution of attitude scores of Item 6 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	58	3.59	1.01
21-41 ages	32	3.63	1.31
41-74 ages	42	4.29	1.17
Russian Language			
13-20 ages	59	4.56	0.73
21-41 ages	33	4.64	0.86
41-74 ages	40	4.10	1.19

Table 89b. The results of variance analysis of attitude scores Item 6 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	13.496	2	6.748	5.177	.007	13-20 ages and
Intragroup	168.140	129	1.303			41-74 ages
Total	181.636	131				
Russian Language						
Intergroup	6.736	2	3.368	3.958	.021	21-40 ages and
Intragroup	109.779	129	.851			41-74 ages
Total	116.515	131				

As can be seen in table 89a and 89b, there is a **significant difference** between the age groups on the basis of the attitude item 6 for the Gagauz language ($F_{(2,129)}=5.177$, $p<.05$) It was found that the responses of ($\bar{X} = 4.29$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.59$) the first group (13-20 years old) for the item *I think using this language is advantageous in higher education*. Similarly, a **significant difference** was found for the Russian language ($F_{(2,129)}=3.958$, $p<.05$). It was found that the responses of ($\bar{X} = 4.64$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 4.10$) the third group (41-74 years old) for the item *I think using this language is advantageous in higher education*. As a next step, the effect of the participants' gender was investigated. The t-test scores are given in table 90.

Table 90. The t-test scores of the participant attitudes of Item 6 towards the Gagauz and Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	71	3.97	1.23	1.628	130	.106
Male	61	3.64	1.10			
Russian Language						
Female	70	4.36	1.01	-	130	.289
Male	62	4.53	0.86	1.065		

It is seen in table 90 that gender is not effective on their responses for both of these languages. Firstly, there is not a significant difference between the females ($\bar{X} = 3.97$) and males ($\bar{X} = 3.64$) for the Gagauz language ($t_{(1.628)}=130, p>.05$). It means that the responses to the item *I think using this language is advantageous in higher education* are similar for the females and males. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-1.065)}=130, p>.05$). It is seen that the responses of male participants ($\bar{X} = 4.53$) and female participants ($\bar{X} = 4.36$) for the Russian language are similar. The role of the place of residence in this item was investigated in this study. The results are given in Table 91.

Table 91. The t-test scores of the participant attitudes of Item 6 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	43	3.47	1.18	-2.848	124	.005
Village	83	4.06	1.07			
Russian Language						
City	44	4.64	0.72	2.022	116.191	.045
Village	82	4.32	1.04			

Table 91 shows that there are **significant differences** between the responses of the participants who live in cities and villages to the item *I think using this language is advantageous in higher education* for the Gagauz language ($t_{(-2.848)}=124, p<.05$) and the Russian languages ($t_{(2.022)}=116.191, p<.05$). The results show that the responses of the participants who live in villages ($\bar{X} = 4.06$) are significantly more positive than the responses of the participants who live in cities ($\bar{X} = 3.47$). Similarly, there is a **significant difference** in the responses for the Russian language. The participants who live in cities ($\bar{X} = 4.64$) have more positive responses than the ones in villages ($\bar{X} = 4.32$). Finally, it can be said that for this item age groups and the place of residence are effective for both of the languages. The mean scores on the basis of variables are given in table 92.

Table 92. The mean scores of responses to item 6 on the basis of the variables

Attitude Item 6			
Age			\bar{X}
The Gagauz language	13-20		3.59
	21-40		3.63
	41-74		4.29
Russian language	13-20		4.56
	21-40		4.64
	41-74		4.10
Gender			\bar{X}
The Gagauz language	Female		3.97
	Male		3.64
Russian language	Female		4.36
	Male		4.53
The place of residence			\bar{X}
The Gagauz language	City		3.47
	Village		4.06
Russian language	City		4.64
	Village		4.32

According to this table the participants have positive attitudes towards the item *I think using this language is advantageous in higher education*. The mean scores showed that their attitudes rank “I agree”, “I don’t know” and “I disagree” options for the Gagauz and the Russian languages. It is seen that participants have more positive attitudes for the Russian language’ function in higher education than they have for the Gagauz language. First, the oldest age group think that using the Gagauz language is advantageous in higher education, while it is the middle-aged participants who think that using the Russian language is beneficial for studying at the university. Finally, the place of residence is effective in the attitudes towards the use of these languages in higher education. Similarly, the participants in villages are more in favor of the use of the Gagauz language while the participants in cities think that the Russian language is more useful at higher education.

5.2.2.7. Attitude Scale Item 7

The seventh item in the attitude scale is *I think this language is useful at creating religious unity in society*. This item investigates the role of language in the unity of religion, namely Christianity. The distribution of attitude scores on the basis of age is given in table 93a.

Table 93a. The distribution of attitude scores of Item 7 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	56	3.95	0.92
21-41 ages	33	4.03	1.42
41-74 ages	42	4.52	1.15
Russian Language			
13-20 ages	57	4.47	0.68
21-41 ages	33	4.67	0.60
41-74 ages	41	4.41	1.02

Table 93b. The results of variance analysis of attitude scores Item 7 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	8.661	2	4.331	3.334	.039	13-20 ages and 41-74 ages
Intragroup	166.285	128	1.299			
Total	174.947	130				
Russian Language						
Intergroup	1.253	2	.627	1.009	.368	
Intragroup	79.495	128	.621			-
Total	80.748	130				

It is seen in table 93a and 93b that there is a **significant difference** between the age groups on the basis of the attitude item 7 for the Gagauz language ($F_{(2,128)}=3.334$, $p<.05$) It was found that the responses of ($\bar{X} = 4.52$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.95$) the first group (13-20 years old) for the item *I think this language is useful at creating religious unity in society*. However, there is not a significant difference for the Russian language ($F_{(2,128)}=1.009$, $p>.05$). The effect of the participants' gender was also investigated. The t-test scores are given in table 94.

Table 94. The t-test scores of the participant attitudes of Item 7 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	72	4.17	1.24	.152	129	.879
Male	59	4.14	1.06			
Russian Language						
Female	71	4.52	0.79	.272	129	.786
Male	60	4.48	0.79			

Table 94 shows that gender is not effective on their responses for both of these languages. First, there is not a significant difference between the females ($\bar{X} = 4.17$) and males ($\bar{X} = 4.14$) for the Gagauz language ($t_{(152)}=129, p>.05$). It means that the responses to the item *I think this language is useful at creating religious unity in society* are similar for the females and males. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(272)}=129, p>.05$). It is seen that the responses of male participants ($\bar{X} = 4.48$) and female participants ($\bar{X} = 4.52$) for the Russian language are similar. The role of the place of residence in this item was investigated in this study. The results are given in table 95.

Table 95. The t-test scores of the participant attitudes of Item 7 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	42	3.90	1.16	-1.877	123	.063
Village	83	4.30	1.09			
Russian Language						
City	43	4.51	0.88	.319	123	.750
Village	82	4.46	0.76			

Table 95 shows that there are not significant differences between the responses of the participants who live in cities and villages to the item *I think this language is useful at creating religious unity in society* for the Gagauz language ($t_{(-1.877)}=123, p>.05$) and the Russian languages ($t_{(.319)}=123, p>.05$). The results show that the responses of the participants who live in villages ($\bar{X} = 3.90$) and in cities ($\bar{X} = 4.30$) are similar. Similarly, there is not a significant difference in the responses for the Russian language. The responses of participants who live in cities ($\bar{X} = 4.51$) and villages ($\bar{X} = 4.46$) are found to be similar. Finally, it is seen that for this item the place of residence and gender are not effective for both of the languages. However, age groups influenced the responses to this item for the Gagauz language. The mean scores on the basis of variables are given in table 96.

Table 96. The mean scores of responses to item 7 on the basis of the variables

Attitude Item 7			
Age			\bar{X}
The Gagauz language	13-20		3.95
	21-40		4.03
	41-74		4.52
Russian language	13-20		4.47
	21-40		4.67
	41-74		4.41
Gender			\bar{X}
The Gagauz language	Female		4.17
	Male		4.14
Russian language	Female		4.52
	Male		4.48
The place of residence			\bar{X}
The Gagauz language	City		3.90
	Village		4.30
Russian language	City		4.51
	Village		4.46

According to this table, the participants have positive attitudes towards the item *I think this language is useful at creating religious unity in society*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. Interestingly, the attitudes towards this item varied only for the participants’ age. It was found that the oldest age group of participants thought that the Gagauz language was useful at creating religious unity in society. Generally speaking the scores for the Russian language is higher than the Gagauz language on the basis of this function of the language.

5.2.2.8. Attitude Scale Item 8

The eighth item in the attitude scale is *I think the expressive strength of this language is high*. This item investigates how the participants feel themselves when expressing their ideas and feelings in these languages. The distribution of attitude scores on the basis of age is given in 97a.

Table 97a. The distribution of attitude scores of Item 8 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	56	3.84	1.02
21-41 ages	33	3.39	1.27
41-74 ages	42	4.26	1.27
Russian Language			
13-20 ages	59	4.46	0.86
21-41 ages	33	4.70	0.53
41-74 ages	40	3.85	1.33

Table 97b. The results of variance analysis of attitude scores Item 8 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	13.975	2	6.988	5.095	.007	21-40 ages and 41-74 ages
Intragroup	175.551	128	1.371			
Total	189.527	130				
Russian Language						
Intergroup	14.620	2	7.310	7.812	.001	13-20 and 41-74 ages, 21-40 and 41-74 ages
Intragroup	120.714	129	.936			
Total	135.333	131				

As can be seen in Table 97a and 97b, there is a **significant difference** between the age groups on the basis of the attitude item 8 for the Gagauz language ($F_{(2,128)}=5.095$, $p<.05$). It was found that the responses of ($\bar{X} = 4.26$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.84$) the first group (13-20 years old) for the item *I think the expressive strength of this language is high*. Similarly, a **significant difference** was found for the the Russian language ($F_{(2,129)}=7.812$, $p<.05$). It was found that the responses of ($\bar{X} = 4.70$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 3.85$) the third group (41-74 years old) for the item *I think the expressive strength of this language is high*. The effect of the participants' gender was also investigated. The t-test scores are given in table 98.

Table 98. The t-test scores of the participant attitudes of Item 8 towards the Gagauz and

Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	71	3.83	1.35	-.332	127.45	.740
Male	60	3.90	1.02			
Russian Language						
Female	70	4.26	1.11	-.915	130	.362
Male	62	4.42	0.90			

Table 98 shows that the participants' gender is not effective on their responses for both of these languages. First, there is not a significant difference between the females ($\bar{X} = 3.83$) and males ($\bar{X} = 3.90$) for the Gagauz language ($t_{(-.332)}=127.45$, $p>.05$). It means that the responses to the item *I think the expressive strength of this language is high* are similar for the females and males. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-.915)}=130$, $p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.26$) and male participants ($\bar{X} = 4.42$) for the Russian language are similar. As a next step, the role of the place of residence in this item was investigated. The results are given in Table 99.

Table 99. The t-test scores of the participant attitudes of Item 8 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	43	3.67	0.97	-1.991	123	.049
Village	82	4.10	1.20			
Russian Language						
City	44	4.41	1.02	.858	124	.393
Village	82	4.24	1.04			

Table 99 shows that the place of residence is effective in the Gagauz language. It is seen that there is a **significant difference** between the responses of the participants who live in cities and villages to the item *I think the expressive strength of this language is high* for the Gagauz language ($t_{(-1.991)}=123, p<.05$). The responses of the participants who live in villages ($\bar{X} = 4.10$) are more positive than the responses of the ones living in cities ($\bar{X} = 3.67$). However, there is not a significant difference in the responses for the Russian language ($t_{(.858)}=124, p>.05$). The responses of participants who live in cities ($\bar{X} = 4.41$) and villages ($\bar{X} = 4.24$) are found to be similar. Finally, it is seen that for the item *I think the expressive strength of this language is high* the place of residence is effective for the Gagauz language. Additionally, the age groups are influential on the responses for both of these languages. The mean scores on the basis of variables are given in table 100.

Table 100. The mean scores of responses to item 8 on the basis of the variables

Attitude Item 8			
Age		\bar{X}	
The Gagauz language	13-20	3.84	
	21-40	3.39	
	41-74	4.26	
Russian language	13-20	4.46	
	21-40	4.70	
	41-74	3.85	
Gender		\bar{X}	
The Gagauz language	Female	3.83	
	Male	3.90	
Russian language	Female	4.26	
	Male	4.42	
The place of residence		\bar{X}	
The Gagauz language	City	3.67	
	Village	4.10	
Russian language	City	4.41	
	Village	4.24	

According to this table, the participants have positive attitudes towards the item *I think the expressive strength of this language is high*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. It is seen that overall results are higher for the Russian language. However, when looked closely it is seen that there are differences. First, the oldest participants have the highest scores in other words the most positive attitudes for the Gagauz language. It means that they think the expressive strength of the Gagauz language is high. On the other hand, it is the group of middle-aged participants who have the most positive attitudes about the strength of the Russian language. Secondly, the Gagauz people living in villages stated that the Gagauz language had expressive strength. These

results show that the place of residence and the age factors are influential in the attitudes towards this item.

5.2.2.9. Attitude Scale Item 9

The ninth item in the attitude scale is *I think this language is suitable for writing and reading literary works*. This item investigates whether the participants think the Gagauz and the Russian languages are suitable for writing and reading literary works. The distribution of attitude scores on the basis of age is given in 101a.

Table 101a. The distribution of attitude scores of Item 9 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	59	3.86	0.97
21-41 ages	33	3.48	1.42
41-74 ages	41	3.83	1.48
Russian Language			
13-20 ages	57	4.61	0.56
21-41 ages	33	4.82	0.53
41-74 ages	41	4.37	0.97

Table 101b. The results of variance analysis of attitude scores Item 9 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	3.338	2	1.669	1.048	.353	
Intragroup	206.963	130	1.592			-
Total	210.301	132				
Russian Language						
Intergroup	3.810	2	1.905	3.815	.025	
Intragroup	63.930	128	.499			21-40 and 41-74 ages
Total	67.740	130				

As can be seen in Table 101a and 101b, there is not a significant difference between the age groups on the basis of the attitude item 9 for the Gagauz language ($F_{(2,130)}=1.048$, $p>.05$). However, a **significant difference** was found for the the Russian language ($F_{(2,128)}=3.815$ $p<.05$). It was found that the responses of ($\bar{X} = 4.82$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 4.37$) the third group (41-74 years old) for the item *I think this language is suitable for writing and reading literary works*. The effect of the participants' gender was given below. The t-test scores are shown in Table 102.

Table 102. The t-test scores of the participant attitudes of Item 9 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	72	3.76	1.38	.044	131	.965
Male	61	3.75	1.12			
Russian Language						
Female	70	4.53	0.85	- 1.035	119.15	.303
Male	61	4.66	0.54			

Table 102 shows that the participants' being female or male is not effective on their responses for both of these languages. First, a significant difference could not be found between the females ($\bar{X} = 3.76$) and males ($\bar{X} = 3.75$) for the Gagauz language ($t_{(.044)}=131, p>.05$). It means that the responses to the item *I think this language is suitable for writing and reading literary works* are similar for the females and males. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-1.035)}=119.15, p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.53$) and male participants ($\bar{X} = 4.66$) for the Russian language are similar. The role of the place of residence in this item was investigated. The results are given in Table 103.

Table 103. The t-test scores of the participant attitudes of Item 9 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	45	3.87	1.10	.113	125	.910
Village	82	3.84	1.25			
Russian Language						
City	45	4.62	0.78	.619	123	.537
Village	80	4.54	0.71			

Table 103 shows that the place where the participants live is not effective on the responses for the Gagauz and the Russian languages. It is seen that there is a not significant difference between the responses of the participants who live in cities and villages to the item *I think this language is suitable for writing and reading literary works* for the Gagauz language ($t_{(-.113)}=125, p>.05$). The responses of the participants who live in villages ($\bar{X} = 3.87$) are similar to responses of the ones living in cities ($\bar{X} = 3.84$). Similarly, there is not a significant difference in the responses for the Russian language ($t_{(.619)}=123, p>.05$). The responses of participants who live in cities ($\bar{X} = 4.62$) and villages ($\bar{X} = 4.54$) are found to be similar. Finally, it is seen that age groups are influential in the item *I think this language is suitable for writing and reading literary works* for the Russian language. The mean scores on the basis of variables are given in table 104.

Table 104. The mean scores of responses to item 9 on the basis of the variables

Attitude Item 9			
Age			\bar{X}
The Gagauz language	13-20		3.86
	21-40		3.48
	41-74		3.83
Russian language	13-20		4.61
	21-40		4.82
	41-74		4.37
Gender			\bar{X}
The Gagauz language	Female		3.76
	Male		3.75
Russian language	Female		4.53
	Male		4.66
The place of residence			\bar{X}
The Gagauz language	City		3.87
	Village		3.84
Russian language	City		4.62
	Village		4.54

According to this table, the participants have positive attitudes towards the item *I think this language is suitable for writing and reading literary works*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. Generally speaking, it is seen that the participants have more positive attitudes for the Russian language’s function in literary works. The only difference was found among the age groups. The middle-aged participants think that the Russian language is suitable for writing and reading literary works. On the other hand, as for the Russian language the oldest age group have less positive attitudes towards this language.

5.2.2.10. Attitude Scale Item 10

The tenth item in the attitude scale is *I enjoy listening to music in this language*. This item investigates whether the participants find listening music in the Gagauz or the Russian language enjoyable. The distribution of attitude scores on the basis of age is given in table 105a.

Table 105a. The distribution of attitude scores of Item 10 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	57	3.75	1.23
21-41 ages	33	4.12	1.05
41-74 ages	42	4.71	0.83
Russian Language			
13-20 ages	59	4.53	0.77
21-41 ages	33	4.45	0.90
41-74 ages	41	3.24	1.73

Table 105b. The results of variance analysis of attitude scores Item 10 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	22.322	2	11.161	9.686	.000	
Intragroup	148.648	129	1.152			13-20 and 41-74 ages
Total	170.970	131				
Russian Language						
Intergroup	44.854	2	22.427	16.156	.000	
Intragroup	180.455	130	1.388			13-20 and 41-74 ages, 21-40 and 41-74 ages
Total	225.308	132				

As can be seen in Table 105a and 105b, there is a **significant difference** between the age groups on the basis of the attitude item 10 for the Gagauz language ($F_{(2,129)}=9.686$, $p<.05$) It was found that the responses of ($\bar{X} = 4.71$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.75$) the first group (13-20 years old) for the item *I enjoy listening music in this language*. Similarly, a **significant difference** was found for the the Russian language ($F_{(2,130)}=16.156$, $p<.05$). It was found that the responses of ($\bar{X} = 4.53$) the first group (13-20 years old) are more positive than the responses of ($\bar{X} = 3.24$) the third group (41-74 years old) for the item *I enjoy listeningto music in this language*. Additionally, the responses of ($\bar{X} = 4.45$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 3.24$) the third group (41-74 years old) for the Russian language. The effect of the participants' gender was given below. The t-test scores are shown in Table 106.

Table 106. The t-test scores of the participant attitudes of Item 10 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	71	4.35	1.00	2.208	130	.029
Male	61	3.92	1.26			
Russian Language						
Female	71	3.87	1.53	-	117.58	.019
Male	62	4.39	0.93	2.373		

Table 106 shows that the participants' gender is effective on their responses for both of these languages. First, a **significant difference** was found between the females ($\bar{X} = 4.35$) and males ($\bar{X} = 3.92$) for the Gagauz language ($t_{(2,208)}=130, p<.05$). It means that females have more positive responses than the males to the item *I enjoy listening to music in this language*. Similarly, there is a **significant difference** in the responses of females and males for the Russian language ($t_{(-2,373)}=117.58, p<.05$). It is seen that the responses of male participants ($\bar{X} = 4.39$) are more positive than the responses of female participants ($\bar{X} = 3.87$) for the Russian language. The role of the place of residence in this item was investigated. The results are given in table 107.

Table 107. The t-test scores of the participant attitudes of Item 10 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	44	3.68	1.31	-3.267	68.840	.002
Village	82	4.41	0.97			
Russian Language						
City	45	4.58	0.75	3.887	124.406	.000
Village	82	3.80	1.49			

Table 107 shows that the place where the participants live influences the responses for the Gagauz and the Russian languages. There is a **significant difference** between the responses of the participants who live in cities and villages to the item *I enjoy listening to music in this language* for the Gagauz language ($t_{(-3.267)}=68.840$, $p<.05$). The responses of the participants who live in villages ($\bar{X} = 4.41$) have more positive responses than the ones living in cities ($\bar{X} = 3.68$). Similarly, there is a **significant difference** in the responses for the Russian language ($t_{(3.887)}=124.406$, $p<.05$). The responses of participants who live in cities ($\bar{X} = 4.58$) have more positive responses than the ones in villages ($\bar{X} = 3.80$). Finally, it is seen that age, gender and the place of residence influences the responses to the item *I enjoy listening to music in this language* for the Gagauz and the Russian languages. The mean scores on the basis of variables are given in table 108.

Table 108. The mean scores of responses to item 10 on the basis of the variables

Attitude Item 10			
Age			\bar{X}
The Gagauz language	13-20		3.75
	21-40		4.12
	41-74		4.71
Russian language	13-20		4.53
	21-40		4.45
	41-74		3.24
Gender			\bar{X}
The Gagauz language	Female		4.35
	Male		3.92
Russian language	Female		3.87
	Male		4.39
The place of residence			\bar{X}
The Gagauz language	City		3.68
	Village		4.41
Russian language	City		4.58
	Village		3.80

According to the table, the participants have positive attitudes towards the item *I enjoy listening to music in this language*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. It is seen that the youngest age group enjoy listening to music in the Russian language, on the other hand, the oldest age group likes listening to music in the Gagauz language. As for the gender of the participants, it can be said that females prefer the Gagauz language while the males prefer the Russian language for listening to music. Finally, music in the Gagauz language is mostly preferred in villages while the songs in the Russian language are listened in cities. These results suggest that age gender and the place of residence of the participants are influential in the attitudes towards listening to music.

5.2.2.11. Attitude Scale Item 11

The eleventh item in the attitude scale is *I think this language is suitable for writing official documents*. This item investigates whether the participants find the Gagauz or the Russian language is suitable for official documents. The distribution of attitude scores on the basis of age is given in table 109a.

Table 109a. The distribution of attitude scores of Item 11 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	57	3.40	1.07
21-41 ages	32	3.28	1.33
41-74 ages	44	3.07	1.62
Russian Language			
13-20 ages	58	4.50	0.57
21-41 ages	33	4.79	0.48
41-74 ages	44	4.59	0.79

Table 109b. The results of variance analysis of attitude scores Item 11 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	2.806	2	1.403	.790	.456	
Intragroup	230.984	130	1.777			-
Total	233.789	132				
Russian Language						
Intergroup	1.748	2	.874	2.192	.116	
Intragroup	52.652	132	.399			-
Total	54.400	134				

As can be seen in Table 109a and 109b, there is not a significant difference between the age groups on the basis of the attitude item 11 for the Gagauz language ($F_{(2,130)}=.790$, $p>.05$). Similarly, a significant difference was not found for the Russian language ($F_{(2,132)}=2.192$, $p>.05$). The effect of the participants' gender was given below. The t-test scores are shown in Table 110.

Table 110. The t-test scores of the participant attitudes of Item 11 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	72	3.36	1.39	.922	131	.358
Male	61	3.15	1.26			
Russian Language						
Female	73	4.59	0.70	-.216	133	.829
Male	62	4.61	0.55			

Table 110 shows that the participants' gender does not influence their responses for both of these languages. A significant difference was not found between the females ($\bar{X} = 3.36$) and males ($\bar{X} = 3.15$) for the Gagauz language ($t_{(922)}=131, p>.05$). It means that females and males have similar responses. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-.216)}=133, p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.59$) and male participants ($\bar{X} = 4.61$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 111.

Table 111. The t-test scores of the participant attitudes of Item 11 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	45	3.20	1.34	-.790	125	.431
Village	82	3.39	1.27			
Russian Language						
City	47	4.57	0.58	-.092	127	.927
Village	82	4.59	0.68			

Table 111 shows that the place where the participants live does not influence the responses for the Gagauz and Russian languages. There is not a significant difference between the responses of the participants who live in cities ($\bar{X} = 4.20$) and villages ($\bar{X} = 3.39$) to the item *I think this language is suitable for writing official documents* for the Gagauz language ($t_{(-.790)}=125, p>.05$). Similarly, a significant difference could not be found in the responses for the Russian language ($t_{(-.092)}=127, p>.05$). The responses of participants who live in cities ($\bar{X} = 4.57$) and the ones who live in villages ($\bar{X} = 4.59$) were found to be similar. Finally, it is seen that none of the variables influences the responses to the item *I think this language is suitable for writing official documents* for the Gagauz and the Russian languages. The mean scores on the basis of variables are given in table 112.

Table 112. The mean scores of responses to item 11 on the basis of the variables

Attitude Item 11			
Age			\bar{X}
The Gagauz language	13-20		3.40
	21-40		3.28
	41-74		3.07
Russian language	13-20		4.50
	21-40		4.79
	41-74		4.59
Gender			\bar{X}
The Gagauz language	Female		3.36
	Male		3.15
Russian language	Female		4.59
	Male		4.61
The place of residence			\bar{X}
The Gagauz language	City		3.20
	Village		3.39
Russian language	City		4.57
	Village		4.59

According to the table, the participants have positive attitudes towards the item *I think this language is suitable for writing official documents*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. It is obvious that the participants have more positive attitudes towards the suitability of the Russian language for writing official documents. Additionally, there are not significant differences between the age groups, genders and the places residence.

5.2.2.12. Attitude Scale Item 12

The twelfth item in the attitude scale is *I think this language is suitable for doing trade*. This item explores whether the participants find the Gagauz or the Russian

language suitable for doing trade. The distribution of attitude scores on the basis of age is given in table 113a.

Table 113a. The distribution of attitude scores of Item 12 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	58	3.72	1.01
21-41 ages	33	4.12	0.96
41-74 ages	44	4.61	0.87
Russian Language			
13-20 ages	59	4.51	0.63
21-41 ages	32	4.75	0.51
41-74 ages	44	4.50	0.85

Table 113b. The results of variance analysis of attitude scores Item 12 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	19.800	2	9.900	10.933	.000	
Intragroup	119.533	132	.906			13-20 and 41-74 ages
Total	139.333	134				
Russian Language						
Intergroup	1.469	2	.735	1.570	.212	
Intragroup	61.746	132	.468			-
Total	63.215	134				

As can be seen in Table 113a and 113b, there is a **significant difference** between the age groups on the basis of the attitude item 12 for the Gagauz language ($F_{(2,132)}=10.933$, $p<.05$). It was found that the responses of ($\bar{X} = 4.61$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.72$) the first group (13-20 years old) for the item *I think this language is suitable for doing trade*. However, a significant difference was not found for the the Russian language ($F_{(2,132)}=1.570$, $p>.05$). The effect of the participants' gender was given below. The t-test scores are shown in Table 114.

Table 114. The t-test scores of the participant attitudes of Item 12 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	73	4.11	1.02	-.019	133	.985
Male	62	4.11	1.03			
Russian Language						
Female	74	4.47	0.78	-1.747	129.28	.083
Male	61	4.67	0.54			

Table 114 shows that the participants' gender does not influence their responses for both of these languages. A significant difference was not found between the females ($\bar{X} = 4.11$) and males ($\bar{X} = 4.11$) for the Gagauz language ($t_{(-.019)}=133$, $p>.05$). It means that females and males have same responses. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-1.747)}=129.28$, $p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.47$) and male participants ($\bar{X} = 4.67$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 115.

Table 115. The t-test scores of the participant attitudes of Item 12 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	46	3.72	1.00	-3.381	127	.001
Village	83	4.33	0.96			
Russian Language						
City	47	4.64	0.61	1.088	127	.279
Village	82	4.50	0.74			

Table 115 shows that there is a **significant difference** between the responses of the participants who live in cities and villages to the item *I think this language is suitable for doing trade* for the Gagauz language ($t_{(-3.381)}=127, p<.05$). It is seen that the participants who live in villages ($\bar{X} = 4.33$) have more positive responses than the ones living in cities ($\bar{X} = 3.72$). However, a significant difference could not be found in the responses for the Russian language ($t_{(1.088)}=127, p>.05$). The responses of participants who live in cities ($\bar{X} = 4.64$) and the ones who live in villages ($\bar{X} = 4.50$) were found to be similar. Finally, it is seen that age and the place of residence are effective in the responses to *I think this language is suitable for doing trade* for the Gagauz language. The mean scores on the basis of variables are given in 116.

Table 116. The mean scores of responses to item 12 on the basis of the variables

Attitude Item 12			
Age			\bar{X}
The Gagauz language	13-20		3.72
	21-40		4.12
	41-74		4.61
Russian language	13-20		4.51
	21-40		4.75
	41-74		4.50
Gender			\bar{X}
The Gagauz language	Female		4.11
	Male		4.11
Russian language	Female		4.47
	Male		4.67
The place of residence			\bar{X}
The Gagauz language	City		3.72
	Village		4.33
Russian language	City		4.64
	Village		4.50

According to the table, the participants have positive attitudes towards the *I think this language is suitable for doing trade*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. The results show that the oldest age group of the participants thinks that Gagauz language is suitable for doing trade. The least positive attitudes belong to the youngest participants for the Gagauz language. Additionally, a significant difference was found between the ones living in the villages and cities. It is seen that the participants in villages have more positive attitudes towards this item than the ones in cities. Finally, it can be said that the age and place of residence of the participants are influential for the attitudes towards the Gagauz language.

5.2.2.13. Attitude Scale Item 13

The thirteenth item in the attitude scale is *I think using this language makes me feel superior*. This item explores whether the Gagauz or the Russian language makes the participant feel superior to the others. The distribution of attitude scores on the basis of age is given in 117a.

Table 117a. The distribution of attitude scores of Item 13 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	58	3.07	1.11
21-41 ages	33	3.18	1.57
41-74 ages	44	4.20	1.41
Russian Language			
13-20 ages	58	3.26	1.10
21-41 ages	33	3.58	1.56
41-74 ages	42	2.76	1.66

Table 117b. The results of variance analysis of attitude scores Item 13 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	35.808	2	17.904	10.109	.000	ages 13-20 and 41-74, ages 21-40 and 41-74
Intragroup	233.792	132	1.771			
Total	269.600	134				
Russian Language						
Intergroup	12.869	2	6.434	3.207	.044	ages 21-40 and 41-74
Intragroup	260.800	130	2.006			
Total	273.669	132				

As can be seen in Table 117a and 117b, there is a **significant difference** between the age groups on the basis of the attitude item 13 for the Gagauz language ($F_{(2,132)}=10.109$, $p<.05$). It is seen that the responses of ($\bar{X} = 4.20$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.07$) the first group (13-20 years old) for the item *I think using this language makes me feel superior*. Additionally, the responses of ($\bar{X} = 4.20$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.18$) the second group (21-40 years old) for the Gagauz language. Similarly, a **significant difference** was found for the Russian language ($F_{(2,130)}=3.207$, $p<.05$). The responses of ($\bar{X} = 3.58$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 2.76$) the third group (41-74 years old) for the Russian language. The effect of the participants' gender was given below. The t-test scores are shown in Table 118.

Table 118. The t-test scores of the participant attitudes of Item 13 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	73	3.60	1.46	1.212	133	.228
Male	62	3.31	1.36			
Russian Language						
Female	71	3.06	1.55	-1.077	130.83	.284
Male	62	3.32	1.30			

Table 118 shows that the participants' gender does not influence their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 3.60$) and males ($\bar{X} = 3.31$) for the Gagauz language ($t_{(1,212)}=133$, $p>.05$). It means that females and males have similar responses. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(1,077)}=130.83$, $p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.47$) and male participants ($\bar{X} = 4.67$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 119.

Table 119. The t-test scores of the participant attitudes of Item 13 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	47	3.04	1.30	-2.884	128	.005
Village	83	3.76	1.39			
Russian Language						
City	46	3.26	1.37	.667	126	.506
Village	82	3.09	1.46			

Table 119 shows that there is a **significant difference** between the responses of the participants who live in cities and villages to the item *I think using this language makes me feel superior* for the Gagauz language ($t_{(-2.884)}=128, p<.05$). It is seen that the participants who live in villages ($\bar{X} = 3.76$) have more positive responses than the ones living in cities ($\bar{X} = 3.04$). However, there is not a significant difference in the responses for the Russian language ($t_{(.667)}=126, p>.05$). The responses of participants who live in cities ($\bar{X} = 3.26$) and the ones who live in villages ($\bar{X} = 3.09$) were found to be similar. Finally, it is seen that while age is effective in the responses to *I think using this language makes me feel superior* for the Gagauz and the Russian languages; the place of residence is for only the Gagauz language. The mean scores on the basis of variables are given in 120.

Table 120. The mean scores of responses to item 13 on the basis of the variables

Attitude Item 13			
<hr/>			
Age		\bar{X}	
<hr/>			
The Gagauz language	13-20		3.07
	21-40		3.18
	41-74		4.20
Russian language	13-20		3.26
	21-40		3.58
	41-74		2.76
<hr/>			
Gender		\bar{X}	
The Gagauz language	Female		3.60
	Male		3.31
Russian language	Female		3.06
	Male		3.32
<hr/>			
The place of residence		\bar{X}	
The Gagauz language	City		3.04
	Village		3.76
Russian language	City		3.26
	Village		3.09
<hr/>			

According to this table, the participants have positive attitudes towards the item *I think using this language makes me feel superior*. The mean scores showed that their attitudes rank “I agree”, “I don’t know” and “I disagree” options for the Gagauz and the Russian languages. The results suggest that the oldest age group has the most positive attitude for the feeling of superiority while using the Gagauz language. As for the Russian language, the middle-aged group has the most positive attitudes for this item. Secondly, it is seen that the participants living in village thought that using the Gagauz language made them feel superior. These results show that the Gagauz identity is promoted among the oldest participants and the ones living in villages.

5.2.2.14. Attitude Scale Item 14

The fourteenth item in the attitude scale is *I think not having a good command of this language is a disadvantage*. This item explores whether mastering this language is advantageous or not. The distribution of attitude scores on the basis of age is given in table 121a.

Table 121. a. The distribution of attitude scores of Item 14 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	57	3.56	1.07
21-41 ages	33	3.79	1.39
41-74 ages	45	4.38	1.15
Russian Language			
13-20 ages	57	4.11	0.88
21-41 ages	33	4.27	1.26
41-74 ages	43	4.07	1.33

Table 121. b. The results of variance analysis of attitude scores Item 14 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	17.205	2	8.603	6.167	.003	ages 13-20 and 41-74
Intragroup	184.128	132	1.395			
Total	201.333	134				
Russian Language						
Intergroup	.859	2	.430	.331	.719	-
Intragroup	168.705	130	1.298			
Total	169.564	132				

As can be seen in Table 121a and 121b, there is a **significant difference** between the age groups on the basis of the attitude item 14 for the Gagauz language ($F_{(2,132)}=6.167$, $p<.05$) It was found that the responses of ($\bar{X} = 4.38$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.56$) the first group (13-20 years old) for the item *I think not having a good command of this language is a disadvantage*. However, a significant difference was not found for the Russian language ($F_{(2,130)}=.331$, $p>.05$). The effect of the participants' gender was given below. The t-test scores are shown in Table 122.

Table 122. The t-test scores of the participant attitudes of Item 14 towardsthe Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	75	4.04	1.21	1.611	133	.110
Male	60	3.70	1.23			
Russian Language						
Female	73	4.21	1.08	.786	131	.433
Male	60	4.05	1.20			

Table 122 shows that the participants' gender does not influence their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 4.04$) and males ($\bar{X} = 3.70$) for the Gagauz language ($t_{(1,611)}=133$, $p>.05$). It means that females and males have similar responses. Similarly, there is not a significant difference in the responses of females and males for the Russian language($t_{(.786)}=131$, $p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.21$) and male participants ($\bar{X} = 4.05$) are similar for the Russian language. The role of the place of residence in this item was investigated.The results are given in Table 123.

Table 123. The t-test scores of the participant attitudes of Item 14 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	46	3.59	1.26	-2.276	127	.025
Village	83	4.08	1.15			
Russian Language						
City	45	4.16	1.24	.444	125	.658
Village	82	4.06	1.09			

Table 123 shows that there is a **significant difference** between the responses of the participants who live in cities and villages to the item *I think not having a good command of this language is a disadvantage for the Gagauz* ($t_{(2.276)}=127, p<.05$). It is seen that the participants who live in villages ($\bar{X} = 4.08$) have more positive responses than the ones who live in cities ($\bar{X} = 3.59$) for the Gagauz language. However, it is seen that the place of residence is not effective in the responses for the Russian language. The responses of the participants living in cities ($\bar{X} = 4.16$) and villages ($\bar{X} = 4.06$) were found to be similar for the Russian language. Finally, it is seen that age and the place of residence are effective in the responses given for the Gagauz language. The mean scores on the basis of variables are given in table 124.

Table 124. The mean scores of responses to item 14 on the basis of the variables

Attitude Item 14			
Age			\bar{X}
The Gagauz language	13-20		3.56
	21-40		3.79
	41-74		4.38
Russian language	13-20		4.11
	21-40		4.27
	41-74		4.07
Gender			\bar{X}
The Gagauz language	Female		4.04
	Male		3.70
Russian language	Female		4.21
	Male		4.05
The place of residence			\bar{X}
The Gagauz language	City		3.59
	Village		4.08
Russian language	City		4.16
	Village		4.06

According to this table, the participants have positive attitudes towards the item *I think not having a good command of this language is a disadvantage for the Gagauz*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. Generally speaking, the scores of the Gagauz language are lower than the Russian language. However, there are also differences among the age groups and the place of residence. It was found that the oldest age group has the most positive attitude to the item *I think not having a good command of the Gagauz language is a disadvantage for the Gagauz*. Similarly, the participants living in village have more positive attitudes than the ones in cities for this item. Overall, it can be said that the oldest participants and the ones in villages think that the lack of a good command of the Gagauz language is a disadvantage.

5.2.2.15. Attitude Scale Item 15

The fifteenth item in the attitude scale is *I think this language is determinative for the future of Gagauz people*. This item investigates whether this language has a role in the future of Gagauz society. The distribution of attitude scores on the basis of age is given in table 125a.

Table 125.a. The distribution of attitude scores of Item 15 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	56	4.45	0.66
21-41 ages	33	4.48	1.00
41-74 ages	45	4.67	0.90
Russian Language			
13-20 ages	57	3.74	0.99
21-41 ages	32	4.44	0.84
41-74 ages	44	3.84	1.49

Table 125.b. The results of variance analysis of attitude scores Item 15 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	1.299	2	.649	.924	.400	
Intragroup	92.082	131	.703			-
Total	93.381	133				
Russian Language						
Intergroup	10.705	2	5.352	4.026	.020	ages 13-20
Intragroup	172.814	130	1.329			and 21-40
Total	183.519	132				

As can be seen in Table 125a and 125b, there is not a significant difference between the age groups on the basis of the attitude item 15 for the Gagauz language ($F_{(2,131)}=.924$, $p>.05$). However, **a significant difference** was found for the the Russian language ($F_{(2,130)}=4.026$, $p<.05$). It was found that the responses of ($\bar{X} = 4.44$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 3.74$) the first group (13-20 years old) for the item *I think this language is determinative for the future of Gagauz people*. The effect of the participants' gender was given below. The t-test scores are shown in Table 126.

Table 126. The t-test scores of the participant attitudes of Item 15 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	75	4.47	0.96	-.984	132	.327
Male	59	4.61	0.64			
Russian Language						
Female	72	4.03	1.22	.934	131	.352
Male	61	3.84	1.13			

Table 126 shows that the participants' gender does not affect their responses for both of these languages. A significant difference was not found between the females ($\bar{X} = 4.47$) and males ($\bar{X} = 4.61$) for the Gagauz language ($t_{(-.984)}=132$, $p>.05$). It means that females and males have similar responses. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(.934)}=131$, $p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.03$) and male participants ($\bar{X} = 3.84$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 127.

Table 127. The t-test scores of the participant attitudes of Item 15 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	46	4.30	1.03	-2.294	61.66 1	.025
Village	82	4.68	0.59			
Russian Language						
City	46	4.00	1.01	.841	111.59 6	.402
Village	81	3.83	1.27			

Table 127 shows that there is a **significant difference** between the responses of the participants who live in cities and villages for the Gagauz language ($t_{(-2.294)}=61.661$, $p<.05$) It is seen that the participants who live in villages ($\bar{X} = 4.68$) have more positive responses than the ones who live in cities ($\bar{X} = 4.30$). However, there is not a significant difference for the Russian language ($t_{(.841)}=111.596$, $p>.05$). The responses of the participants living in cities ($\bar{X} = 4.00$) and villages ($\bar{X} = 3.83$) were found to be similar for the Russian language. Finally, it is seen that while the place of residence is effective in the responses to *I think this language is determinative for the future of Gagauz people* for the Gagauz language, age group is effective only for the Russian languages. The mean scores on the basis of variables are given in table 128.

Table 128. The mean scores of responses to item 15 on the basis of the variables

Attitude Item 15			
Age			\bar{X}
The Gagauz language	13-20		4.45
	21-40		4.48
	41-74		4.67
Russian language	13-20		3.74
	21-40		4.44
	41-74		3.84
Gender			\bar{X}
The Gagauz language	Female		4.47
	Male		4.61
Russian language	Female		4.03
	Male		3.84
The place of residence			\bar{X}
The Gagauz language	City		4.30
	Village		4.68
Russian language	City		4.00
	Village		3.83

According to this table, the participants have positive attitudes towards the item *I think this language is determinative for the future of Gagauz people*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. It is seen that middle-aged participants has the most positive attitudes and they think that the Russian language is determinative for the future of Gagauz people. Secondly, then the place of residence is taken into consideration, it is seen that the most positive attitudes belong to the participants living in villages. Therefore, it can be said that middle-aged participants think the Russian language is determinative for the future of Gagauz people, while the participants in villages think it is the Gagauz language which is determinative for the future.

5.2.2.16. Attitude Scale Item 16

The sixteenth item in the attitude scale is *I think this language should be protected as it is an endangered language*. This item investigates whether the participants consider this language as an endangered language. The distribution of attitude scores on the basis of age is given in table 129a.

Table 129.a. The distribution of attitude scores of Item 16 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	57	4.35	0.79
21-41 ages	33	3.97	1.31
41-74 ages	45	3.80	1.53
Russian Language			
13-20 ages	55	3.15	1.13
21-41 ages	31	2.71	1.47
41-74 ages	43	1.79	1.41

Table 129.b. The results of variance analysis of attitude scores Item 16 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	8.107	2	4.054	2.770	.066	
Intragroup	193.152	132	1.463			-
Total	201.259	134				
Russian Language						
Intergroup	44.885	2	22.443	13.071	.000	
Intragroup	216.340	126	1.717			ages 13-20 and 41-74, ages 21-40 and 41-74
Total	261.225	128				

As can be seen in Table 129a and 129b, there is not a significant difference between the age groups on the basis of the attitude item 16 for the Gagauz language ($F_{(2,132)}=2.770$, $p>.05$). However, a **significant difference** was found for the the Russian language ($F_{(2,126)}=13.071$, $p<.05$). It was found that the responses of ($\bar{X} = 3.15$) the firstgroup (13-20 years old) are more positive than the responses of ($\bar{X} = 1.79$) the third group (41-74 years old) for the item *I think this language should be protected as it is an endangered language*. Moreover, the responses of ($\bar{X} = 2.71$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 1.79$) the third group (41-74 years old) for the Russian language. The effect of the participants' gender was given below. The t-test scores are shown in Table 130.

Table 130. The t-test scoresof the participant attitudesof Item 16 towardsthe Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	75	4.00	1.32	-.784	133	.434
Male	60	4.17	1.11			
Russian Language						
Female	70	2.60	1.50	.094	127	.926
Male	59	2.58	1.35			

Table 130 shows that the participants' being female or male does not affect their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 4.00$) and males ($\bar{X} = 4.17$) for the Gagauz language ($t_{(-.784)}=133, p>.05$). It means that females and males have similar responses to the item *I think this language should be protected as it is an endangered language*. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(.094)}=127, p>.05$). It is seen that the responses of female participants ($\bar{X} = 2.60$) and male participants ($\bar{X} = 2.58$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 131.

Table 131. The t-test scores of the participant attitudes of Item 16 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	54	3.69	1.61	-2.744	70.173	.008
Village	81	4.33	0.79			
Russian Language						
City	53	1.77	1.28	-6.143	127	.000
Village	76	3.16	1.24			

According to Table 131, there are **significant differences** between the responses of the participants who live in cities and villages for the Gagauz ($t_{(-2.744)}=70.173, p<.05$) It is seen that the participants who live in villages ($\bar{X} = 4.33$) have more positive responses than the ones who live in cities ($\bar{X} = 3.69$). Similarly, a **significant difference** was found for the Russian language ($t_{(-6.143)}=127, p<.05$). The responses of the participants living in villages ($\bar{X} = 3.16$) are more positive than the ones who live in cities ($\bar{X} = 1.77$) for the Russian language. Finally, it is seen that the place of residence are effective in the responses to *I think this language should be protected as it is an endangered language* for the Gagauz and the Russian languages. However, age groups are influential in only the Russian language. The mean scores on the basis of variables are given in 132.

Table 132. The mean scores of responses to item 16 on the basis of the variables

Attitude Item 16			
Age			\bar{X}
The Gagauz language	13-20		4.35
	21-40		3.97
	41-74		3.80
Russian language	13-20		3.15
	21-40		2.71
	41-74		1.79
Gender			\bar{X}
The Gagauz language	Female		4.00
	Male		4.17
Russian language	Female		2.60
	Male		2.58
The place of residence			\bar{X}
The Gagauz language	City		3.69
	Village		4.33
Russian language	City		1.77
	Village		3.16

According to this table, the participants have positive attitudes towards the *I think this language should be protected as it is an endangered language*. The mean scores showed that their attitudes rank “I agree”, “I don’t know”, “I disagree”, “I strongly disagree” options for the Gagauz and the Russian languages. Generally, the scores about the endangerment of the Russian language are lower than the ones for the Gagauz language. Specifically, it was found that the oldest participants have the most negative attitudes towards the endangerment of the the Russian language. Interestingly, the participants in villages think that the Gagauz and the Russian languages should be protected as they are endangered languages. Finally, it can be said that the age and the

place of residence are influential in the attitudes towards the endangerment of these languages.

5.2.2.17. Attitude Scale Item 17

The seventeenth item in the attitude scale is *I hope my (grand)children speak this language*. This item investigates whether the participants believe that this language will be transferred to next generations. The distribution of attitude scores on the basis of age is given in 133a.

Table 133.a. The distribution of attitude scores of Item 17 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	56	4.09	1.01
21-41 ages	33	3.70	1.42
41-74 ages	44	4.75	3.05
Russian Language			
13-20 ages	56	4.43	0.76
21-41 ages	33	4.45	1.00
41-74 ages	44	4.09	1.16

Table 133.b. The results of variance analysis of attitude scores Item 17 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	22.332	2	11.166	2.782	.066	
Intragroup	521.773	130	4.014			-
Total	544.105	132				
Russian Language						
Intergroup	3.565	2	1.783	1.907	.153	
Intragroup	121.532	130	.935			-
Total	125.098	132				

According to Table 133a and 133b, there is not a significant difference between the age groups on the basis of the attitude item 17 for the Gagauz language ($F_{(2,130)}=2.782$, $p>.05$). Similarly, a significant difference was not found for the Russian language ($F_{(2,130)}=1.907$, $p>.05$). The effect of the participants' gender was given below. The t-test scores are shown in Table 153.

Table 134. The t-test scores of the participant attitudes of Item 17 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	74	4.26	2.54	.293	131	.770
Male	59	4.15	1.13			
Russian Language						
Female	73	4.32	0.94	-.107	131	.915
Male	60	4.33	1.02			

Table 134 shows that the participants' gender does not affect their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 4.26$) and males ($\bar{X} = 4.15$) for the Gagauz language ($t_{(293)}=131$, $p>.05$). It means that females and males have similar responses to the *I hope my (grand)children speak this language*. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-.107)}=131$, $p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.32$) and male participants ($\bar{X} = 4.33$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 135.

Table 135. The t-test scores of the participant attitudes of Item 17 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	46	4.17	3.15	-.309	49.658	.759
Village	81	4.32	0.95			
Russian Language						
City	46	4.59	0.96	2.607	125	.010
Village	81	4.12	0.97			

According to Table 135, there is not a significant difference between the responses of the participants who live in cities and villages for the Gagauz ($t_{(-.309)}=49.658, p>.05$). It is seen that the participants who live in villages ($\bar{X} = 4.17$) and the ones who live in cities ($\bar{X} = 4.32$) have similar responses. However, **a significant difference** was found for the Russian language ($t_{(2.607)}=125, p<.05$). The responses of the participants living in cities ($\bar{X} = 4.59$) are more positive than the ones who live in villages ($\bar{X} = 4.12$) for the Russian language. Finally, it is seen that the place of residence is effective in the responses to *I hope my (grand)children speak this language* for the Gagauz language. The mean scores on the basis of variables are given in table 136.

Table 136. The mean scores of responses to item 17 on the basis of the variables

Attitude Item 17			
Age			\bar{X}
	The Gagauz language	13-20	4.09
		21-40	3.70
		41-74	4.75
	Russian language	13-20	4.43
		21-40	4.45
		41-74	4.09
Gender			\bar{X}
	The Gagauz language	Female	4.26
		Male	4.15
	Russian language	Female	4.32
		Male	4.33
The place of residence			\bar{X}
	The Gagauz language	City	4.17
		Village	4.32
	Russian language	City	4.59
		Village	4.12

According to this table, the participants have positive attitudes towards the *I hope my (grand)children speak this language*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. Generally it can be said that the scores given to these languages seem to be similar. However, specifically, it can be said that a significant difference is found on the basis of

the place of residence. The participants living in cities have the most positive attitudes towards the use of the Russian language by the grand(children) in future.

5.2.2.18. Attitude Scale Item 18

The eighteenth item in the attitude scale is *I think children's use of this language at school is beneficial*. This item investigates whether the participants think that this language should be used at school. The distribution of attitude scores on the basis of age is given in 137a.

Table 137.a. The distribution of attitude scores of Item 18 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	57	3.95	0.97
21-41 ages	33	4.27	0.94
41-74 ages	45	4.38	1.15
Russian Language			
13-20 ages	57	4.51	0.85
21-41 ages	33	4.67	0.65
41-74 ages	42	4.33	0.98

Table 137.b. The results of variance analysis of attitude scores Item 18 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	5.116	2	2.558	2.412	.094	
Intragroup	139.965	132	1.060			-
Total	145.081	134				
Russian Language						
Intergroup	2.080	2	1.040	1.444	.240	
Intragroup	92.912	129	.720			-
Total	94.992	131				

As can be seen in Table 137a and 137b, there is not a significant difference between the age groups on the basis of the attitude item 18 for the Gagauz language ($F_{(2,132)}=2412$, $p>.05$). Similarly, a significant difference was not found for the Russian language ($F_{(2,129)}=1.444$, $p>.05$). The effect of the participants' gender was given below. The t-test scores are shown in Table 138.

Table 138. The t-test scores of the participant attitudes of Item 18 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	75	4.15	1.12	-.295	133	.769
Male	60	4.20	0.94			
Russian Language						
Female	71	4.51	0.77	.212	130	.832
Male	61	4.48	0.94			

Table 138 shows that the participants' gender does not affect their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 4.15$) and males ($\bar{X} = 4.20$) for the Gagauz language ($t_{(295)}=133$, $p>.05$). It means that females and males have similar responses to the item *I think children's use of this language at school is beneficial*. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(212)}=130$, $p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.51$) and male participants ($\bar{X} = 4.48$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 139.

Table 139. The t-test scores of the participant attitudes of Item 18 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	46	3.98	1.11	-2.078	127	.040
Village	83	4.35	0.89			
Russian Language						
City	45	4.51	0.94	.413	124	.680
Village	81	4.44	0.82			

According to Table 139, there is a **significant difference** between the responses of the participants who live in cities and villages for the Gagauz ($t_{(-2,078)}=127, p<.05$) language. It is seen that the participants who live in villages ($\bar{X} = 4.35$) have more positive attitudes than the ones who live in cities ($\bar{X}=3.98$) for the Gagauz language. However, no significant difference was found for the Russian language($t_{(.413)}=124, p>.05$). The responses of the participants living in cities ($\bar{X} = 4.51$)and the ones who live in villages ($\bar{X} = 4.44$) have similar responses for the Russian language. Finally, it is seen that the place of residence is effective in the responses to *I think children's use of this language at school is beneficial* for the Gagauz language. The mean scores on the basis of variables are given in Table 140.

Table 140. The mean scores of responses to item 18 on the basis of the variables

Attitude Item 18			
Age			\bar{X}
The Gagauz language	13-20		3.95
	21-40		4.27
	41-74		4.38
Russian language	13-20		4.51
	21-40		4.67
	41-74		4.33
Gender			\bar{X}
The Gagauz language	Female		4.15
	Male		4.20
Russian language	Female		4.51
	Male		4.48
The place of residence			\bar{X}
The Gagauz language	City		3.98
	Village		4.35
Russian language	City		4.51
	Village		4.44

According to this table, the participants have positive attitudes towards the item *I think children's use of this language at school is beneficial*. The mean scores showed that their attitudes rank "I agree" and "I don't know" options for the Gagauz and the Russian languages. Generally, the scores given to the Gagauz language are lower than the ones for the Russian language. Specifically, the difference was found between the

participants living in villages and cities. It is seen that more participants living in villages think that children's use of the Gagauz language at school is beneficial.

5.2.2.19. Attitude Scale Item 19

The nineteenth item in the attitude scale is *I think it is useful to teach this language to children as early as possible*. This item investigates whether the participants think that this language should be taught children at an early age. The distribution of attitude scores on the basis of age is given in 141a.

Table 141.a. The distribution of attitude scores of Item 19 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	55	3.84	1.05
21-41 ages	32	4.06	1.13
41-74 ages	45	4.56	0.92
Russian Language			
13-20 ages	55	4.44	0.71
21-41 ages	31	4.68	0.60
41-74 ages	42	3.86	1.46

Table 141.b. The results of variance analysis of attitude scores Item 19 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	.069	2	.035	.032	.969	
Intragroup	141.705	130	1.090			-
Total	141.774	132				
Russian Language						
Intergroup	13.673	2	6.836	6.812	.002	
Intragroup	125.444	125	1.004			Ages 13-21 and 41-74, ages 21-40 and 41-74
Total	139.117	127				

As can be seen in Table 141a and 141b, there is not a significant difference between the age groups on the basis of the attitude item 19 for the Gagauz language ($F_{(2,130)}=.032$, $p>.05$). However, a **significant difference** was found for the Russian language ($F_{(2,125)}=6.812$, $p<.05$). It was found that the responses of ($\bar{X} = 4.44$) the first group (13-20 years old) are more positive than the responses of ($\bar{X} = 3.86$) the third group (41-74 years old) for the item *I think it is useful to teach this language to children as early as possible*. Moreover, the responses of ($\bar{X} = 4.68$ the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 3.86$) the third group (41-74 years old) for the Russian language. The effect of the participants' gender was given below. The t-test scores are shown in Table 142.

Table 142. The t-test scores of the participant attitudes of Item 19 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	74	4.16	1.11	.312	130	.755
Male	58	4.10	1.02			
Russian Language						
Female	69	4.20	1.22	-1.231	117.99	.221
Male	59	4.42	0.79			

Table 142 shows that the participants' gender does not affect their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 4.16$) and males ($\bar{X} = 4.10$) for the Gagauz language ($t_{(312)}=130$, $p>.05$). It means that females and males have similar responses to the item *I think it is useful to teach this language to children as early as possible*. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-1,231)}=117.99$, $p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.20$) and male participants ($\bar{X} = 4.42$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 143.

Table 143. The t-test scores of the participant attitudes of Item 19 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	45	3.82	1.19	-2.518	124	.013
Village	81	4.31	0.94			
Russian Language						
City	45	4.62	0.72	3.256	119.736	.001
Village	77	4.06	1.17			

According to Table 143, there are **significant differences** between the responses of the participants who live in cities and villages for the Gagauz ($t_{(-2.518)}=124$, $p<.05$) language. It is seen that the participants who live in villages ($\bar{X} = 4.31$) have more positive responses than the ones who live in cities ($\bar{X} = 3.82$) for the Gagauz language. Similarly, a **significant difference** was found for the Russian language ($t_{(3.256)}=119.736$, $p<.05$). The responses of the participants living in cities ($\bar{X} = 4.62$) have more positive responses than the ones who live in villages ($\bar{X} = 4.06$) for the Russian language. Finally, it is seen that the place of residence is influential in the responses to *I think it is useful to teach this language to children as early as possible* for the Gagauz and the Russian languages. However, age groups are only influential in the responses for the Russian language. The mean scores on the basis of variables are given in 144.

Table 144. The mean scores of responses to item 19 on the basis of the variables

Attitude Item 19			
Age			\bar{X}
The Gagauz language	13-20		3.84
	21-40		4.06
	41-74		4.56
Russian language	13-20		4.44
	21-40		4.68
	41-74		3.86
Gender			
The Gagauz language	Female		4.16
	Male		4.10
Russian language	Female		4.20
	Male		4.42
The place of residence			
The Gagauz language	City		3.82
	Village		4.31
Russian language	City		4.62
	Village		4.06

According to this table, the participants have positive attitudes towards the item *I think it is useful to teach this language to children as early as possible*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. It is seen that the scores given to the Gagauz language is lower than the Russian language. It is seen that the oldest age group think that I think it is useful to teach the Russian language to children as early as possible. Additionally, the participants living in village think that it is useful to teach the Gagauz language to children as early as possible, while the ones in cities think that children should be taught the Russian language as early as possible.

5.2.2.20. Attitude Scale Item 20

The twentieth item in the attitude scale is *I think this language makes life easier in Gagauzia*. This item investigates whether the participants consider the Gagauz or the Russian language as a medium of communication that makes life easier in Gagauzia. The distribution of attitude scores on the basis of age is given in 145a.

Table 145.a. The distribution of attitude scores of Item 20 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	56	4.34	0.79
21-41 ages	33	4.30	1.13
41-74 ages	44	4.36	1.24
Russian Language			
13-20 ages	56	4.02	1.00
21-41 ages	33	4.58	0.75
41-74 ages	42	4.55	0.63

Table 145.b. The results of variance analysis of attitude scores Item 20 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	.069	2	.035	.032	.969	
Intragroup	141.705	130	1.090			-
Total	141.774	132				
Russian Language						
Intergroup	9.438	2	4.719	6.753	.002	
Intragroup	89.448	128	.699			ages 13-20 and 21-40, ages 13-20 and 41-74
Total	98.885	130				

As can be seen in Table 145a and 145b, there is not a significant difference between the age groups on the basis of the attitude item 16 for the Gagauz language ($F_{(2,130)}=.032$, $p>.05$). However, a **significant difference** was found for the Russian language ($F_{(2,128)}=6.753$, $p<.05$). It was found that the responses of ($\bar{X} = 4.58$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 4.02$) the first group (13-20 years old) for the item *I think this language makes life easier in Gagauzia*. Moreover, the responses of ($\bar{X} = 4.55$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 4.02$) the first group (13-20 years old) for the Russian language. The effect of the participants' gender was given below. The t-test scores are shown in Table 146.

Table 146. The t-test scores of the participant attitudes of Item 20 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	74	4.26	1.14	-	131	.311
Male	59	4.44	0.90	1.017		
Russian Language						
Female	71	4.45	0.73	1.718	106.25	.089
Male	60	4.18	1.00			

Table 145 shows that the participants' gender does not affect their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 4.26$) and males ($\bar{X} = 4.44$) for the Gagauz language ($t_{(-1.017)} = 131, p > .05$). It means that females and males have similar responses to the item *I think this language makes life easier in Gagauzia*. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(1.718)} = 106.25, p > .05$). It is seen that the responses of female participants ($\bar{X} = 4.45$) and male participants ($\bar{X} = 4.18$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 147.

Table 147. The t-test scores of the participant attitudes of Item 20 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	46	4.22	1.11	-1.554	125	.123
Village	81	4.49	0.87			
Russian Language						
City	45	4.36	1.00	.566	123	.573
Village	80	4.26	0.81			

According to Table 147, there is not a significant difference between the responses of the participants who live in cities and villages for the Gagauz ($t_{(-1.554)}=125, p>.05$) language. It is seen that the responses of the participants who live in villages ($\bar{X} = 4.49$) and the ones who live in cities ($\bar{X} = 4.22$) have similar responses for the Gagauz language. Similarly, no significant difference was found for the Russian language ($t_{(.566)}=123, p>.05$). The responses of the participants living in cities ($\bar{X} = 4.36$) and the ones who live in villages ($\bar{X} = 4.26$) have similar responses for the Russian language. Finally, it is seen that the place of residence and age are influential in the responses to *I think this language makes life easier in Gagauzia* for the Russian language. The mean scores on the basis of variables are given in 148.

Table 148. The mean scores of responses to item 20 on the basis of the variables

Attitude Item 20			
Age			\bar{X}
The Gagauz language	13-20		4.34
	21-40		4.30
	41-74		4.36
Russian language	13-20		4.02
	21-40		4.58
	41-74		4.55
Gender			\bar{X}
The Gagauz language	Female		4.26
	Male		4.44
Russian language	Female		4.45
	Male		4.18
The place of residence			\bar{X}
The Gagauz language	City		4.22
	Village		4.49
Russian language	City		4.36
	Village		4.26

According to this table, the participants have positive attitudes towards *I think this language makes life easier in Gagauzia*. The mean scores showed that their attitudes rank “I agree” option for the Gagauz and the Russian languages. Generally, the scores given to these languages are similar. However, there are differences among the age groups for the Russian language. It is seen that more middle-aged group of participants think that the Russian language makes life easier in Gagauzia.

5.2.2.21. Attitude Scale Item 21

The twenty-first item in the attitude scale is *If I had choice, I would use only this language*. This item investigates which language the participants would prefer to use, if they were monolinguals. The distribution of attitude scores on the basis of age is given in 149a.

Table 149.a.. The distribution of attitude scores of Item 21 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	56	3.30	1.28
21-41 ages	32	3.66	1.41
41-74 ages	42	4.48	1.15
Russian Language			
13-20 ages	57	3.77	1.12
21-41 ages	33	3.88	1.27
41-74 ages	42	2.90	1.88

Table 149.b. The results of variance analysis of attitude scores Item 21 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	33.543	2	16.771	10.363	.000	
Intragroup	205.534	127	1.618			ages 13-20 and 41-74, ages 21-40 and 41-74
Total	239.077	129				
Russian Language						
Intergroup	23.763	2	11.881	5.737	.004	
Intragroup	267.169	129	2.071			ages 13-20 and 41-74, ages 21-40 and 41-74
Total	290.932	131				

As can be seen in Table 149a and 149b, there is a **significant difference** between the age groups on the basis of the attitude item 21 for the Gagauz language ($F_{(2,127)}=10.363$, $p<.05$). It was found that the responses of ($\bar{X} = 4.48$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.30$) the first group (13-20 years old) for the item *If I had choice, I would use only this language*. Moreover, the responses of ($\bar{X} = 4.48$) the third group (41-74 years old) are more positive than the responses of ($\bar{X} = 3.66$) the second group (21-40 years old) for the Gagauz language. Similarly, a **significant difference** was found for the Russian language ($F_{(2,129)}=5.737$, $p<.05$). The responses of ($\bar{X} = 3.77$) the first group (13-20 years old) are more positive than the responses of ($\bar{X} = 2.90$) the third group (41-74 years old) for the item *If I had choice, I would use only this language*. Additionally, the responses of ($\bar{X} = 3.88$) the second group (21-40 years old) are more positive than the responses of ($\bar{X} = 2.90$) the third group (41-74 years old) for the Russian language. The results of the participants' gender were given below. The t-test scores are shown in Table 150.

Table 150. The t-test scores of the participant attitudes of Item 21 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	73	3.86	1.45	.888	128	.376
Male	57	3.65	1.25			
Russian Language						
Female	74	3.49	1.57	-.315	130	.754
Male	58	3.57	1.39			

Table 150 shows that the participants' gender does not affect their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 3.86$) and males ($\bar{X} = 3.65$) for the Gagauz language ($t_{(.888)}=128, p>.05$). It means that females and males have similar responses to the item *If I had choice, I would use only this language*. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(-.315)}=130, p>.05$). It is seen that the responses of female participants ($\bar{X} = 3.49$) and male participants ($\bar{X} = 3.57$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 151.

Table 151. The t-test scores of the participant attitudes of Item 21 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	44	3.34	1.29	-2.709	122	.008
Village	80	4.01	1.34			
Russian Language						
City	46	4.00	1.14	3.380	118.121	.001
Village	80	3.18	1.59			

According to Table 151, there is a **significant difference** between the responses of the participants who live in cities and villages for the Gagauz ($t_{(-2.709)}=122, p<.05$) language. It is seen that the responses of the participants who live in villages ($\bar{X} = 4.01$) have more positive responses than and the ones who live in cities ($\bar{X} = 3.34$) for the Gagauz language. Similarly, a **significant difference** was found for the Russian language ($t_{(3.380)}=118.121, p<.05$). The responses of the participants living in cities ($\bar{X} = 4.00$) have more positive responses than the ones who live in villages ($\bar{X} = 3.18$) for the Russian language. Finally, it is seen that age and the place of residence are influential in the responses to *If I had choice, I would use only this language* for the Gagauz and the Russian languages. The mean scores on the basis of variables are given in table 152.

Table 152. The mean scores of responses to item 21 on the basis of the variables

Attitude Item 21			
Age		\bar{X}	
The Gagauz language	13-20	3.30	
	21-40	3.66	
	41-74	4.48	
Russian language	13-20	3.77	
	21-40	3.88	
	41-74	2.90	
Gender		\bar{X}	
The Gagauz language	Female	3.86	
	Male	3.65	
Russian language	Female	3.49	
	Male	3.57	
The place of residence		\bar{X}	
The Gagauz language	City	3.34	
	Village	4.01	
Russian language	City	4.00	
	Village	3.18	

According to this table, the participants have positive attitudes towards *If I had choice, I would use only this language*. The mean scores showed that their attitudes rank “I agree”, “I don’t know” and “I disagree” options for the Gagauz and the Russian languages. It is seen that the scores of the Gagauz language are mostly similar to the ones of the Russian language. Specifically, the differences were found among the age groups and the places of residence. It is seen that the oldest participants for the Gagauz language think that if they had choice, they would use only the Gagauz language. On the other hand, more middle aged group of the participants reported that if they had choice, they would use only the Gagauz language. Additionally, the participants in village stated that they would speak the Gagauz language while the ones in cities reported that they would speak the Russian language. It is seen that the place of residence and the age groups are influential in the attitudes towards speaking the Gagauz or the Russian language.

5.2.2.22. Attitude Scale Item 22

The twenty-second item in the attitude scale is *I think using this language is beneficial on the basis of scientific and technological terms*. This item investigates whether the participants find this language suitable for expressing scientific and technological term. The distribution of attitude scores on the basis of age is given in 153a.

Table 153.a.. The distribution of attitude scores of Item 22 towards the Gagauz and the Russian languages on the basis of age groups.

Age	n	\bar{X}	S
The Gagauz Language			
13-20 ages	58	3.14	1.15
21-41 ages	33	3.00	1.54
41-74 ages	44	3.41	1.54
Russian Language			
13-20 ages	58	4.40	0.67
21-41 ages	33	4.67	0.65
41-74 ages	43	4.30	0.94

Table 153.b. The results of variance analysis of attitude scores Item 22 towards the Gagauz and the Russian languages on the basis of age groups.

The source of variance	Total sum of squares	Sd	Mean squares	F	p	Significant difference
The Gagauz Language						
Intergroup	3.460	2	1.730			
Intragroup	253.533	132	1.921	.901	.409	-
Total	256.993	134				
Russian Language						
Intergroup	2.613	2	1.307			
Intragroup	76.282	131	.582	2.244	.110	-
Total	78.896	133				

As can be seen in Table 153a and 153b, there is not a significant difference between the age groups on the basis of the attitude item 22 for the Gagauz language ($F_{(2,132)}=.901$, $p>.05$). Similarly, a significant difference was found for the Russian language ($F_{(2,131)}=2.244$, $p>.05$). The effect of the participants' gender was given below. The t-test scores are shown in Table 154.

Table 154. The t-test scores of the participant attitudes of Item 22 towards the Gagauz and the Russian languages in terms of gender

Gender	n	\bar{X}	S	sd	t	p
The Gagauz Language						
Female	74	3.24	1.44			
Male	61	3.13	1.32	.467	133	.641
Russian Language						
Female	73	4.42	0.74			
Male	61	4.44	0.81	-.134	132	.894

Table 154 shows that the participants' gender does not affect their responses for both of these languages. No significant difference was found between the females ($\bar{X} = 3.24$) and males ($\bar{X} = 3.13$) for the Gagauz language ($t_{(.467)}=133, p>.05$). It means that females and males have similar responses to the item *I think using this language is beneficial on the basis of scientific and technological terms*. Similarly, there is not a significant difference in the responses of females and males for the Russian language ($t_{(.134)}=132, p>.05$). It is seen that the responses of female participants ($\bar{X} = 4.42$) and male participants ($\bar{X} = 4.44$) are similar for the Russian language. The role of the place of residence in this item was investigated. The results are given in Table 155.

Table 155. The t-test scores of the participant attitudes of Item 22 towards the Gagauz and the Russian languages in terms of the place of residence

Place of Residence	n	\bar{X}	S	sd	t	p
The Gagauz Language						
City	46	3.17	1.42	-.765	127	.446
Village	83	3.36	1.28			
Russian Language						
City	46	4.59	0.75	1.991	126	.049
Village	82	4.30	0.78			

According to Table 155, there is not a significant difference between the responses of the participants who live in cities and villages for the Gagauz ($t_{(-.765)}=127, p>.05$) language. It is seen that the responses of the participants who live in villages ($\bar{X} = 3.36$) and the ones who live in cities ($\bar{X} = 3.17$) have similar responses for the Gagauz language. However, a **significant difference** was found for the Russian language ($t_{(1.991)}=126, p<.05$). The responses of the participants living in cities ($\bar{X} = 4.59$) have more positive responses than the ones who live in villages ($\bar{X} = 4.30$) for the Russian language. Finally, it is seen that the place of residence are influential in the responses to *I think using this language is beneficial on the basis of scientific and technological terms* for the Russian language. The mean scores on the basis of variables are given in table 156.

Table 156. The mean scores of responses to item 22 on the basis of the variables

Attitude Item 22			
Age			\bar{X}
The Gagauz language	13-20		3.14
	21-40		3.00
	41-74		3.41
Russian language	13-20		4.40
	21-40		4.67
	41-74		4.30
Gender			\bar{X}
The Gagauz language	Female		3.24
	Male		3.13
Russian language	Female		4.42
	Male		4.44
The place of residence			\bar{X}
The Gagauz language	City		3.17
	Village		3.36
Russian language	City		4.59
	Village		4.30

According to this table, the participants have positive attitudes towards *I think using this language is beneficial on the basis of scientific and technological terms*. The mean scores showed that their attitudes rank “I agree” and “I don’t know” options for the Gagauz and the Russian languages. It is seen that the scores given to the Russian language are higher than the ones for the Gagauz language. Specifically, according to the results, the participants in villages think that using the Gagauz language is beneficial on the basis of scientific and technological terms, while the ones in cities reported that the Russian language is more beneficial for this kind of use. Generally, it is seen that the place of residence is effective in the attitudes towards the use of the Gagauz and the Russian languages as scientific and technological terms.

5.2.3. The comparison of emotional and functional attitudes

In the previous sections the mean and total scores of the participants about emotional and functional attitudes towards the Gagauz and the Russian languages and whether age, gender and the place of residence are influential in their use of language and attitudes towards these languages have been elaborately analyzed. However, this study also aims to find out whether there is a significant difference between the participants' emotional and functional attitudes.

The attitudes of the participants have been analyzed under the categories of emotional and functional attitudes to get an in-depth analysis. As mentioned in the section of data analysis, as a first step KMO and Bartlett tests were performed. According to KMO and Bartlett values, fifteen items are statistically suitable for factor analysis. The factor analysis has been carried out using Eigenvalue Statistics and Scree Plot techniques. The result of these analysis show that fifteen items are divided into two categories on the basis of the underlying components. The table 157 shows the categories of emotional and functional attitudes.

Table 157. Emotional and Functional Attitude Items

Emotional Attitudes
<i>I like this language</i>
<i>I express myself comfortably in this language</i>
<i>I (will) try hard to make my children speak this language</i>
<i>I enjoy listening to music in this language</i>
<i>I think using this language makes me feel superior</i>
<i>I think this language should be protected as it is an endangered language</i>
<i>If I had choice, I would use only this language</i>
Functional Attitudes
<i>I think using this language is advantageous in higher education</i>
<i>I think the expressive strength of this language is high</i>
<i>I think this language is suitable for writing and reading literary works</i>
<i>I think this language is suitable for writing official documents</i>
<i>I think this language is suitable for doing trade</i>
<i>I think not having a good command of this language is a disadvantage</i>
<i>I think it is useful to teach this language to children as early as possible</i>
<i>I think using this language is beneficial on the basis of scientific and technological terms</i>

As can be seen above the items in each category share some conceptual meaning. The items under the emotional category investigate the participants' disposition, motivation, sympathy for using the Gagauz and the Russian languages, while functional items explore the attitudes of the participants towards these languages' functional roles in daily life. After the categories are determined, paired-samples test has been used to find out the difference between the Gagauz and the Russian languages. The results show that the mean score of emotional attitudes for the Gagauz language is 0.1539, while it is -0.2558 for the Russian language. When the functional attitudes are taken into consideration, it is seen that the mean score for the Gagauz language is -0.5728 and 0.6111 for the Russian language. At this point results indicate that emotional attitudes' mean scores are higher for the Gagauz language. On the other hand, functional attitudes' mean scores are found higher for the Russian language. In order to statistically prove the difference between these languages, a dependent t-test is used. According to the results, p value of for the Gagauz (0.012) and Russian (0.00) languages are less than α (0.05). It means that there is a significant difference between these languages for emotional and functional categories.

Generally speaking, the findings show that emotional attitudes of the participants are more positive for the Gagauz language. In other words, the participants' attitudes towards the feeling of superiority, language transmission, easiness in the expression, etc. are significantly more positive for the Gagauz language. However, when the functional attitudes are taken into consideration, it is seen that participants' mean scores are higher for the Russian language. The participants' attitudes towards the use of language for specific purposes and domains are significantly more positive for the Russian language.

5.2.4. The Item Analysis on the basis of the Language of the Scale

The scale administered to the participants was prepared in two languages, the Gagauz and the Russian languages. The participants were given the questionnaires in one of these languages on the basis of their demands. The results of the attitude analysis towards the Gagauz and the Russian languages are given in table 158.

Table 158. The distribution of attitude scores and the results of variance analysis of attitude scores Item 1 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.91	0.45	5.592	126.53	.000
	Russian language	80	4.29	0.83		4	
Attitudes towards the Russian language							
1	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	54	4.13	1.10	-2.981	69.937	.004
	Russian language	82	4.61	0.54			

According to Table 158, there is a **significant difference** between the responses of the participants to the item 1 (*I like this language*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(126.534)}=5.592, p<.05$). It is seen that the responses given in the Gagauz language ($\bar{X} = 4.91$) are more positive than the ones given in the Russian language ($\bar{X} = 4.29$). Similarly, there is a **significant difference** between the responses of the participants to the item 1 (*I like this language*) for the Russian language when they answer the scales in these languages ($t_{(69.937)}=-2.981, p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 4.61$) are more positive than the ones given in the Gagauz language ($\bar{X} = 4.13$). It shows that the participants who answer the questionnaire in the Gagauz language like the Gagauz language while those who answer the questionnaire in the Russian languages likes the Russian language. The results of the analysis done for item 2 are given in Table 159.

Table 159. The distribution of attitude scores and the results of variance analysis of attitude scores Item 2 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.31	1.37	1.175	89.409	.243
	Russian language	83	4.06	1.00			
Attitudes towards the Russian language							
2	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	54	4.17	1.15	-2.123	79.602	.037
	Russian language	82	4.54	0.71			

It is seen that there is not a significant difference between the responses of the participants to the item 2 (*I think this language is useful at spreading social and cultural values*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(89.409)}=1.175, p>.05$). However, there is a **significant difference** between the responses of the participants to the item 2 (*I think this language is useful at spreading social and cultural values*) for the Russian language when they answer the scales in these languages ($t_{(79.602)}=-2.123, p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 4.54$) are more positive than the ones given in the Gagauz language ($\bar{X} = 4.17$). It is obvious that the participants who answer the questionnaire in the Russian language think that the Russian language is useful at spreading social and cultural values. The results of the analysis done for item 3 are given in Table 160.

Table 160. The distribution of attitude scores and the results of variance analysis of attitude scores Item 3 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.17	1.48	.700	94.297	.485
	Russian language	82	4.00	1.15			
Attitudes towards the Russian language							
3	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	54	3.50	1.73	-4.722	60.011	.000
	Russian language	83	4.65	0.55			

According to Table 160, there is not a significant difference between the responses of the participants to the item 3 (*I express myself comfortably in this language*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(94.297)}=.700, p>.05$). However, there is a **significant difference** between the responses of the participants to the item 3 (*I express myself comfortably in this language*) for the Russian language when they answer the scales in these languages ($t_{(60.011)}=-4.722, p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 4.65$) are more positive than the ones given in the Gagauz language ($\bar{X} = 3.50$). The findings suggest that the participants who answered the Russian version of the questionnaire stated that they express themselves comfortably in the Russian language. The results of the analysis done for item 4 are given in Table 161.

Table 161. The distribution of attitude scores and the results of variance analysis of attitude scores Item 4 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	53	4.40	1.21	1.355	128	.178
	Russian language	77	4.13	1.02			
Attitudes towards the Russian language							
4	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	52	2.81	1.48	-7.935	68.165	.000
	Russian language	79	4.57	0.75			

According to Table 161, there is not a significant difference between the responses of the participants to the item 4 (*I (will) try hard to make my children speak this language*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(128)}=1.355, p>.05$). However, there is a **significant difference** between the responses of the participants to the item 4 (*I (will) try hard to make my children speak this language*) for the Russian language when they answer the scales in these languages ($t_{(68.165)}=-7.935, p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 4.57$) are more positive than the ones given in the Gagauz language ($\bar{X} = 2.81$). It is seen that participants with the Russian version of the questionnaire reported that they

would try hard to make their children speak the Russian language. The results of the analysis done for item 5 are given in Table 162.

Table 162. The distribution of attitude scores and the results of variance analysis of attitude scores Item 5 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	53	4.25	1.39	.036	82.890	.971
	Russian language	80	4.24	0.93			
Attitudes towards the Russian language							
5	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	52	4.25	1.19	-1.837	77.871	.070
	Russian language	78	4.59	0.75			

Table 162 shows that there is not a significant difference between the responses of the participants to the item 5 (*I think this language is useful at creating the sense of solidarity in society.*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(82.890)}=.036, p>.05$). Similarly, there is not a significant difference between the responses of the participants to the item 5 (*I think this language is useful at creating the sense of solidarity in society*) for the Russian language when they answer the scales in these languages ($t_{(77.871)}=-1.837, p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 4.59$) are more positive than the ones given in the Gagauz language ($\bar{X} = 4.25$). The results of the analysis done for item 6 are given in Table 163.

Table 163. The distribution of attitude scores and the results of variance analysis of attitude scores Item 6 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.13	1.33	2.458	93.441	.016
	Russian language	78	3.60	1.01			
Attitudes towards the Russian language							
6	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	52	4.23	1.15	-1.908	79.949	.060
	Russian language	80	4.58	0.76			

The results suggest that there is a **significant difference** between the responses of the participants to the item 6 (*I think using this language is advantageous in higher education*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(93,441)}=2.458, p<.05$). It is seen that the number of the participants ($\bar{X} = 4.13$) think using the Gagauz language is advantageous in higher education. However, there is not a significant difference between the responses of the participants to the item 6 (*I think using this language is advantageous in higher education*) for the Russian language when they answer the scales in these languages ($t_{(79,949)}=-1.908, p>.05$). The results of the analysis done for item 7 are given in Table 164.

Table 164. The distribution of attitude scores and the results of variance analysis of attitude scores Item 7 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.28	1.46	.954	80.653	.343
	Russian language	77	4.06	0.89			
Attitudes towards the Russian language							
7	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	53	4.60	0.79	1.199	129	.233
	Russian language	78	4.44	0.78			

It is seen that there is not a significant difference between the responses of the participants to the item 7 (*I think this language is useful at creating religious unity in society*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(80,663)}=.954, p>.05$). Similarly, there is a not significant difference between the responses of the participants to the item 7 (*I think this language is useful at creating religious unity in society*) for the Russian language when they answer the scales in these languages ($t_{(129)}=1.199, p>.05$). The results of the analysis done for item 8 are given in Table 165.

Table 165. The distribution of attitude scores and the results of variance analysis of attitude scores Item 8 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.04	1.44	1.307	88.226	.194
	Russian language	77	3.74	1.01			
Attitudes towards the Russian language							
8	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	52	4.13	1.19	-1.713	86.021	.090
	Russian language	80	4.46	0.87			

Table 165 shows that there is not a significant difference between the responses of the participants to the item 8 (*I think the expressive strength of this language is high*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(88,226)}=1.307$, $p>.05$). Similarly, there is a not significant difference between the responses of the participants to the item 8 (*I think the expressive strength of this language is high*) for the Russian language when they answer the scales in these languages ($t_{(86,021)}=-1.713$, $p>.05$). The results of the analysis done for item 9 are given in Table 166.

Table 166. The distribution of attitude scores and the results of variance analysis of attitude scores Item 9 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	3.63	1.61	-.896	78.975	.373
	Russian language	79	3.85	0.96			
Attitudes towards the Russian language							
9	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	53	4.64	0.71	.701	129	.485
	Russian language	78	4.55	0.73			

The results suggest that there is not a significant difference between the responses of the participants to the item 9 (*I think this language is suitable for writing and reading literary works*) for the Gagauz language when they prefer answer the scales in the Gagauz language ($t_{(78,975)}=-.896, p>.05$). Similarly, there is a not significant difference between the responses of the participants to the item 9 (*I think this language is suitable for writing and reading literary works*) for the Russian language when they answer the scales in these languages ($t_{(129)}=-.701, p>.05$). The results of the analysis done for item 10 are given in Table 167.

Table 167. The distribution of attitude scores and the results of variance analysis of attitude scores Item 10 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.67	0.82	4.950	129.998	.000
	Russian language	78	3.79	1.20			
Attitudes towards the Russian language							
10	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	53	3.53	1.69	-3.921	66.135	.000
	Russian language	80	4.50	0.76			

According to Table 167, there is a **significant difference** between the responses of the participants to the item 10 (*I enjoy listening music in this language*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(129,998)}=4.950, p<.05$). The results show that the responses given in the Gagauz language ($\bar{X} = 4.67$) are more positive than the ones given in the Russian language ($\bar{X} = 3.79$). In other words, the participants answering the scale in the Gagauz language enjoy listening music in the Gagauz language. Similarly, there is a **significant difference** between the responses of the participants to the item 10 (*I enjoy listening music in this language*) for the Russian language when they answer the scales in these languages ($t_{(66,135)}=-3.921, p>.05$). It is seen that the responses given in the Russian language ($\bar{X} = 4.50$) are more positive than the ones given in the Gagauz language ($\bar{X} = 3.53$). The participants answering the scale in the Russian language enjoy listening music in the Russian language. The results of the analysis done for item 11 are given in Table 168.

Table 168. The distribution of attitude scores and the results of variance analysis of attitude scores Item 11 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	3.11	1.63	-1.011	84.109	.315
	Russian language	79	3.37	1.08			
Attitudes towards the Russian language							
11	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	54	4.69	0.72	1.271	133	.206
	Russian language	81	4.54	0.57			

It is seen that there is not a significant difference between the responses of the participants to the item 11 (*I think this language is suitable for writing official documents*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(84.109)}=-1.011, p>.05$). Similarly, there is not a significant difference between the responses of the participants to the item 11 (*I think this language is suitable for writing official documents*) for the Russian language when they answer the scales in these languages ($t_{(133)}=1.271, p>.05$). The results of the analysis done for item 12 are given in Table 169.

Table 169. The distribution of attitude scores and the results of variance analysis of attitude scores Item 12 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.70	0.74	6.609	131.078	.000
	Russian language	81	3.72	0.99			
Attitudes towards the Russian language							
12	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	52	4.56	0.83	-.070	133	.944
	Russian language	83	4.57	0.59			

Table 169 shows that there is a **significant difference** between the responses of the participants to the item 12 (*I think this language is suitable for doing trade*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(6.609)}=131.078$, $p<.05$). The results show that the responses given in the Gagauz language ($\bar{X} = 4.70$) are more positive than the ones given in the Russian language ($\bar{X} = 3.72$). The participants answering the questionnaire in the Gagauz language think this language is suitable for doing trade. However, there is not a significant difference between the responses of the participants to the item 12 (*I think this language is suitable for doing trade*) for the Russian language when they answer the scales in these languages ($t_{(133)}=-.070$, $p>.05$). The results of the analysis done for item 13 are given in Table 170.

Table 170. The distribution of attitude scores and the results of variance analysis of attitude scores Item 13 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	52	4.10	1.56	4.068	86.286	.000
	Russian language	83	3.07	1.17			
Attitudes towards the Russian language							
13	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	50	3.08	1.69	-.582	82.594	.562
	Russian language	83	3.24	1.27			

The results suggest that, there is a **significant difference** between the responses of the participants to the item 13 (*I think using this language makes me feel superior*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(86.286)}=4.068$, $p<.05$). The results show that the responses given in the Gagauz language ($\bar{X} = 4.10$) are more positive than the ones given in the Russian language ($\bar{X} = 3.07$). However, there is not a significant difference between the responses of the participants to the item 13 (*I think using this language makes me feel superior*) for the Russian language when they answer the scales in these languages ($t_{(82.594)}=-.582$, $p>.05$). The results of the analysis done for item 14 are given in Table 171.

Table 171. The distribution of attitude scores and the results of variance analysis of attitude scores Item 14 towards the Gagauz and the the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.20	1.37	2.483	133	.014
	Russian language	81	3.68	1.08			
Attitudes towards the Russian language							
14	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	52	4.19	1.30	.440	90.324	.661
	Russian language	81	4.10	1.02			

It is seen that there is a **significant difference** between the responses of the participants to the item 14 (*I think not having a good comment of this language is a disadvantage*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(2.483)}=133, p<.05$). The results show that the responses given in the Gagauz language ($\bar{X} = 4.20$) are more positive than the ones given in the Russian language ($\bar{X} = 3.68$). However, there is not a significant difference between the responses of the participants to the item 14 (*I think not having a good comment of this language is a disadvantage*) for the Russian language when they answer the scales in these languages ($t_{(90.324)}=.440, p>.05$). The results of the analysis done for item 15 are given in Table 172.

Table 172. The distribution of attitude scores and the results of variance analysis of attitude scores Item 15 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.65	0.95	1.347	132	.180
	Russian language	80	4.45	0.74			
Attitudes towards the Russian language							
15	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	53	4.00	1.41	.446	86.027	.657
	Russian language	80	3.90	1.00			

Table 172 shows that there is not a significant difference between the responses of the participants to the item 15 (*I think this language is determinative for the future of Gagauz people*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(132)}=1.347, p>.05$). Similarly, there is not a significant difference between the responses of the participants to the item 15 (*I think this language is determinative for the future of Gagauz people*) for the Russian language when they answer the scales in these languages ($t_{(86.027)}=.446, p>.05$). The results of the analysis done for item 16 are given in Table 173.

Table 173. The distribution of attitude scores and the results of variance analysis of attitude scores Item 16 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	3.69	1.61	-2.744	70.173	.008
	Russian language	81	4.33	0.79			
Attitudes towards the Russian language							
16	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	53	1.77	1.28	-6.143	127	.000
	Russian language	76	3.16	1.24			

As can be seen, there is a significant difference between the responses of the participants to the item 16 (*I think this language should be protected as it is an endangered language*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(70.173)}=-2.744, p<.05$). The results show that the responses given in the Russian language ($\bar{X} = 4.33$) are more positive than the ones given in the Gagauz language ($\bar{X} = 3.69$). Similarly, there is a **significant difference** between the responses of the participants to the item 16 (*I think this language should be protected as it is an endangered language*) for the Russian language when they answer the scales in these languages ($t_{(127)}=-6.143, p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 3.16$) are more positive than the ones given in the Gagauz language ($\bar{X} = 1.77$). The results of the analysis done for item 17 are given in Table 174.

Table 174. The distribution of attitude scores and the results of variance analysis of attitude scores Item 17 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	53	4.11	1.37	-.449	131	.654
	Russian language	80	4.28	2.38			
Attitudes towards the Russian language							
17	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	53	4.02	1.23	-2.719	73.938	.008
	Russian language	80	4.53	0.69			

Table 174 shows that there is not a significant difference between the responses of the participants to the item 17 (*I hope my (grand)children speak this language*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(131)}=-.449$, $p>.05$). However, there is a **significant difference** between the responses of the participants to the item 17 (*I hope my (grand)children speak this language*) for the Russian language when they answer the scales in these languages ($t_{(73.938)}=-2.719$, $p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 4.53$) are more positive than the ones given in the Gagauz language ($\bar{X} = 4.02$). The results of the analysis done for item 18 are given in Table 175.

Table 175. The distribution of attitude scores and the results of variance analysis of attitude scores Item 18 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.50	0.99	3.100	133	.002
	Russian language	81	3.95	1.02			
Attitudes towards the Russian language							
18	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	51	4.41	0.96	-.863	130	.390
	Russian language	81	4.54	0.78			

It is seen that there is a **significant difference** between the responses of the participants to the item 18 (*I think children's use of this language at school is beneficial*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(133)}=3.100$, $p<.05$). The results show that the responses given in the Gagauz language ($\bar{X} = 4.50$) are more positive than the ones given in the Russian language ($\bar{X} = 3.95$). However, there is not a significant difference between the responses of the participants to the item 18 (*I think children's use of this language at school is beneficial*) for the Russian language when they answer the scales in these languages ($t_{(130)}=-863$, $p>.05$). The results of the analysis done for item 19 are given in Table 176.

Table 176. The distribution of attitude scores and the results of variance analysis of attitude scores Item 19 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.56	0.96	3.955	130	.000
	Russian language	78	3.85	1.05			
Attitudes towards the Russian language							
19	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	51	4.02	1.39	-2.258	66.002	.027
	Russian language	77	4.49	0.68			

Table 176 shows that there is a **significant difference** between the responses of the participants to the item 19 (*I think it is useful to teach this language to children as early as possible*) for the Gagauz language when they answer the scales in the Gagauz or the Russian language ($t_{(130)}=3.955$, $p<.05$). The results show that the responses given in the Gagauz language ($\bar{X} = 4.56$) are more positive than the ones given in the Russian language ($\bar{X} = 3.85$). Similarly, there is a **significant difference** between the responses of the participants to the item 19 (*I think it is useful to teach this language to children as early as possible*) for the Russian language when they answer the scales in these languages ($t_{(66.002)}=-2.258$, $p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 4.49$) are more positive than the ones given in the Gagauz language ($\bar{X} = 4.02$). The results of the analysis done for item 20 are given in Table 177.

Table 177. The distribution of attitude scores and the results of variance analysis of attitude scores Item 20 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	54	4.39	1.19	.464	131	.644
	Russian language	79	4.30	0.92			
Attitudes towards the Russian language							
20	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	51	4.63	0.60	3.587	128.936	.000
	Russian language	80	4.14	0.96			

The results suggest that there is not a significant difference between the responses of the participants to the item 20 (*I think this language makes life easier in Gagauzia*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(131)}=.464$, $p>.05$). However, there is a significant difference between the responses of the participants to the item 20 (*I think this language makes life easier in Gagauzia*) for the Russian language when they answer the scales in these languages ($t_{(128.936)}=3.587$, $p<.05$). It is seen that the responses given in the Gagauz language ($\bar{X} = 4.63$) are more positive than the ones given in the Russian language ($\bar{X} = 4.14$). The results of the analysis done for item 21 are given in Table 178.

Table 178. The distribution of attitude scores and the results of variance analysis of attitude scores Item 21 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	53	4.38	1.24	4.535	128	.000
	Russian language	77	3.35	1.29			
Attitudes towards the Russian language							
21	The language of the scale	n	\bar{X}	S	t	sd	p
	The Gagauz language	52	3.00	1.79	-3.084	78.051	.003
	Russian language	80	3.86	1.14			

Table 178 shows that there is a **significant difference** between the responses of the participants to the item 21 (*If I had choice, I would use only this language*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(128)}=4.535$, $p<.05$). The results show that the responses given in the Gagauz language ($\bar{X} = 4.38$) are more positive than the ones given in the Russian language ($\bar{X} = 3.35$). Similarly, there is a **significant difference** between the responses of the participants to the item 21 (*If I had choice, I would use only this language*) for the Russian language when they answer the scales in these languages ($t_{(78.052)}=-3.084$, $p<.05$). It is seen that the responses given in the Russian language ($\bar{X} = 3.86$) are more positive than the ones given in the Gagauz language ($\bar{X} = 3.00$). The results of the analysis done for item 22 are given in Table 179.

Table 179. The distribution of attitude scores and the results of variance analysis of attitude scores Item 22 towards the Gagauz and the Russian languages on the basis of the language of the scale

Attitudes towards the Gagauz language							
	The language of the scale	n	\bar{X}	S	t	sd	p
Item	The Gagauz language	53	3.13	1.59	-.386	91.661	.701
	Russian language	82	3.23	1.24			
Attitudes towards the Russian language							
	The language of the scale	n	\bar{X}	S	t	sd	p
22	The Gagauz language	52	4.31	0.94	-1.382	80.384	.171
	Russian language	82	4.51	0.63			

As can be seen, there is not a significant difference between the responses of the participants to the item 22 (*I think using this language is beneficial on the basis of scientific and technological term*) for the Gagauz language when they answer the scales in the Gagauz language ($t_{(91.661)}=-.386$, $p>.05$). Similarly, there is not a significant difference between the responses of the participants to the item 22 (*I think using this language is beneficial on the basis of scientific and technological term*) for the Russian language when they answer the scales in these languages ($t_{(80.384)}=.171$, $p>.05$).

CHAPTER 6 DISCUSSION AND CONCLUSION

In the broad context of language endangerment and maintenance, this study was set out with the aim of investigating language uses of the Gagauz people and their attitudes towards the Gagauz and the Russian languages. On the basis of the field research observations, it was found to be an evident fact that the Gagauz speakers living in the Autonomous Territorial Unit of Gagauzia displayed quite positive feelings towards their native language. However, onsite observations, interviews and questionnaire findings revealed that there was a contrast between their feelings and the way they conducted their daily communication mostly through the the Russian language. For this reason, this research had to underline this distinction with the introduction of two new terms, coined in the context of this study: Emotional attitudes vs. Functional attitudes. Although there have been certain other terms such as “integrative” and “instrumental” concerning the attitudes of people, the linguistic attitudes of the Gagauz speakers in the area of Autonomous Territorial Unit of Gagauzia, which are most probably similar to some other post-Soviet republics and their languages, required a different framework in the analyses of the obtained data. Because it suffers from endangerment, the distinction (and contrast) between the emotional and functional attitudes appears as one of crucial reasons behind the risky situation of the Gagauz language. The uses and attitudes are also evaluated on the basis of the age, gender and the place of residence of the participants.

In this section, interpretations of the results, how these results support the research questions posed at the beginning of the study, the implications about the findings and suggestions for further studies are presented in a compact manner.

- 1. What are the emotional attitudes of the Gagauz speakers living within the borders of the Autonomous Territorial Unit of Gagauzia towards their native language and Russian?*

As can be seen in Table 180, emotional attitudes included many items about the participants' approach to the use, transmission, future, choice and feelings of using the Gagauz and the Russian languages.

Table 180. Emotional Attitudes

Emotional Attitudes
<i>I like this language</i>
<i>I express myself comfortably in this language</i>
<i>I (will) try hard to make my children speak this language</i>
<i>I enjoy listening to music in this language</i>
<i>I think using this language makes me feel superior</i>
<i>I think this language should be protected as it is an endangered language</i>
<i>If I had choice, I would use only this language</i>

The results have shown that the participants have rated more positively for the Gagauz language. In other words, the participants have more positive emotional attitudes towards the Gagauz language. The findings of the scale of emotional attitudes are consistent with the observations made in the field. During the data collection process, it was observed that the Gagauz people generally have optimistic opinions about the future and the current situation of the Gagauz language. To exemplify, some of the participants reported that the Gagauz language is not an endangered language. They said that in the past (during the Soviet regime) the Gagauz language had not been taught at schools; whereas there are courses of Gagauz language and culture today. These participants think that this is an indicator of a language which is not at risk. However, these considerations are not sufficient for and realistic about the vitality of the Gagauz language. It is observed that although the Russian language is functionally dominant, the Gagauz speakers are generally optimistic about the future of their mother language, most probably because they are neither fully aware nor knowledgeable enough about the subject of language endangerment as the field specialists or linguists understand. They display rather an emotional attitude disregarding what present and future risks are. The situation in the area can be evaluated within the framework of transitional bilingualism. Austin and Sallabank (2011:33) discuss the awareness of endangerment of the native language.

[...] as the speaker population is in the process of shift, certain groups primarily speak the local language and others the language of wider communication. Because this type of attrition is gradual, speaker communities may be unaware that it is in progress until it is quite advanced and the local language is seriously endangered. This is exacerbated in regions where multilingualism has traditionally been the norm, so that the older generations are not troubled to hear the children

speaking a more dominant language, and sometimes miss the fact that they are not speaking their parents' (or grandparents') first language.

As can be seen in the process of language shift, due to the gradual nature of the process, the speakers are not totally aware of the extinction of the language. Positively perceived linguistic environment misleads the speakers about the real situation. Thus, higher emotional attachment and optimistic expectations about the future of the language refer to the difference between perceptions and facts. It may delay the awareness of endangerment. The core assumption of this study is to prove the distinction between the perceptions and facts for the Gagauz case.

As mentioned before, it is observed that generally the Gagauz people are emotionally attached to their native language. Although it is a positive indicator of the vitality of an endangered language, these emotional attachments need to be transformed into organized actions by people and authorities. The emotional bonds with their native language are expected to empower of the Gagauz identity and the survival of the Gagauz language in future. Bankston and Henry (1998, cited in Sallabank, 2006) point out that a group's strong identification with their language does not necessarily show that it would be transmitted to next generations, if it is a variety of low-status. It means that strong attachment to the identity of an ethnic group does not always help the vitality of that language. Apart from these types of identification and attachment, the official language planning items and the voluntary actions to use the language by the society should be maintained.

On the results of the 1989 census, King (2000:213) reports that over 91% of the Gagauz people considered the Gagauz as their ancestral language which shows that Gagauz people "...saw their language as important to their own sense of identity". However, according to Demirdirek (2008:234), the roots of the national awareness about being a Gagauz through language date back to period between 1937 and 1989. The author states that "Gagauz national awareness was initially activated as a struggle to save the Gagauz language and thus (sic) population from disappearing during Soviet rule". The years of declaration of autonomy, there are not serious attempts to construct a Gagauz identity. Neukirch (2002:117) states that "the new Gagauz leadership used its power primarily for the promotion of its very particular goals rather than for the development of Gagauz identity". It is seen that the construction of national identity through the language seems

symbolic for the Gagauz people. It is important that the discourses produced by the Gagauz people and intellectuals may not reflect what is experienced in the area.

2. What are the functional attitudes of the Gagauz speakers towards their native language and Russian in the context of the Autonomous Territorial Unit of Gagauzia?

As mentioned before, the observations made in the Autonomous Territorial Unit of Gagauzia has shown that the Gagauz people mostly use the Russian language in daily life practices and their attitudes concerned with the functional aspect of the language are more positive for the Russian language than the Gagauz language. As mentioned before the items in the scale were categorized under functional and emotional attitudes. The functional category includes the items given in Table 181.

Table 181. Functional Attitudes

Functional Attitudes
<i>I think using this language is advantageous in higher education</i>
<i>I think the expressive strength of this language is high</i>
<i>I think this language is suitable for writing and reading literary works</i>
<i>I think this language is suitable for writing official documents</i>
<i>I think this language is suitable for doing trade</i>
<i>I think not having a good command of this language is a disadvantage</i>
<i>I think it is useful to teach this language to children as early as possible</i>
<i>I think using this language is beneficial on the basis of scientific and technological terms</i>

The results of this study indicate that there is a significant difference between the participants' functional attitudes towards both the Gagauz and the Russian languages. In other words, the participants rated their attitudes towards the use of the Russian language in official documentation, higher education, trade, scientific and technological terminology, etc. more positive than the Gagauz language. These results are consistent

with the field observations and suggest that the Russian language has an obvious functional power in certain domains and for activities.

It is important to bear in mind that the Russian language has a widespread influence on post-Soviet countries. Being a post-Soviet country, Moldova's autonomous region, Autonomous Territorial Unit of Gagauzia is one of the examples of this linguistic situation. Although it is seen as a language policy, Russification is a cultural assimilation which dates back to 19th century. This process includes official and unofficial attempts of Russian Empire which primarily aimed to shift in demographics and language. After the October Revolution in 1917, the nativization (Korenizatsiya) policies emerged. Legvold (2007:240) defines the process as “[...] granting them [nationalities living in the borderlands] cultural autonomy and establishing local soviets on the principle of ethnicity”. As result of this policy, the local languages were used at official domains such as schools. However, the implementations of nativization policies did not last long. According to Pavlenko (2008), the Russification process in 1930s mainly aimed to succeed in status, language acquisition and corpus planning. To this end, Russian became second-obligatory language at non-Russian schools and soviet countries adopted Cyrillic alphabet. The Gagauz language is written in Cyrillic alphabet in 1957 and the Gagauz language was the medium of instruction for the first time in 1958. However, it was replaced by the Russian language in 1961.

The dissolution of the Union of Soviet Socialist Republics (USSR) in 1991 led to the declaration of independence of many soviet republics. The language shift process of in some of these countries included the elimination the Russian language in official and public life, adoption of Latin alphabet, regulations about the role of Russian in education, etc. One of these countries is Moldova, where the Autonomous Territorial Unit of Gagauzia was established in 1995. Moldovans successfully adopted Latin alphabet and use Romanian in various domains of daily life. However, the results of this study have shown that the use and power of the Russian language are still observable in the Autonomous Territorial Unit of Gagauzia. It can be said that Pavlenko's (2008:301) account for the post-Soviet countries is valid for the linguistic situation in Gagauzia:

Russian remains the language of a major political, military, and economic superpower of the geopolitical region, its main energy supplier, and an important cultural, informational and academic center. Thus, it has retained its status of a regional lingua franca, spoken by political, cultural, and business elites in most post-Soviet countries.

In the light of these facts mentioned above, it is easy to observe the influence of the Russian language in daily practices held by the Gagauz speakers. The current study also asked the participants the language they used in certain daily activities. These activities included watching TV, listening radio, reading book, reading newspaper, singing a song, listening to music, thinking, dreaming, praying, counting, telling joke, swearing and discussing.

3. What are self-reported facts and attitudes concerning the daily use and transmission of the Gagauz and the Russian languages by the Gagauz speakers?

In order to investigate the participants' language uses for the basic activities and in various domains, their self-reported language proficiencies, an attitude scale and personal information questionnaire has been adopted.

The results suggested that the young and middle-aged participants used mostly the Russian language for the activities listed above. However, the participants of the oldest age group generally used the Gagauz language except for the activities such as reading book, watching TV, etc. When the difference between the participants' language uses on the basis of the place of residence is taken into consideration, the results show that the participants in villages are more likely to use the Gagauz language in these activities. As can be expected, the activities like watching TV, listening radio, reading book, newspaper and listening music are the activities mostly done in Russian no matter where the participants live. These results support the observations made on the mass media in the Autonomous Territorial Unit of Gagauzia. It is important to bear in mind that most of the communicative activities are held in the Russian language. During the observations it was seen that nearly all newspapers of the region are published in the Russian language. According to Teosa and Kuyjuklu (2008), the articles in the Gagauz language in these newspapers are the ones written by Gagauz intellectuals and the ones about Gagauz traditions and customs. These suggest that a Gagauz speaker hardly or limitedly finds a TV broadcast or a newspaper in the Gagauz language. Avram (2010:12) suggests that "not only does this once again underline the poor development of Gagauz identity in general, but it also makes clear how dependent the Gagauz are on the Russian language". Pavlenko (2008:301) emphasizes the medium of communication in the cyberspace as follows:

Patterns of language use in the post-Soviet space have also been shaped by the development of new information technologies. Cyberspace has wrestled control over media production and consumption away from the states and facilitated information flow in both Russian and English, thus assisting in the learning of English and in the maintenance of Russian, either as a first or as a second language.

It is seen that the language mostly used in mass media and internet technologies is the Russian language. The adoption of new technologies will cause more exposure to the Russian language while this area is one of the weakest areas for the use and the functions of the Gagauz language. As mentioned above, the participants were also asked in which language they listen to music. Taking the very limited source of popular music in the Gagauz language into consideration, it is seen that songs in the Russian language are more frequently listened than the ones in the Gagauz language. According to Austin and Sallabank (2011:456), the music of the endangered languages has the following vital functions:

From a sociolinguistic perspective, music in endangered languages serves a dual purpose. First the presence of an endangered language in a number of popular music genres tells us something about the value of the language.[...] Second, music can fulfill an important pedagogical function, providing teachers with more relevant source than formal language texts [...]thereof, do not limit people from taking part in and enjoying the medium.

As mentioned by Austin and Sallabank (2011), music can be helpful as an instrument used to draw especially young participants' attention to use their native language. However, the observations and results show that there is not a salient tendency to listen Gagauz songs for several reasons listed above.

Apart from the activities related to mass media such as watching TV, listening radio, reading book, reading newspaper and listening to music, the language used for other activities such as singing a song, thinking, dreaming, praying, counting, telling joke, swearing and discussing differs on the basis of the participants' age and the place of residence. As mentioned before, the youngest and middle-aged groups reported that they used the Russian language more frequently for these activities. On the other hand, the participants of the oldest age group reported that they performed these activities using the Gagauz language. Where the Gagauz participants live is also influential in their uses of these languages. It is seen that the participants living in the villages are more likely to use the Gagauz language for the activities given above. These results show that Gagauz language is used by the participants of the oldest age group and living

in the villages of the Autonomous Territorial Unit of Gagauzia. In other words, the use of the Gagauz language is limited to certain age group and place. Fishman (1997) points out that the lack of intergenerational support and informal daily life support are the reasons for the endangerment of a language. The results and observations show that the Gagauz language's role in daily life has weakened and transmission to the next generations seems problematic.

Besides the use of language in daily activities, the domains of the language use are also investigated in this study. The participants were asked to express the language that they used in certain contexts such as religious, official and ceremonial domains. It is seen that the youngest participants used the Russian language mostly while the oldest participants used the Gagauz language while shopping, at the post office/bank, church, official institutions, wedding party and funeral. As for the place of residence, it is seen that the use of the Gagauz and the Russian language varies on the basis of these domains. The Gagauz language is mostly used in villages while the Russian language is more frequently used in cities. The other question posed the participants is about the rates of the use of these languages at certain contexts such as home, school, work, market, post office. It is seen that most of the participants of all age groups reported that they used the Gagauz language at home at a rate of 100%. However, as the age increases, the rate of using the Gagauz language at other contexts decreases. Similarly, the participants in cities used the Russian language in all contexts at a rate of 100%, while in village both the Gagauz and the Russian language are used at similar rates. These results suggest the difference between the generations and the place of residence of the participants. It is more likely that the Gagauz people use the Russian language more frequently in official domains such as school and post office.

As mentioned in the previous parts of this study, the medium of instruction in the Autonomous Territorial Unit of Gagauzia is the Russian language. Although the autonomy has three official languages (the Gagauz, Russian and Moldovan), courses from primary school to the university are held in the Russian language. The Gagauz language and culture are taught only several hours a week. The inefficiency and lack of the materials in this language and the teaching staff qualified enough to teach the Gagauz language are the most salient problems.

At this point, the Russian language's dominance in domains of life is quite obvious. Sirkeli and Lisenco (2012:15) claim that:

Due to the fact that the Gagauz of Moldova were heavily Russified during the Soviet period of our history, including through education, which was available for the Gagauz mostly in Russian, it has become an official language for them. Therefore, the information, including education, is demanded by the Gagauz mostly in the Russian language. This is also confirmed by the fact that during the 17 years of existence of the autonomy there were virtually no claims from the Gagauz with regard to the non-usage of the Gagauz language as an official one, except for one case.

Most of the Gagauz people interviewed during the data collection process, reported that the Russian language is a must in order to survive in the region. The competency in the Russian language provides many opportunities such as finding a job, communicating with other cultures, etc. Coretchi et al. (2002:6) assert that “the circulation and study of the language of the majority of the population is further marginalized. Young people are estranged from the problems and interests of the majority, who are blamed as the main cause of all socio-economic failures”. Not only must there be the interest to promote a language by society, but also there must be the official attempts to save a language. Romaine (2002:14) emphasizes the importance of the additional measures for language maintenance.

[...] without additional measures to support teacher training, materials development, and a variety of other enabling factors, policy statements which merely permit, encourage, or recommend the use of a language in education or in other domains of public life cannot be very effective. Political ideology drives policy in particular directions, creating various divergences between stated policy and actual practice.

What Romaine (2002) describes above reflects the situation in Autonomous Territorial Unit of Gagauzia. The Gagauz language's being one of the official languages of the region does not necessarily provide opportunities to be educated in the Gagauz people's native language. The lack of political and social support to promote this language leads to the endangerment day by day. Intellectual attempts of the Gagauz intellectuals such as publishing teaching materials or the campaigns to make the Gagauz language the medium of instruction seems inefficient, unfortunately.

The use of Russian and Gagauz languages in official documentations and institutions are not different from the one in educational settings. The observations made in the field have shown that there is an obvious superiority in the use of the Russian language in official documentation and communication. The easiest way to observe this unbalanced use in favor of the Russian language is visiting the websites of the official

institutions of the Autonomous Territorial Unit of Gagauzia. The first of these is the official website of the autonomy. The website (<http://gagauzia.md/index.php?l=ru>) provides language choice to its users. These languages are Russian, the Gagauz, Romanian and English language, respectively. The content in the Russian language seems relatively full and updated. On the other hand, the website has headlines in Gagauz but the content under these headlines are not available. The second of these websites is the official website of the Gagauz *halk toplushu* (the Gagauz People's Assembly). Although this website has the name in Gagauz (<http://halktoplushu.md>), the content is totally in the Russian language. One of these examples can be given for Gagauz Radio and Television Company. The website (<http://gagauztv.md/>) has a very limited content in the Gagauz language. It is seen that some headlines are in the Gagauz language; however, the information or video under these headlines are mostly in the Russian language. The last example is the website of the Comrat State University (www.kdu.md) which has language choice in Russian, Romanian, Turkish and English. However, the content of these languages, except from the Russian language is partly or not available. The examples given above show that generally speaking, a Gagauz speaker living in the autonomy does not have the opportunity to follow the official information or content in his/her native language.

Besides the websites of the institutions, it is seen that the official work is carried out in the Russian language. Avram (2010:11) points out that “the only public official required to by law to be proficient in Gagauz is the Governor, who also has to perform the oath of office in the local idiom.” It is obvious that except from the Governor (who mostly communicates in Russian), speaking the Gagauz language is not obligatory for any of the bureaucrats. Cubreacov (2009, cited in Avram 2010) emphasizes on the symbolic uses of the Gagauz language. The researcher reports that “in autumn 2009, for the first time two meetings were held by the Executive Committee in Gagauz and Romanian, respectively”. It is clear that the Gagauz language does not go beyond being a symbol in institutional domains. These facts are also supported by the results of this study mentioned above. It has been found that speakers have mostly reported that they speak Russian in these domains.

This research question also included the self-reported language proficiencies of the participants. At this point it is important that these data must be interpreted with caution because the language proficiency levels discussed in this research are the ones reported by the participants. Thus, the exact proficiency levels of the participants may differ from what they have reported which is experienced by the researcher during the data collection process. The researcher asked two of reservation staff in the hotel about whether they want to participate in the study. The participants were asked in which language they preferred to fill in the questionnaire. The female participant preferred Russian while male participants wanted to fill in the Gagauz one saying 'I'm a Gagauz. Of course I will do the one in Gagauz language'. Then, they started to read the questions. The female participant was reading and filling the questionnaire quickly. However, the male participant was apparently spelling the words and then asking the meaning of the words. Then, he wanted a Russian form where he could read the questions in Russian and then filled those questions in the Gagauz form. After he completed the test, the researcher realized that he reported his level of Gagauz advanced. The participant's questionnaire was discarded. It apparently shows that speakers may not be aware of the actual proficiency levels in language(s). Therefore, it would be more reliable to apply a proficiency test to the participants and then compare and analyze their self-perceptions about being a speaker of the Gagauz or the Russian language.

Turning now to the experimental evidence on language proficiencies, it is seen that the participants have mostly reported that they are advanced Gagauz and Russian speakers on the basis of age groups. However, it has been found that there are not any participants of young and middle-aged groups who do not have any or beginner level of the Russian language abilities. As for the female and male participants, it has been found that both genders are mostly advanced Gagauz and the Russian language speakers. The difference has been found on the basis of the place of residence. The number of advanced level Gagauz speakers is high in villages while advanced level Russian speakers mostly live in cities. Additionally, it has been found that the participants' proficiency levels on reading, writing, comprehension and speaking skills are better for the Russian language on the basis of the age groups and gender. However,

the proficiency levels of the ones in villages and cities have better proficiency levels for the Gagauz and the Russian languages, respectively.

In the light of issues mentioned above, it can be said that there are various degrees of proficiency levels in the Gagauz and the Russian languages. The current sociolinguistic situation in the Autonomous Territorial Unit of Gagauzia show that nearly all of the Gagauz speakers are also fluent in the Russian language. In other words, it is possible to say that except for the participants of older age group living in villages, the Gagauz people are bilingual. Taking the proficiency levels in language skills into consideration, Baker and Jones (1998:3) describes passive or receptive competence in bilingualism.

[...] an individual's proficiency in a language may vary across the four language skills of speaking, listening, reading and writing. An individual may use one language for conversation and be fluent in speaking that language. However, he or she switches to another language for reading and writing. Another person may understand a second language very well, in its spoken and written form but may not be able to speak or write it well, if at all. Such a person can be said to have a passive or receptive competence in a second language.

It is important to bear in mind that generally speaking, participants' proficiency levels for the Gagauz language are worse than for the the Russian language. It is an interesting finding because the Gagauz language is the participants' native language thus, the proficiency levels are expected to be better than the Russian. At this point, the concepts of native language should be revisited for this case. Taking the strength of the Russian language in many domains into consideration, it is seen that the Gagauz language does not go beyond the level of ethnic language. In other words, the Gagauz is the speakers' mother tongue when asked, however, their use of the Gagauz language is so limited that the speakers' language proficiencies have not improved equally in favor of the Gagauz language.

The second component of this question investigated the intergenerational transmission of the Gagauz language. The results of this research indicate that there are differences in the attitudes towards the Gagauz and the Russian languages between the age groups. As mentioned before, the old generation is more optimistic about the survival of the language and also they have more positive attitudes towards the Gagauz language. On the other hand, the young generation has higher level of emotional attachment to the Russian language. Similarly, their attitudes towards the functions of the language are higher for Russian.

The questionnaire includes items such as the language competency of the parents in the Gagauz and the Russian languages. It is seen that Gagauz is the language spoken better by the fathers and mothers. However, when the rates are taken into consideration, the number of older participants is higher than the young ones. In other words, the rates of parents' language competency decrease as the age of the participants decrease. These findings are similar to the responses given to the item which investigates the acquisition environment of the Gagauz and the Russian languages. Although home and family context is the place where the Gagauz language is acquired in all age groups, the rates are higher for the old age group. In other words the number of participants acquiring their mother tongue at home has increased as the participants get older. It shows the difference between the age groups.

Other question in the test asked the language of communication among the family members. It is seen that all age groups speak the Gagauz language more frequently than the Russian language. However, the rates of speaking the Gagauz language with the family members are higher for the participants of old age group. On the other hand, the rates of speaking the Russian language are higher for the young participants. A similar question has investigated the use of the Gagauz language within the family members. The results have shown that the highest rate of speaking the Gagauz language is reported to be between mother and father for all age groups. The communication between other family members varies according to the age of the participant. As the participants get older, the rates of the use of the Gagauz language between spouse and parents increase.

These results show that the Gagauz language is a medium of communication in all age groups. However, the difference among the age groups is quite observable. The use of the Russian language is more common in young participants, while the Gagauz language is more commonly used by the older participants. Undoubtedly, limited use of a language in various domains or by various age groups would threaten the vitality of a language. Besides the quantitative data, the observations have shown that a similar difference is also available between the layperson and the Gagauz intellectuals. It is seen that Gagauz intellectuals are more eager to preserve the Gagauz language and have

been making attempts to draw people's attention to language endangerment. A similar observation was made by Menz (2003a:144) about the attitudes Gagauz people.

During my research, I found that the typical Gagauz villager was conscious of a certain relationship to the Turkic world but not especially interested in the matter of the exact affiliation and the history of the people in pre-Bessarabian times. [...]The intellectuals, as can be expected, were far more interested in their history [...].

These observations show that besides age groups, there are also differences in the language attitudes and uses on the basis of status of the Gagauz people. This difference arises from the current socioeconomic situation of the Autonomous Territorial Unit of Gagauzia. As mentioned in the previous chapters and sections, the autonomy is suffering from severe economic problems. Due to the problems such as unemployment, limited exportation, immigration of labor force, etc. Gagauz people experience difficulties in economic survival. The worsening economic conditions where competence in Russian is advantageous negatively influence the vitality of the Gagauz language. Austin and Sallabank (2011: 405) explain economic reasons for language endangerment as follows.

Language shift and language death normally follow specifically on economic disruptions, involving changes in the material economy of a language community or changes in the economic expectations and perceptions of the members of that community. These disruptions create the circumstances under which minority languages come into unequal competition with others in the linguistic marketplace.

The observations support the relationship between the language vitality and economic conditions of the speaker community. When Gagauz people are asked questions about the maintenance of their mother tongue, they emphasize that they are struggling to survive economically. Thus, before the awareness of language endangerment, they are more interested in the finding a way to live in prosperity. Crystal (2000:104) summarizes the situation as follows.

It is axiomatic that physical wellbeing is a top priority: there is no point in going on to people about language if they are too ill to speak or too hungry to listen. If food, welfare, and work are lacking, then it is only to be expected that they will direct their energies to ways of increasing resources and fostering economic growth. The same applies if military conflict, political oppression or civil disturbance threatens their daily safety and survival.

The above-mentioned situation can be observed easily in the area. Linguistic awareness and language maintenance are the aims of the intellectual group who do not have serious economic problems. Therefore, unfortunately, their attempts do not go beyond individual efforts. The next question of the current study is posed to investigate the situations when the variables are altered on the basis of age, gender and the place of

residence. To this end, first, age groups are divided into three categories like participants between 13-20 years old (young group), 21-40 years old (middle-aged group) and 41-74 (old group). As for the variable of gender, female and male participants' attitudes towards the uses of the Gagauz and the Russian language have been explored. Finally, the third variable is divided into village and city on the basis of the Gagauz population's residence. The question asked below investigates whether these variables are influential in participants' functional and emotional attitudes.

4. To what extent do the independent variables such as age, gender and the place of residence have an influence on the emotional and functional attitudes?

According to the findings, the participants' age is effective on their attitudes towards the Gagauz and the the Russian languages. It has been found that generally the oldest age group has positive attitudes towards the Gagauz language while the youngest and middle-aged groups have more positive results for the Russian language on the basis of emotional and functional attitudes. These findings support the observations made in the field. It has been observed that the older participants are optimistic and positive emotionally and functionally towards their mother tongue, the Gagauz language. When it is considered that there are old speakers who could not speak the Russian language, it is seen that the Gagauz language is clearly more favored than the Russian language among older participants. The findings showing the common use and positive approach towards the Russian language support the researcher's observations. It was seen that Russian is an indispensable part of the daily life among young people in the Autonomous Territorial Unit of Gagauzia. When young people were asked questions in the Gagauz language, they tended to respond in Russian or they even did not understand the Gagauz language and demanded translation to Russian. These tendencies of older and younger participants towards the Gagauz and the Russian language have shown that age is an important factor determining the attitudes towards these languages. Thus, it is clear that there is a gap in the transmission of the Gagauz language to next generations.

The second variable the influence of which has been studied is the gender of the participants. In her study Menz (2003a) asserts that monolingualism in the Gagauz language among women is still observed. The observation and traditional roles of the

woman and man have been taken into consideration while formulating the hypotheses. It was expected that as ‘home-makers’ and ‘care-givers’, female participants might be more persistent to use their mother tongue, Gagauz language in the context of home. Thus, they might have more positive attitudes towards their language. On the other hand, it was said that being ‘bread-winners’ who mostly work outside the home environment, male participants might have tendency to be bilingual, as the knowledge of Russian is required in many domains. It was thought that this might affect male participants’ attitudes positively in favor of the Russian language. However, contrary to expectations, this study did not find a significant difference between female and male participants. In other words, except for few items, gender is not influential in the participants’ functional and emotional attitudes towards these languages. This falsifies the hypothesis that gender makes difference in the attitudes.

A possible explanation for these results is the increasing participation of the Gagauz women to labor force. Economic situation of the autonomy and the Moldova has led Gagauz women to work outside the home, even to go abroad such as Russia and Turkey. Keough (2006:441) summarizes the migration of women as follows.

What has developed over the years is a transnational migration circuit whereby, as locals explain, to run a Gagauz household, wives and mothers, usually in their thirties, go to Turkey to work as domestics for six months at a time, primarily in winter when work in the fields is not necessary.

Gagauz women’s participation to labor force in and out of the country automatically required the knowledge of a second language. Thus, a good command of Russian or another language and the lack of environment where Gagauz is the language of communication might have decrease the competency in this language nowadays. Eckert (1980:1055) states that “the promise of socioeconomic mobility has led masses of labouring people to abandon their vernacular language”. As in the case of the Gagauz language, the mobile Gagauz woman becomes another factor for the transmission of the language. Austin and Sallabank (2011:286) summarize the role of women in intergenerational transmission as follows:

Gender issues are highly relevant to language vitality. Intergenerational transmission is carried out in the home, and usually falls to mothers. The language use and attitudes of women are thus crucial for language maintenance, yet are rarely taken into account by policy-makers (or, in many cases, researchers).

The results of the current study and observations confirm the association between the attitudes of the female speakers and the maintenance of the language. Female Gagauz speakers do not have significantly positive attitudes to their endangered language.

The third variable investigated in the present study is the place of residence. It has been studied whether the participants' residence in a village or city influence their attitudes towards the Gagauz and the Russian languages. The initial observations made in the area have shown that the Gagauz people living in the villages are more eager to use the Gagauz language. Additionally, more positive attitudes towards their mother tongue were observable. On the other hand, the Gagauz speakers in cities such as Komrat and Chadir-Lunga, use the Russian language more frequently than the ones living in villages. The difference depending on the place of residence has been verified by the results of the scale measuring emotional and functional attitudes. It has been found that Gagauz people in villages have more positive attitudes to their mother language while the ones in cities have more positive attitudes to the Russian language.

The combination of findings and observations indicates that speakers in villages are more attached to their ancestral language. The findings should be revisited by taking some factors into consideration. First, generally speaking, Gagauz villages are more homogenous places on the basis of ethnicity. Thus, it is more likely that a Gagauz speaker living in a village might have more opportunity to experience Gagauz culture and language when compared to the ones in cities. On the other hand, living in more heterogeneously populated cities require a very good command of the Russian language. Secondly, cities host various official institutions of the Autonomous Territorial Unit of Gagauzia. The Russian language is the medium of communication in these domains. More frequent use of the Russian language in daily life automatically influences the functional and emotional attitudes of Gagauz speakers towards this language. Austin and Sallabank (2011:408) discuss the effects of urbanization to endangered languages.

[Urbanization] removes the displaced language from areas in which it was traditionally established, and from the local cultural institutions in which it had played a central role, and puts it into competition with other languages which its speakers may find to be more economically necessary or advantageous. In addition to the loss of its cultural anchors, its potential use in everyday communication can be diminished in the new context, depending on patterns of resettlement, through the isolation of the displaced speakers from each other.

It is seen that transition to urban lifestyle had many negative effects on the Gagauz language. Menz (2003a) supports this asserting that Gagauz language is the medium of communication in *kolkhozs* the population of which is ethnically homogenous. These facts point out the difference between village and city on the basis of attitudes. This distinction contributes to the current situation of Gagauz as an endangered language.

Apart from the findings related to research questions, it has been observed official attempts to preserve the Gagauz language are not efficient. Although the use of the Gagauz language is stated in many articles of the Gagauz legislation, a very limited use in daily and official domains can be easily observed. It shows that statements without implementation in daily life would not contribute to the maintenance of the Gagauz language. The use of the Gagauz language might be promoted by the official attempts and social support. However, these attempts and supports would be useless without certain socioeconomic and sociopolitical conditions. Ó Riagáin (1997:170) states that “[...] the power of state language policies to produce intended outcomes is severely constrained by a variety of social, political and economic structures which sociolinguists have typically not addressed, even though their consequences are profound and of far more importance than language policies themselves”.

As can be seen above, the legislative statements without certain social, economic and political conditions would not be meaningful for the vitality of a language. The Gagauz language is one of the typical examples of the linguistic situation. First, due to a long term exposition to the Russian language bilingualism in Gagauz people become widespread. However, today in some cases Gagauz people tend to be monolinguals in the Russian language. The Gagauz people and authorities have had more positive attitudes towards Soviet regime and Russia than for Moldovan government (Katchanovski, 2005). Pavlenko (2005:221) asserts that “national and ethnic identities are tightly linked to political identities, whereby individuals invest not only in particular ethnicities or national belongings but also in political allegiances, rejecting languages linked to oppressive regimes, be it colonialism or totalitarianism”. Thus, it is seen that the Gagauz people are politically and emotionally closer to Russian regimes and governments. This tendency is reflected in the use of the Russian language in many domains. When “the lack of interest in the mother tongue, the immigration tendencies of

the young population, incompetent leaders and adaptation to the Russian culture” (Bechir, 2008:69) are taken into consideration, together with the positive attitudes, the domination of the Russian language in Gagauz daily life can be easily seen.

The findings of this study have a number of practical implications. These recommendations might be useful for future practice and studies. They are as follows.

1. Before dealing with linguistic issues, it would be useful to discuss socioeconomic and sociopolitical situation of the Autonomous Territorial Unit of Gagauzia. Politically and economically depending on the Moldovan government, the Gagauz autonomy has serious financial problems. The inefficiency in the number of foreign and domestic of investments forces the people leave the Gagauzia to earn money. The problems of unemployment and low-income have influence the daily life drastically. Young Gagauz people and middle-aged groups’ immigration to other countries cause brain drain at the same time. Physically dynamic and intellectually qualified people choose to live in abroad permanently.

Similarly, politically speaking, Gagauz people have clearly more pro-Russian orientations than for their support for Moldovan or Romanian parties of political units. It has been observed that Gagauz people have hesitations over the European Union Agreement. On the other hand, a closer relationship with Russian authorities is desired by most of the Gagauz population. In the referendum held in February 2014, Gagauz people voted for the integration with Moscow-led Customs Union. This is a typical example of the expectation about economic and political integration with Russian federation. Under these circumstances, economic and then political survival are the top priorities of the Gagauz people.

2. The official attempts to maintain and preserve the Gagauz language seem inadequate. Stated in the Law of Gagauzia Autonomous Territorial Unit on Languages, right to carry out office work in Russian, Gagauz and Moldovan languages provide opportunity to use the Gagauz language in official domain.

However, it is clearly seen that the medium of communication is predominantly Russian.

The conditions in the educational settings do not support the maintenance of the Gagauz language. The use of the language is limited to several hours a week and the rest of the education practices have been carried out in the Russian language. The education in Russian starts from preschool. A note of caution is due here since there are also problems in the number and availability of the teaching staff who are qualified enough to teach the Gagauz language. The educational materials used in the teaching of the Gagauz language are quite limited..

The use of the Gagauz language in media is quite limited too. Apart from the monthly published *Ana Sözü* newspaper, other newspapers are partly in Gagauz or totally published in Russian. Similarly, the broadcast of Gagauz Radio Television is predominantly in Russian. Taken these circumstances into consideration, it is seen that practicing speaking, writing, listening and reading the Gagauz language is limited seriously. The current situation shows that while competency and use in Russian is required, the use of the Gagauz language is limited to unofficial, family contexts.

3. The socio-psychological effects of the factors mentioned above should also be discussed. It is inevitable that the attitudes of the Gagauz speakers towards the Gagauz and the Russian language are influenced by these circumstances. As mentioned above, economic and political factors inherently lead the speakers to think about their economic and then political survival. In a context where speaking the Gagauz language does not contribute to their survival, the speakers do not choose to use this language. The case of Gagauz is a typical example of this phenomenon. It is seen that monolingualism in the Gagauz language would not provide better positions in business or does not help its speakers' to receive a better education. On the other hand, the competence in Russian is advantageous in many domains which then cause weakening of the Gagauz language's functions in daily life. The difference between the emotional and functional attitudes reveals that Gagauz language is at this risk of endangerment. It is seen that being emotionally attached to the Gagauz language does not contribute to its

maintenance. Moreover, the speakers' awareness about the functional advantage of the Russian language supports the idea that it dominates the communication in daily life and official domains. Büyükkantarcioglu (2013:6) emphasizes on the socio-cognitive processes that are shaped by the Russian language.

[...] it seems that the semiotic and symbolic nature of higher mental functions and consciousness of the people have been constructed mostly by means of the Russian language system rather than that of the Gagauz language, thus the Russian language has dominantly acted as a medium for the formation both of the cognitive schemas of individuals and the collective 'social mind'. The same situation can be observed in other post-Soviet communities.

The phenomenon described above is clearly observed in the Autonomous Territorial Unit of Gagauzia. The dominant use of the Russian language leads to the reshaping of the cognitive processes. It shows that the endangerment of a language does not only cause the loss of a socio-cultural and socio-psychological richness but also shapes the beliefs and sentiments of a society.

As found in the current study, the difference in the attitudes towards the Gagauz and the Russian languages shows the discontinuity between the generations. More positive attitudes of the young age group towards the Russian language are the indicator of this distinction between the generations. Finally, these findings show that the maintenance of the Gagauz language is seems possible with the coordination of the Gagauz society and authorities. However, unless the economic situation of the people improves, it would not be realistic to discuss the language maintenance.

4. Finally, this study has also underlined the following points: While there are views emphasizing the role of ethnic identity in the language maintenance, the Gagauz case has shown that despite the strong emotional attachment to the ethnic and cultural identity, the language maintenance is not guaranteed. In other words, there seems to be no one-to-one correspondence between the strength of identity perception and ethnic language maintenance. The reasons for this fact have been discussed above in detail. Although the sense of membership to the Gagauz society is dominant, it can hardly be said that the hegemony of the the Russian language can be evaded. Needless to say, revival of the Gagauz language requires active political, educational, economic, cultural, etc. reforms,

the realization of which seems to be rather limited in the present political, economic, and cultural atmosphere.

The main goal of the current study was to investigate the attitudes of the Gagauz speakers towards the Gagauz and the Russian languages. The data collection tool used in the study is a 19-item personal information questionnaire and a 22-item attitude scale. The personal information questionnaire was designed to gather information about the demographics of the participants, language uses in certain context, language proficiency levels, language competencies of the family members, and the items related to language acquisition process. The attitude scale investigated the emotional and functional attitudes of the Gagauz speakers. As a pilot study the Autonomous Territorial Unit of Gagauzia was visited in September 2013. Based on the observations in the pilot study, main data collection was carried out in January 2014. As mentioned before, 137 Gagauz speakers participated in the study. The data analysis process included the validity, reliability and factor analyses. It was found that the results of the study supported the earlier observations. In other words, quantitative data is parallel with the observations in pilot study and main data collection processes. According to the results, the language attitudes, uses and competences differ greatly on the basis of the variables of age and the place of residence. These results suggest that the participants of young age group have more competency in and positive attitudes towards the Russian language and they also used the Russian language more than other age groups. On the other hand, old age group apparently more positive towards the Gagauz language. The differences in language attitudes and uses are more positive for the Gagauz language in villages and for Russian in cities. Additionally, a comparison of the emotional and functional attitudes reveals that emotional attitudes of the participants are more positive for the Gagauz language, while functional attitudes are scored higher for the the Russian language. Finally, it is expected that this research will serve as a base for future studies which investigate the endangerment, language attitudes and the Gagauz language.

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APPENDIX 1

The Gagauz version of the questionnaire used in the pilot study

Paalı katılımcı,

Bu anketa hazırlandı bir bilim işi için angısı aaraştırêêr gagauzçanın kuşaktan kuşaa geçişini hemonun korunmasını. Hepsı bilgilär, fikirlär hem cuvaplar, ani anketaya yazılacak, elbet kisaklı kalacak hem bilim uurundan başka hiç bir erdä kullanmıycek. Soruşlara dooru yada yanniş cuvap yok; onuştan pek önemli ani sizä görä en yakışık cuvapları nışannayasınız.

Bu anketa yaklaşık 10 minudunuzu alacak. Katılmanız için saa olun.

Bilim akademiyası işçisi

Gülin DAĞDEVİREN-KIRMIZI

Başkent Üniversitesi

Ankara, Türkiye

Parça 1 _____ Personal bilgiler

1. Yaş : ____
2. Cins: Karı ____ Adam ____
3. Zanaat: _____
4. Duuma yeri: _____
5. Üürenim: _____
6. Bän
 - 1 dil bilerim. Bu _____
 - 2 dil bilerim. Bunnar _____
 - 3 dil bilerim. Bunnar _____
7. Uşaklarımız var mı? Var ____ Yok ____

Uşaklarımız hep o dillerdä laf eder ani siz mi? Ölä ____ Diil ____

8. Katılêrsınız mı o organizaşiyalara yada derneklerä, ani hazırlêêr gagauz dilinä hem halkına baalı kutlamalar?

Katılêêrim ____ Katılmêêrim ____

9. Nice duudunuz hep o devlettä mi yaşêrsınız? Ölä ____ Diil ____

Başka devletlerä gittiysanız, nereya gittiniz?

O devletlerin dillerini üürendiniz mi? Üürendim _____ Üürenmedim _____

O dillärangıları? _____

Parça 2 _____ Dilin halı

10. Angı dil taa önemli/ taa çok kullanılêr aşıda yazılı neetlär için?

	Gagauzça	Rusça	Moldovanca	Başka
İş bulmaa deyni				
Ticaret yapmaa deyni				
Üükseküürenim için				
Sosşial hareketlilik hem prestij için				
Üüsek ödek için				
Toplumda din birliini korumaa deyni				
Toplumda birlik duygusu yaratmaa deyni				
Toplum hem kulturapaalarını yaymaadeyni				
Literatura için				
Muzıka için				
Bilim hem tehnolojiya için				
Başka toplumlardanbaalantı için				
Başka toplumlardanbirleşmää deyni				
Milletarası diplomatiya için				

11. O yaptıkları ani bulunêr aşıda taa çok angı dildäyapêrsınız?

	Gagauzça	Rusça	Moldovanca	Başka
TV seyretmää				
Radyo seslemää				
Kiyat okumaa				
Gazeta okumaa				
Müzıka seslemää				

Düşünmää				
Hayal etmää				
Dua etmää				
Sayı saymaa				
Anekdot annatmaa				
Süümää				
Çekişmää				

12. Anđı dillerdä laf edersiniz o kişilärlän hem o durumnarda, ani verili aşıda (Gagauzça, Rusça, Moldovanca, başka)?

Ev dıřında

	Gagauzça	Rusça	Moldovanca	Başka
Eř:				
Uřaklar:				
Boba:				
Ana:				
Kardařlar:				
Mali/Dädu:				
Uyçular/Çuçular/Lelüler:				
Verikalar:				
Kardař/Kızkardař uřakları:				
Dostlar:				
Patron:				
Kolegalar:				
Yabancılar:				
Başkası:				

Belirli Sořial Alannarda

	Gagauzça	Rusça	Moldovanca	Başka
Panayırdı/tükända:				

14. Laf edärkana o temalara, ani verili aşuda kiminnen angı dili(Gagauzça, Rusça, Moldovanca hem başka) kullanêrsınız?

		İş	Politika	Din	Saahk	Ailä temaları
ailäylän	Gagauzça					
	Rusça					
	Moldovanca					
	Başka					
dostlarlan	Gagauzça					
	Rusça					
	Moldovanca					
	Başka					
kolegalarlan	Gagauzça					
	Rusça					
	Moldovanca					
	Başka					
Başkasınnan	Gagauzça					
	Rusça					
	Moldovanca					
	Başka					

15. Ne kadar sık lääzım olêr saklayasınız ani laf edersiniz gagauzça?

Her zaman	Kimärkerä	Hiç
-----------	-----------	-----

Parça 3 _____ Kuşaktan kuşaa geçiş

16. Angı dili üürendiniz ailänizdä?

Gagauzça _____ Rusça _____ Moldovanca _____ Başka _____

17. Angı kişilär sizin ailänizdän yazabileer hem okuyabileer gagauzça?

	Bän	Uşakları m	Eşi m	Anam	Bobam	Malim	Dädum	Vnukaları m
--	-----	---------------	----------	------	-------	-------	-------	----------------

Gagauzça okuyabilir								
Gagauzça yazabilir								

18. Nice düşünersiniz, lââzım mı ana bobalar savaşsın ani ailânin içindâ gagauzça kullansın?

Katılêrim	Bilmerim	Katılmêrim
------------------	-----------------	-------------------

19. Nişannayınız o durumnarı, ani sizâ görâ taa yakışık.

	Kayılm	Bilmerim	Diilim Kayıl
Gagauzça kaybelân bir dil			
Sanêrim ani ilerdâ vnukalarım gagauzça laf edecek.			
Sanerim ani yapêrım hepsini ani ailâmdâ laf edilsin gagauzça.			
İsterim ani uşaklarım islâ laf etsin gagauzça.			
İsrterim ani yakışsın uşaklarım şkolada da laf etsin gagauzça.			
İsterim ani uşaklarım bilsin islâ hem rusça hem gagauzça.			

20. Angı dili kullanêrsınız laf edârkana ailedâ o insannarlan ani verili aşıda (Gagauzça, Rusça, Moldovanca, başka)?

	Gagauzça	Rusça	Moldovanca	Başka
Eş:				
Uşaklar:				
Boba:				
Ana:				
Kardaşlar:				
Mali/Dâdu:				
Uyçular/Çuçular/Lelülar:				
Verikalar:				
Kardaş/Kızkardaş uşakları:				
Bşkası:				

21. Nice düşüneersiniz, angı dil taa önemli sizin uşakların gelecää için?

Gagauzça ____ Rusça ____ Moldovanca ____ Başka _____

22. Bunnarı angı dildä üürendiniz en ilk?

	Gagauzça	Rusça	Moldovanca	Diğer
Masallar				
Türkülär				
Legendalat				
Bilmeycälär				
Cümbüşlär				
Nani türküleri				
Söleyişlär				

_____ *Saa olun* _____

APPENDIX 2

The Russian version of the questionnaire used in the pilot study

Дорогой участник,

Данная анкета подготовлена для научной работы с целью исследования процесса передачи гагаузского языка через поколения и его распространения. Вся информация будет держаться строго в секрете и будет использована исключительно в научных целях. Так как правильных или неправильных ответов на заданные вопросы не существует, очень важно, чтобы вы отметили подходящие, по вашему мнению, ответы.

Опрос займет у вас примерно 10 минут. Благодарим за участие.

Научный сотрудник

Гюлин Дагдевирен-Кырмызы

Университет Башкент

Анкара, Турция

Часть 1 _____ Личные данные

7. Возраст: ____
8. Пол: Женский ____ Мужской ____
9. Профессия: _____
10. Место Рождения: _____
11. Образование: _____
12. Я: - Владею 1-им языком. Это _____
- Владею 2-мя языками. Это _____
- Владею 3-мя языками. Это _____

7. Есть ли у вас дети? Да ____ Нет ____

Говорят ли ваши на тех же языках что и вы? Да ____ Нет ____

23. Являетесь ли вы членом какой-либо организации или ассоциации занимающейся организацией мероприятий связанных с гагаузским языком и культурой.

Да ____ Нет ____

24. Проживали ли вы все время в той же стране где родились. Да ____ Нет ____

Если нет, в каких странах еще жили?

Выучили ли вы языки этих стран? Да _____ Нет _____

Если да, то какие? _____

Часть 2 _____ **Положение**
языка

25. Какой из языков наиболее важен и чаще всего используется в следующих ситуациях

	Гагаузский	Русский	Молдавский	Другой
Поиск работы				
Занятие торговлей				
Получение высшего образования				
Социальная мобильность и престиж				
Получение высокой зарплаты				
Обеспечение религиозного единства в обществе				
Воспитание чувства единства в обществе				
Распространение социальных и культурных ценностей				
Литература				
Музыка				
Наука и технология				
Обеспечение связи с другими социальными группами				
Сплочение с другими социальными группами				
Международная дипломатия				

26. На каком языке вы, чаще всего, совершаете следующие действия

	Гагаузский	Русский	Молдавский	Другой
Просмотр телевидения				
Прослушивание радио				
Чтение книг				
Чтение газет				
Прослушивание музыки				
Размышление				
Воображение				
Молитва				
Подсчеты				
Рассказывание истории				
Ругань				
Ссора				

27. Какой язык (гагаузский, русский, молдавский, другой) вы используете с нижеупомянутыми людьми или в нижеупомянутых ситуациях?

Вне дома

	Гагаузский	Русский	Молдавский	Другой
Супруг/а:				
Дети:				
Отец:				
Мать:				
Братья/сёстры:				
Бабушки/дедушки:				
Дяди/тёти:				
Двоюродные братья/сёстры:				
Племянники:				
Друзья:				

Начальник:				
Коллеги:				
Незнакомцы:				
Другие:				

На определенных социальных территориях

	Гагаузский	Русский	Молдавский	Другой
На базаре/в магазине:				
На почте:				
На праздниках:				
В церкви:				
В других местах:				

В некоторых эмоциональных ситуациях

	Гагаузский	Русский	Молдавский	Другой
Когда вы очень злы:				
Когда вы удивлены:				
Когда вы счастливы:				
Когда вы смущены:				
Когда вы взволнованы:				
Когда вы напуганы:				
Когда вы обижены:				
Когда вы в хорошем настроении:				
Во время стресса:				
Когда вы просите о помощи:				

28. Каков дневной процент использования вами следующих языков?

	Гагаузский			Русский			Молдавский			Другой		
	%2	%5	%7	%2	%5	%7	%2	%5	%7	%2	%5	%7
	5	0	5	5	0	5	5	0	5	5	0	5

Дома													
В школе													
В церкви													
На работе													
На базаре													
На почте													

29. С кем, общаясь на следующие темы, вы используете гагаузский, молдавский, русский или другие языки.

		Работа	Политика	Религия	Здоровье	Семейные темы
С семьей	Гагаузский					
	Русский					
	Молдавский					
	Другой					
С друзьями	Гагаузский					
	Русский					
	Молдавский					
	Другой					
С коллегами	Гагаузский					
	Русский					
	Молдавский					
	Другой					
С другими	Гагаузский					
	Русский					
	Молдавский					
	Другой					

30. На сколько часто вам приходится скрывать, что вы являетесь носителем гагаузского языка?

Всегда	Иногда	Никогда
--------	--------	---------

Часть 3 _____ **Передача языка от поколения к поколению**

31. Какой язык вы выучили в семье?

Гагаузский ____ Русский ____ Молдавский ____ Другой ____

32. Кто из членов вашей семьи может читать и писать по гагаузски.

	Я	Дети	Супруг/а	Отец	Мать	Бабушка	Дедушка	Внуки
Читать по гагаузски								
Писать по гагаузски								

33. Как вы думаете, должны ли родители мотивировать употребление гагаузского языка в семье.

Должны	Неуверен/а	Не долдны
--------	------------	-----------

34. Выберите подходящий для вас ответ к следующим высказываниям.

	Согласен/на	Не уверен/а	Не согласен/на
Гагаузский язык находится под угрозой исчезновения.			
Думаю, что мои внуки в будущем будут говорить по гагаузски.			
Думаю, что делаю все от меня зависящее, чтобы в моей семье говорилось по гагаузски.			
Хочу, чтобы мои дети хорошо говорили по гагаузски.			
Хочу, чтобы мои дети могли говорить по гагаузски и в школе.			
Хочу, чтобы мои дети владели и гагаузским и русским.			

35. На каком языке (гагаузском, русском, молдавском, другом) вы говорите со следующими людьми внутри семьи?

	Гагаузский	Русский	Молдавский	Другой
Супруг/а:				
Дети:				
Отец:				
Мать:				
Братья/сёстры:				
Бабушки/дедушки:				
Дяди/тёти:				
Двоюродные братья/сёстры:				
Племянники:				
Другие:				

36. Какой язык/какие языки, по вашему мнению, наиболее ввжен/ны для будущего ваших детей?

Гагаузский ____ Русский ____ Молдавский ____ Другой ____

37. На каком языке вы впервые узнали следующие виды творчества?

	Гагаузский	Русский	Молдавский	Другой
Сказки				
Песни				
Легенды				
Загадки				
Истории				
Колыбельные				
Пословицы				

_____ *Спасибо!* _____

APPENDIX 3

The distribution of participants' ages

Age	Frequency	Percent	Valid Percent	Cumulative Percent
13,00	1	,7	,7	,7
14,00	12	8,8	8,8	9,5
15,00	9	6,6	6,6	16,1
16,00	1	,7	,7	16,8
17,00	5	3,6	3,6	20,4
18,00	15	10,9	10,9	31,4
19,00	9	6,6	6,6	38,0
20,00	7	5,1	5,1	43,1
21,00	7	5,1	5,1	48,2
22,00	4	2,9	2,9	51,1
24,00	1	,7	,7	51,8
25,00	1	,7	,7	52,6
27,00	1	,7	,7	53,3
28,00	1	,7	,7	54,0
29,00	6	4,4	4,4	58,4
30,00	1	,7	,7	59,1
31,00	2	1,5	1,5	60,6
33,00	1	,7	,7	61,3
34,00	1	,7	,7	62,0
35,00	1	,7	,7	62,8
37,00	3	2,2	2,2	65,0
38,00	1	,7	,7	65,7
39,00	1	,7	,7	66,4
40,00	1	,7	,7	67,2
41,00	2	1,5	1,5	68,6
43,00	2	1,5	1,5	70,1
44,00	1	,7	,7	70,8
46,00	3	2,2	2,2	73,0
47,00	1	,7	,7	73,7
49,00	1	,7	,7	74,5
50,00	1	,7	,7	75,2
51,00	1	,7	,7	75,9
52,00	2	1,5	1,5	77,4
53,00	2	1,5	1,5	78,8

54,00	2	1,5	1,5	80,3
55,00	2	1,5	1,5	81,8
56,00	1	,7	,7	82,5
57,00	2	1,5	1,5	83,9
60,00	2	1,5	1,5	85,4
61,00	2	1,5	1,5	86,9
62,00	2	1,5	1,5	88,3
63,00	2	1,5	1,5	89,8
64,00	2	1,5	1,5	91,2
65,00	3	2,2	2,2	93,4
66,00	3	2,2	2,2	95,6
67,00	1	,7	,7	96,4
68,00	2	1,5	1,5	97,8
69,00	1	,7	,7	98,5
72,00	1	,7	,7	99,3
74,00	1	,7	,7	100,0
Total	137	100,0	100,0	

APPENDIX 4

The Gagauz version of the questionnaire

Saygılı katılımcı,

Akademik bir çalışma için hazırlanan bu anket, Gagauzcanın boylardan boylara aktarımını hem dillän baalı olan fikirleri incelemektedir. Anketä katılanların bilgileri hem fikirleri saklı tutulacak hem alınan bilgiler ancak bilim uurunda kullanılacak.

Yaklaşık 15 minudunuzu alabilecek olan bu anketä katılımlınız için sizä saa olun deerim.

Araştırma Görevlisi

Gülin DAĞDEVİREN-KIRMIZI

Başkent Üniversitesi

Ankara, Türkiye

1. Yaşınız : ____

2. Cinsiyet : karı ____ adam ____

3. Yaşadınız yer: Kasaba ____ Adı: _____

Küü ____ Adı: _____

4. Durumunuz:

Üürenciyim ____ İşleerim ____ İşlämeerim ____

5. Üürenciyeniz kaçınıcı klastasınız?

Gimnaziya: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ 9 _

Lisey: 10 _ 11 _ 12 _

Universitet: 1. Yıl _ 2. Yıl _ 3. Yıl _ 4. Yıl _ 5. Yıl _

Başka : _____

6. Gagauzca'yı ve Rusça'yı angı uurda bildiinizi düşününersiniz?

Gagauzca

Hiç bilmeerim __ pek az bilerim __ Orta uurda bilerim __ pek islaa bilerim __

Rusça

Hiç bilmeerim __ pek az bilerim __ Orta uurda bilerim __ pek islaa bilerim __

7. Gagauzca ve Rusça için aşaadaki becerilere angı uurda bildiinizi düşünersiniz?

Gagauzca

	pek az	orta	pek islaa
Okumaa			
Yazmaa			
Anlamaa			
Konuşmaa			

Rusça

	pek az	orta	pek islaa
Okumaa			
Yazmaa			
Anlamaa			
Konuşmaa			

8. Gagauzca ve Rusça'dan angısını aşaaada verilän yerlerdä taa çok kullanersınız?

	Gagauzca	Rusça
alış-veriştä:		
poçtada/bankada:		

kilisede:		
ofisial kurumnarda:		
düünlerdä:		
ölüdä:		

9. Kızginkan, korkmuşkan, sevinçliyken hem bunun gibi durumlarda angı dili taa çok kullanersınız?

Gagauzca ____ Rusça ____

10. Gagauzca hem Rusça karşılaştırıldında aşağıdaki işleri taa sık angı dildä yapersınız?

	Gagauzca	Rusça
TV bakmak		
radio seslemäk		
kiyat, gazeta okumak		
gazeta okumak		
türkü çalmak		
türkü seslemäk		
düşünmäk		
düş gütmäk		
dua etmäk		
hesap yapmak		
cümbüş anlatmak		
süümäk		
kavga etmäk		

11. Bir gün içindä Gagauzca hem Rusça'yı konuşma prosentiniz ne kadar? (Her iki dilin toplamı %100 olacak şekildä)

	Gagauz	Rusça
--	--------	-------

	0	%25	%50	%75	%100	0	%25	%50	%75	%100
evdä										
okulda										
kilisedä										
iştä										
panayırda										
poçtada										

12. Evde ilk angı dili /dilleri üürendiniz? (Birden çok nışannamak yapabilirsiniz)

Gagauzca ____ Rusça ____

13. Bobanız angı dili taa islaa lafedebiler(di)?

Gagauzca ____ Rusça ____

14. Ananız angı dili taa islaa lafedebiler(di)?

Gagauzca ____ Rusça ____

15. Aşaadaki dilleri angı ortamnarda üürendiniz (Birden çok işaretleme yapabilirsiniz)?

	Gagauzca	Rusça
Ev hem aylä içindä		
Okulda		
İş yerindä		
Komuşulardan		
Arkadaşlardan		
TV'den /Radiodan		

16. Aylenizdeki kişilär için angısı/angıları doorudur? (Birdän fazla nışanayabilirsiniz)

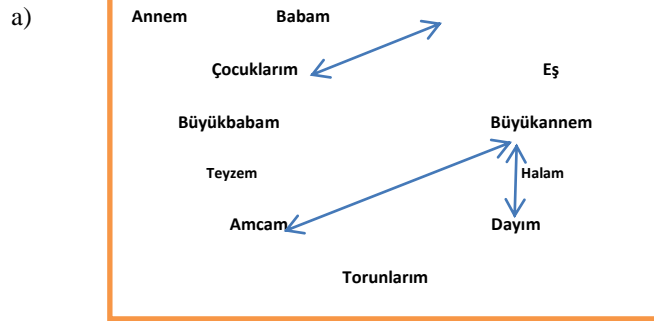
	uşaklarım	kardaşları	eşim	anam	bobam	malim	dädum	unukala
		m						

								rim
Gagauzca okuyabiler								
Gagauzca yazabiler								
Gagauzca konuşabiler								
Gagauzca anneer								

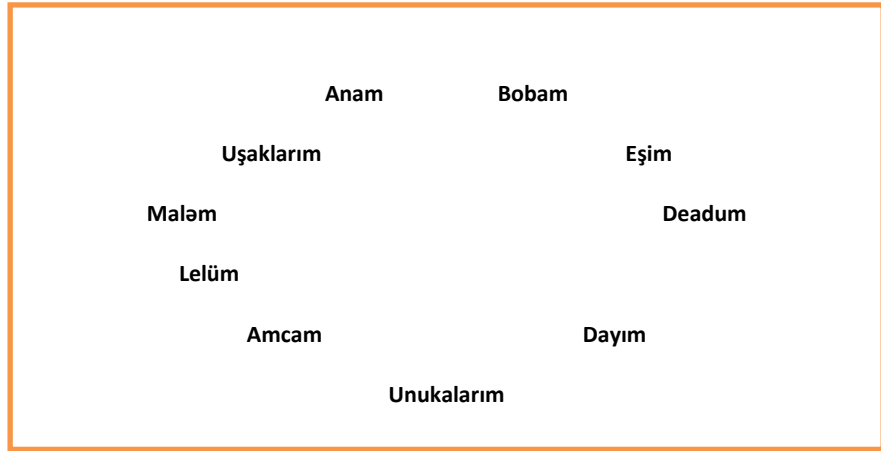
17. Aşaada verilän kişilerlän angı dildä lafedersiniz?

	Gagauzca	Rusça
Eş:		
uşaklar:		
Boba:		
Ana:		
Kardaşlar:		
mali/dädu:		
Amcalar/lelülar:		
Kuzenner		
Komuşular		

18. Aylenezdä kim kendi arasında Gagauzca lafeder? Kişiler arasındaki Gagauzca baalantınızı oklarlan gösteriniz. Aşaadaki ilk grafiktä sizin için bir örnek verilmiştir. Bu grafää görä “bobam çocuklarımnan”, “malim amcam hem dayımnan” Gagauzca lafeder. Aşaada verilän ikinci grafää dä siz kendi aylenez için mışannayın.



b)



19. Aşaadakıları ilkin angı dildä üürendiniz?

	Gagauzca	Ruşça
Masallar		
Türküler		
Legendalar		
Bilmeceler		
Cümbüşlar		
Uyku türküleri		
Deyimneri, söleyişleri		

Aşaada verilän cümleleri okuyunuz. Bu görüşlerä ne kadar katıldınızı ya da katılmadınızı saa tarafta bulunan direciktä verilän beş görüşten birini gagauz dili içinya da rus dili için ayrı-ayrınışannayarakbelli edin. Seçeneklär “pek kayılım”“kayılım”, “bilmeerim”, “diilim kayıl”, “hiç diilim kayıl” formasında verilmiştir. Rica ederiz duygularınızı hem düşünmeklerinizi kendinize uygun seçenää nişannayınız.

	Gagauz dili					Rus dili				
	pek kayılım	kayılım	bilmeerim	diilim kayıl	hiç diilim kayıl	pek kayılım	kayılım	bilmeerim	diilim kayıl	hiç diilim kayıl
1. Bu dili severim.										
2. Soşial ve kultura gözelliğlerimizi yaymaa deyni bu dilin faydalı olduuna inanırım.										
3. Kendi fikirlerimi bu dilde islaa açıklayabilirim.										

	Gagauz dili					Rus dili				
	pek kayılıım	kayılıım	bilmeerim	diilim kayıl	ишъ еумишъ kayıl	pek kayılıım	kayılıım	bilmeerim	diilim kayıl	ишъ еумишъ kayıl
4. Uşaklarımın bu dildä lafetsin deyni savaşerım										
5. Toplumda birlik duygusu yaratmaa deyni bu dilin faydalı olacacana inanerım.										
6. Universitetlerdä bu dil kullanılsa islää olacek, düşünerim.										

7. Din birliđi olsun deyni bu dilin kullanılmasını uygun görerim.										
8. Bu dilin anlatmak gücünün yüksek olduğunu düşünürim.										
9. Literatür yaratmalarının yazılması ve okunması için bu dilin uygun olduğunu düşünürim.										
10. Bu dildä türkü seslemää severim.										
	Gagauz dili					Rus dili				

	pek kayılım	kayılım	bilmeerim	diilim kayıl	my emmm kayıl	pek kayılım	kayılım	bilmeerim	diilim kayıl	my emmm kayıl
11. Ofițial yazışmalarda bu dilin kullanılmasının uygun olduuna inanerim.										
12. Alış-veriş için bu dilin kullanılmasının faydalı olacaanı inanerim.										
13. Bu dili bilmem iş bulmaa deyni faydalı olacaana inanerim										
14. Bu dilde baalantı kurmaa diil zor.										
15. Bu dildä eski laflar var, o da zooruk yarattımı düşünerim.										

20. Bu dilin kaybelmek korkusu var onu korumaa laazım olduunu inanırım.		
21. Gelecektä unukalarımın/uşaklarımın bu dildä lafedebileceklerinä umutlanırım.		
22. Uşakların okulda bu dili kullanmalarının faydalı olacaanı düşünırım.		
23. Bu dilin uşaklara pek erken üüredilmesindä faydalı olacaanı inanırım.		
24. Bu dili bilmenin, Gagauzya'da yaşamasını kolaylaştırdım düşünırım.		
	Gagauz dili	Rus dili

	pek kayılıım	kayılıım	bilmeerim	diilim kayıl	hiç diilim	pek kayılıım	kayılıım	bilmeerim	diilim kayıl	hiç diilim
25. Seçmä şansım olsa salt bu dili kullanırdım.										
26. Bilim ve teknolojik sözcüklerin kullanımı tarafından bu dilin laazımını olacaana inanırım.										

APPENDIX 5

The Russian version of the questionnaire

Уважаемые участники,

Эта анкета была подготовлена к научной работе. Целью является исследовать передавание Гагаузского языка из поколения в поколение и отношений людей к языку. Информация и оценки ответчиков будут держаться в секрете, и полученные данные будут использоваться только с научной целью. Постарайтесь пожалуйста правильно ответить на вопросы. Большое спасибо за проявление внимания к данной анкете, заполнение которого занимает приблизительно 15 минут!

Научный сотрудник

Гюлин Дагдевирен-Кырмызы

Башкент Университет

Анкара/Турция

1. возраст: ____

2. пол : женщина ____ мужчина ____

3. местожительство: город ____ название: _____

село ____ название: _____

4. Я:

Студент/ученик ____ работаю ____ не работаю ____

5. Если Вы – студент/ученик, в каком классе учитесь?

гимназия : 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ 9 _

лицей: 10 _ 11 _ 12 _

университет : 1. курс _ 2. курс _ 3. курс _ 4. курс __ 5. курс _

другие: _____

6. Знание Гагаузского и Русского языков:

Гагаузский

Не знаю __ Мало знаю __ не плохо знаю __ хорошо знаю __

Русский

Не знаю __ Мало знаю __ не плохо знаю __ хорошо знаю __

7. Как Вы думаете на каком уровне ваши знания Русского и Гагаузского языков?

Гагаузский

	мало	средне	хорошо
читать			
писать			
понимать			
говорить			

Русский

	мало	средне	хорошо
читать			
писать			
понимать			
говорить			

9. В каком из следующей ситуации Вы используете Русский язык или Гагаузский язык больше?

	Гагаузский	Русский
торговле:		

в почте / в банке		
в церкви:		
В официальных учреждениях:		
на свадьбах:		
на похоронах:		

20. На каком языке Вы говорите больше, когда Вы сердиты, боитесь, веселы?

Гагаузский ____ Русский ____

21. Какой язык Вы используете больше, когда Вы делаете следующие действия??

	Гагаузский	Русский
смотреть телевизор		
слушать радио		
прочитать книги		
прочитать газеты		
петь песню		
слушайте песню		
думать		
мечтать		
молиться		
вычислять		
сказать шутки		
материться		
бороться		

22. Процент использования русского и гагаузского языков в день? (Среднее число двух языков должно составить 100%)

	Гагаузский					Русский				
	0	%25	%50	%75	%100	0	%25	%50	%75	%100
дома										
в школе										
в церкви										
на работе										
на базаре										
на почте										

23. Какой язык Вы сначала выучили дома? (Вы можете выбрать больше чем один)

Гагаузский ____ Русский ____

24. На каком языке Ваш отец говорит (говорил) лучше?

Гагаузский ____ Русский ____

25. На каком языке Ваша мать говорит (говорила) лучше?

Гагаузский ____ Русский ____

26. В какой окружающей среде Вы учили следующие языки? (Вы можете выбрать больше чем один)?

	Гагаузский	Русский
дома и в семейном окружении		
в школе		
на работе		
в соседней окружающей среде		
среди друзей		
от радио/телевидения		

27. Что Вы можете сказать о следующих вещах для Ваших членов семьи? (Вы можете выбрать больше чем один)

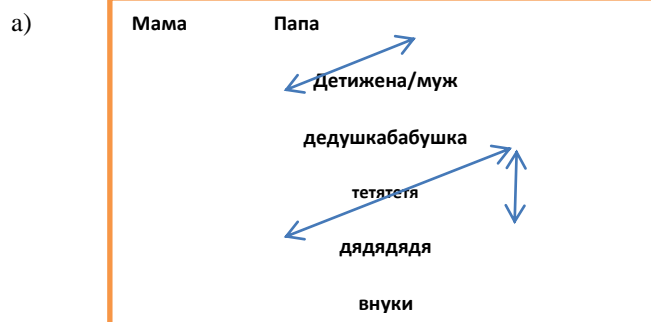
	мои дети	мои братья и сестры	мой муж / моя жена	моя мать	мой отец	моя бабушка	мой дедушка	мои внуки
может прочитать по-гагаузски								
может писать на Гагаузском								
может говорить по-гагаузски								
может понять Гагаузский								

28. На каком языке Вы говорите со следующими людьми?

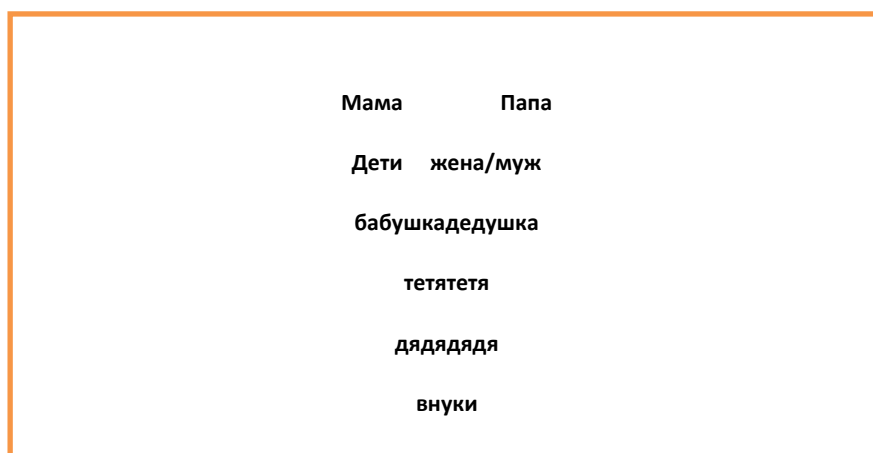
	Гагаузский	Русский
муж /жена:		
дети:		
отец:		
мать:		
братья и сестры:		
бабушка / дедушка:		
дяди / тети:		
кузены / племянницы-племянники		
соседи		

29. Кто говорит по-гагаузский между собой в Вашей семье? Покажите коммуникацию между людьми с помощью стрелок.

Первая диаграмма - пример для Вас. Согласно этой диаграмме мой отец с его детьми, моя бабушка с моим дядей и тетей говорят на Гагаузском языке. Заполните вторую диаграмму для своих членов семьи, пожалуйста.



b)



30. На каком языке Вы слышали следующие вещи?

	Гагаузский	Русский
сказки		
народные песни		
легенды		
Загадки		
Анекдоты		
Колыбельные		
Пословицы		

Пожалуйста, прочитайте следующие предложения. Проясните на колонке правой стороны, если Вы соглашаетесь или не с данным заявлением для гагаузского и русского языков поотдельности. Варианты “очень соглашаюсь”, “соглашаюсь”, “неуверен”, “не соглашаюсь” и “категорически не соглашаюсь”, даны в форме. Попробуйте выразить свои чувства ясно и пометить соответствующий выбор. Спасибо!!!

	Гагаузский					Русский				
	очень соглашаюсь	соглашаюсь	не уверен	не соглашаюсь	не соглашаюсь	очень соглашаюсь	соглашаюсь	не уверен	не соглашаюсь	категорически не
27. Я люблю этот язык										
28. Я полагаю, что этот язык полезен, чтобы распространить социальные и культурные ценности										
29. Я могу свободно выражаться на этом языке.										

30. Я помогаю / я помогу своим детям говорить на этом языке										
	Гагаузский					Русский				
	согласаюсь	согласаюсь	не уверен	не согласуюсь	категорически не согласуюсь	согласаюсь	согласаюсь	не уверен	не согласуюсь	категорически не согласуюсь
31. Я полагаю, что этот язык был бы полезен, чтобы создать единство в нашем обществе										
32. Я верю в преимущество этого языка в высшем образовании										

33. Я думаю, что этот язык был бы полезен, чтобы обеспечить религиозное единство										
34. Я думаю, что выразиться на этом языке лучше										
35. Я думаю, что этот язык соответствует, чтобы написать и читать литературу										
36. Я люблю слушать песни на этом языке										
	Гагаузский					Русский				

	Согласен		Не согласен		Согласен		Не согласен		Согласен	
	согласаюсь	согласаюсь	не уверен	не	согласаюсь	и не	согласаюсь	согласаюсь	не уверен	не
	согласаюсь	согласаюсь	не уверен	не	согласаюсь	и не	согласаюсь	согласаюсь	не уверен	не
37. Я думаю, что полезно использовать этот язык в официальной корреспонденции										
38. Я думаю, что будет полезно использовать этот язык в торговле										
39. Я верю в преимущество этого языка в процессе нахождения работы										
40. Я думаю, что трудно общаться на этом языке										
41. Я думаю, что этот язык включает старые слова, которые не используются в наше время										

42. Я думаю, что этот язык груб										
43. Использование этот язык помогает мне чувствовать себя выше других										
	Гагаузкий					Русский				
	согласяюсь	согласяюсь	не уверен	не согласуюсь	категорически не согласуюсь	согласяюсь	согласяюсь	не уверен	не согласуюсь	категорически не согласуюсь
44. Я полагаю, что не знание этого языка является недостатком .										
45. Я думаю, что этот язык жизненно важен для будущего Гагаузов .										

46. Я думаю, что этот язык нуждается в защите, потому что он в опасности									
47. Я надеюсь, мои дети и внуки будут говорить на этом языке.									
48. Я думаю, что полезно, если мои дети используют этот язык в школе.									
49. Я верю в выгоду обучения этого языка детям как можно раньше.									
50. я считаю чтознание этого языка облегчает жизнь в Гагаузии .									
51. Если бы у меня был выбор, то я использовал бы только этот язык .									

	Гагаузский					Русский				
	согласную	согласную	не уверен	не согласную	категорически не согласную	согласную	согласную	не уверен	не согласную	категорически не согласную
52. Я думаю, что было бы полезно использовать этот язык для научных и технологических слов.										

APPENDIX 6

Item-Total scale point correlations of attitude items elicited from the forms of the Gagauz and the Russian languages.

Test Item	r_{it}		Test Item	r_{it}		Test Item	r_{it}	
	The Gagauz language	Russian		The Gagauz language	Russian		The Gagauz language	Russian
1	.521*	.632*	10	.521*	.689*	19	.630*	.482*
2	.748*	.616*	11	.604*	.405*	20	.364*	.328*
3	.724*	.688*	12	.675*	.414*	21	.465*	.607*
4	.812*	.462*	13	.602*	.214*	22	.715*	.592*
5	.642*	.596*	14	-.113	-.119	23	.734*	.663*
6	.705*	.542*	15	.430*	.158	24	.660*	.433*
7	.712*	.356*	16	.416*	.208*	25	.730*	.704*
8	.678*	.609*	17	.604*	.514*	26	.611*	.380*
9	.614*	.382*	18	.728*	.495*			

* $p < .05$.

APPENDIX 7

Correlation matrix showing correlation coefficients of the variables

	i1	i3	i4	i6	i8	9i	i10	i11	i12	i13	i14	i16	i19	i21	i22
i1	1,000	,593	,517	,346	,414	,209	,505	,191	,414	,354	,286	,229	,519	,579	,183
i3	,593	1,000	,706	,499	,620	,421	,633	,329	,454	,487	,458	,234	,581	,625	,386
i4	,517	,706	1,000	,385	,454	,246	,540	,177	,362	,373	,297	,497	,526	,561	,226
i6	,346	,499	,385	1,000	,584	,563	,480	,456	,482	,410	,475	,087	,490	,426	,483
i8	,414	,620	,454	,584	1,000	,648	,530	,418	,453	,442	,425	,102	,552	,470	,449
i9	,209	,421	,246	,563	,648	1,000	,330	,543	,256	,333	,410	-,015	,298	,235	,533
i10	,505	,633	,540	,480	,530	,330	1,000	,228	,522	,470	,400	,204	,570	,599	,205
i11	,191	,329	,177	,456	,418	,543	,228	1,000	,470	,192	,461	-,024	,373	,273	,705
i12	,414	,454	,362	,482	,453	,256	,522	,470	1,000	,340	,461	,034	,617	,535	,391
i13	,354	,487	,373	,410	,442	,333	,470	,192	,340	1,000	,440	,192	,443	,496	,224
i14	,286	,458	,297	,475	,425	,410	,400	,461	,461	,440	1,000	,085	,550	,526	,456
i16	,229	,234	,497	,087	,102	-,015	,204	-,024	,034	,192	,085	1,000	,223	,298	-,001
i19	,519	,581	,526	,490	,552	,298	,570	,373	,617	,443	,550	,223	1,000	,647	,381
i21	,579	,625	,561	,426	,470	,235	,599	,273	,535	,496	,526	,298	,647	1,000	,348
i22	,183	,386	,226	,483	,449	,533	,205	,705	,391	,224	,456	-,001	,381	,348	1,000

APPENDIX 8

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
i1	6,837	45,581	45,581	6,837	45,581	45,581	4,685	31,231	31,231
i3	1,928	12,850	58,431	1,928	12,850	58,431	4,080	27,200	58,431
i4	,977	6,517	64,948						
i6	,886	5,908	70,856						
i8	,756	5,037	75,894						
i9	,562	3,745	79,639						
i10	,473	3,153	82,792						
i11	,448	2,985	85,777						
i12	,418	2,784	88,561						
i13	,391	2,606	91,167						
i14	,354	2,360	93,527						
i16	,298	1,989	95,516						
i19	,247	1,649	97,164						
i21	,231	1,539	98,704						
i22	,194	1,296	100,000						

APPENDIX 9

Equations

$$i1 = 0.209f_1 - 0.087f_2$$

$$i3 = 0.151f_1 + 0.023f_2$$

$$i4 = 0.232f_1 - 0.104f_2$$

$$i6 = 0.017f_1 + 0.148f_2$$

$$i8 = 0.019f_1 + 0.152f_2$$

$$i9 = -0.110f_1 + 0.258f_2$$

$$i10 = 0.178f_1 - 0.029f_2$$

$$i11 = -0.147f_1 + 0.288f_2$$

$$i12 = 0.032f_1 + 0.120f_2$$

$$i13 = 0.124f_1 - 0.007f_2$$

$$i14 = 0.029f_1 + 0.122f_2$$

$$i16 = 0.224f_1 - 0.196f_2$$

$$i19 = 0.132f_1 + 0.037f_2$$

$$i21 = 0.189f_1 - 0.039f_2$$

$$i22 = -0.114 + 0.266f_2$$

$$f_1 = 0.209i1 + 0.151i3 + 0.232i4 + 0.017i6 + 0.019i8 - 0.110i9 + 0.178i10 - 0.147i11 + 0.032i12 + 0.124i13 + 0.029i14 + 0.224i16 + 0.132i19 + 0.189i21 - 0.114i22$$

$$f_2 = -0.087i1 + 0.023i3 - 0.104i4 + 0.148i6 + 0.152i8 + 0.258i9 - 0.029i10 + 0.288i11 + 0.120i12 - 0.007i13 + 0.122i14 - 0.196i16 + 0.037i19 - 0.039i21 + 0.266i22$$

APPENDIX 10

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Emotional attitude scores (the Gagauz)								
	Emotional attitude scores (Russian)	,40886	1,61596	,15923	,09303	,72468	2,568	102	,012
Pair 2	Functional attitude scores (the Gagauz)	-							
	Functional attitude scores (Russian)	1,18387	1,19792	,11803	-1,41799	-,94975	-10,030	102	,000

APPENDIX 11

The use language for certain activities on the basis of age groups

	The Gagauz language			Russian language			Both languages		
	13-20	21-40	41-74	13-20	21-40	41-74	13-20	21-40	41-74
watching TV	20,3%	15,2%	4,4%	67,8%	78,8%	82,2%	10,2%	6,1%	2,2
listening radio	28,8%	9,1%	2,2%	57,6%	63,6%	60,0%	10,2%	12,2%	4,4%
reading book	3,4%	-	2,2%	84,7%	72,7%	44,4%	8,5%	12,1%	4,4%
reading newspaper	6,8%	3,0%	4,4%	79,7%	54,5%	37,8%	10,2%	12,1%	4,4%
singing a song	3,4%	15,2%	62,2%	81,4%	54,5%	17,8%	13,6%	15,2%	11,1%
listening to music	10,2%	9,1%	48,9%	74,6%	60,6%	37,8%	13,6%	21,2%	8,9%
thinking	27,1%	36,4%	77,7%	55,9%	57,6%	17,8%	15,3%	6,1%	2,2%
dreaming	23,7%	33,3%	75,6%	62,7%	57,6%	15,6%	11,9%	9,1%	2,2%
praying	18,6%	39,4%	75,6%	67,8%	48,5%	20,0%	11,9%	9,1%	4,4%
counting	10,2%	15,2%	64,4%	78,0%	78,8%	31,1%	8,5%	6,1%	4,4%
telling joke	32,2%	33,3%	64,4%	40,7%	48,5%	22,2%	25,4%	9,1%	8,9%
swearing	16,9%	21,2%	40,0%	22,0%	6,4%	6,7%	20,3%	12,1%	6,7%
discussing	22,0%	27,3%	48,9%	45,8%	33,3%	8,9%	11,9%	18,2%	6,7%

APPENDIX 12

The use language for certain activities on the basis of gender

	The Gagauz Language		Russian language		Both languages	
	Female	Male	Female	Male	Female	Male
watching TV	10,7%	17,7%	73,3%	77,7%	8,0%	41,8%
listening radio	6,7%	25,8%	58,7%	61,3%	10,7%	6,5%
reading book	4,0%	80,6%	58,7%	4,8%	10,7%	14,5%
reading newspaper	8,0%	1,6%	48,0%	74,2%	10,7%	6,5%
singing a song	36,0%	12,9%	44,0%	66,1%	13,3%	12,9%
listening to music	30,7%	12,9%	53,3%	66,1%	12,0%	16,1%
thinking	50,7%	40,3%	40,0%	48,4%	8,0%	9,7%
dreaming	48,0%	37,1%	38,7%	54,8%	9,3%	6,5%
praying	49,3%	33,9%	40,0%	56,5%	10,7%	6,5%
counting	45,3%	24,2%	34,7%	66,1%	13,3%	6,5%
telling joke	64,4%	40,3%	22,2%	38,7%	8,9%	19,4%
swearing	40,0%	30,6%	6,7%	21,0%	6,7%	21,0%
discussing	29,3%	35,5%	24,0%	38,7%	12,0%	11,3%

APPENDIX 13

The use language for certain activities on the basis of the place of residence

	The Gagauz Language		Russian language		Both languages	
	City	Village	City	Village	City	Village
watching TV	10,6%	16,7%	76,6%	72,6%	12,8%	3,6%
listening radio	17,0%	15,5%	59,6%	58,3%	17,0%	4,8%
reading book	-	3,6%	76,6%	61,9%	14,9%	4,8%
reading newspaper	4,3%	6,0%	63,8%	54,8%	14,9%	6,0%
singing a song	6,4%	34,5%	63,8%	48,8%	21,3%	9,5%
listening to music	8,5%	32,1%	61,7%	54,8%	25,5%	8,3%
thinking	14,9%	64,3%	66,0%	29,8%	14,9%	6,0%
dreaming	17,0%	58,3%	66,0%	33,3%	12,8%	6,0%
praying	12,8%	56,0%	70,2%	36,9%	12,8%	7,1%
counting	2,1%	45,2%	78,7%	54,2%	14,9%	2,4%
telling joke	19,1%	57,1%	44,7%	29,8%	29,8%	9,5%
swearing	10,6%	33,3%	25,5%	15,5%	19,1%	11,9%
discussing	12,8%	41,7%	44,7%	21,4%	19,1%	8,3%

APPENDIX 14

The rates of the Gagauz and Russian languages on the basis of youngest age group

13-20 ages	The Gagauz Language					Russian Language				
	0	25%	50%	75%	100%	0	25%	50%	75%	100%
At home	13,6%	18,6%	18,6%	18,6%	30,5%	11,9%	18,6%	20,3 %	16,9 %	23,7%
At school	15,3%	35,6%	28,8%	10,2%	1,7%	5,1%	20,3%	37,3 %	33,9 %	3,4%
At church	30,5%	11,9%	23,7%	22,0%	6,8%	3,4%	16,9%	23,7 %	16,9 %	33,9%
At work	25,4%	10,2%	13,6%	8,5%	3,4%	3,4%	6,8%	8,5%	10,2 %	33,9%
At market	23,7%	16,9%	23,7%	18,6%	8,5%	1,7%	15,3%	25,4 %	15,3 %	35,6%
At post office	35,6%	13,6%	22,0%	8,5%	3,4%	1,7%	6,8%	22,0 %	13,6 %	45,8%

APPENDIX 15

The rates of the Gagauz and Russian languages on the basis of middle aged group

21-40 ages	The Gagauz Language					Russian Language				
	0	25%	50%	75%	100%	0	25%	50%	75%	100%
At home	12,1%	21,2%	15,2%	18,2%	30,3%	12,1%	18,2%	9,1%	30,3%	21,2%
At school	18,2%	15,2%	12,1%	6,1%	12,1%	9,1%	9,1%	30,3%	24,2%	72,7%
At church	15,2%	24,2%	12,1%	18,2%	24,2%	6,1%	15,2%	21,2%	24,2%	21,2%
At work	18,2%	18,2%	12,1%	21,2%	12,1%	-	9,1%	9,1%	33,3%	36,4%
At market	21,2%	21,2%	21,2%	18,2%	18,2%	3,0%	9,1%	27,3%	21,2%	27,3%
At post office	21,2%	33,3%	12,1%	9,1%	12,1%	3,0%	3,0%	12,1%	33,3%	39,4%

APPENDIX 16

The rates of the Gagauz and Russian languages on the basis of oldest age group

41-74 ages	The Gagauz Language					Russian Language				
	0	25%	50%	75%	100%	0	25%	50%	75%	100%
At home	2,2%	6,7%	11,1%	13,3%	62,2%	22,2%	11,1%	11,1%	6,7%	8,9%
At school	4,4%	13,3%	11,1%	2,2%	6,7%	-	2,2%	13,3%	11,1%	13,3%
At church	4,4%	4,4%	20,0%	15,6%	53,3%	17,8%	15,6%	17,8%	4,4%	8,9%
At work	4,4%	11,1%	6,7%	11,1%	17,8%	4,4%	11,1%	6,7%	11,1%	22,2%
At market	4,4%	-	17,8%	13,3%	53,3%	20,0%	11,1%	17,8%	2,2%	15,6%
At post office	4,4%	6,7%	8,9%	11,1%	46,7%	15,6%	11,1%	8,9%	8,9%	22,2%

APPENDIX 17

Female	The Gagauz Language					Russian Language				
	0	25%	50%	75%	100%	0	25%	50%	75%	100%
At home	8,0%	10,7%	13,3%	14,7%	49,3%	14,7%	13,3%	13,3%	16,0%	17,3%
At school	10,7%	17,3%	13,3%	8,0%	8,0%	-	4,0%	6,7%	26,7%	22,7%
At church	9,3%	14,7%	24,0%	14,7%	34,7%	9,3%	10,7%	24,0%	17,3%	14,7%
At work	13,3%	8,0%	12,0%	9,3%	12,0%	2,7%	6,7%	9,3%	12,0%	28,0%
At market	13,3%	10,7%	20,0%	14,7%	33,3%	9,3%	6,7%	21,3%	14,7%	25,3%
At post office	16,0%	14,7%	8,0%	9,3%	29,3%	8,0%	5,3%	8,0%	17,3%	37,3%

The rates of the Gagauz and Russian languages on the basis of female participants

APPENDIX 18

The rates of the Gagauz and the Russian languages on the basis of male participants

Male	The Gagauz Language					Russian Language				
	0	25%	50%	75%	100%	0	25%	50%	75%	100%
At home	11,3%	21,0%	17,7%	19,4%	30,6%	16,1%	19,4%	16,1%	17,7%	19,4%
At school	14,5%	30,6%	25,8%	4,8%	3,2%	-	6,5%	28,5%	27,4%	27,4%
At church	29,0%	9,7%	14,5%	24,2%	16,1%	8,1%	22,6%	17,7%	11,3%	32,3%
At work	21,0%	17,7%	9,7%	16,1%	8,1%	3,2%	11,3%	6,5%	21,0%	33,9%
At market	21,0%	14,5%	22,6%	19,4%	16,1%	6,5%	19,4%	25,8%	9,7%	29,0%
At post office	29,0%	17,7%	24,2%	9,7%	8,1%	4,8%	9,7%	24,2%	16,1%	35,5%

APPENDIX 19

The rates of the Gagauz and the Russian languages on the basis of participants living in city

City	The Gagauz Language					Russian Language				
	0	25%	50%	75%	100%	0	25%	50%	75%	100%
At home	21,3%	25,5%	19,1%	8,5%	19,1%	4,3%	4,3%	19,1%	27,7%	36,2%
At school	21,3%	23,4%	14,9%	4,3%	8,5%	-	4,3%	12,8%	27,7%	34,0%
At church	38,3%	8,5%	21,3%	8,5%	14,9%	-	6,4%	17,0%	17,0%	46,8%
At work	27,7%	8,5%	17,0%	8,5%	6,4%	2,1%	2,1%	14,9%	10,6%	40,4%
At market	31,9%	14,9%	17,0%	8,5%	14,9%	4,3%	4,3%	19,1%	21,3%	44,7%
At post office	38,3%	14,9%	12,8%	8,5%	6,4%	2,1%	6,4%	12,8%	17,0%	53,2%

APPENDIX 20

The rates of the Gagauz and the Russian languages on the basis of participants living in city

Village	The Gagauz Language					Russian Language				
	0	25%	50%	75%	100%	0	25%	50%	75%	100%
At home	3,6%	7,1%	13,1%	20,2%	56,0%	22,6%	21,4%	11,9%	8,3%	9,5%
At school	8,3%	22,6%	21,4%	7,1%	4,8%	-	4,8%	16,7%	26,2%	19,0%
At church	8,3%	14,3%	19,0%	22,6%	33,3%	14,0%	19,0%	23,8%	14,3%	9,5%
At work	10,7%	13,1%	8,3%	15,5%	13,1%	3,6%	13,1%	4,8%	17,9%	23,8%
At market	9,5%	11,9%	21,4%	20,4%	33,3%	10,7%	15,5%	23,8%	8,3%	17,9%
At post office	14,3%	16,7%	17,9%	9,5%	28,6%	9,5%	7,1%	17,9%	16,7%	25,0%

APPENDIX 21

The acquisition environment on the basis of age groups

	The Gagauz language			Russian language			Both languages		
	13-20	21-40	41-74	13-20	21-40	41-74	13-20	21-40	41-74
home and family	39,0%	60,6%	75,6%	18,6%	6,1%	4,4%	40,7%	33,3%	15,6%
school	8,5%	69,7%	-	44,1%	30,3%	82,2%	45,8%	-	8,9%
work	1,7%	15,2%	17,8%	32,2%	57,6%	33,3%	13,6%	12,1%	8,9%
neighborhood	32,2%	36,4%	62,2%	22,0%	30,3%	11,1%	33,9%	27,3%	20,0%
friends	32,2%	42,4%	64,4%	28,8%	24,2%	11,1%	35,6%	33,3%	17,8%
TV and radio	8,5%	3,0%	13,3%	62,7%	84,8%	64,4%	22,0%	12,1%	4,4%

APPENDIX 22

The use of language in the context of home on the basis of age groups

	The Gagauz language			Russian language			Both languages		
	13-20	21-40	41-74	13-20	21-40	41-74	13-20	21-40	41-74
with spouse	-	12,1%	64,4%	10,2%	15,2%	11,1%	6,8%	24,2%	24,4%
with children	3,4%	9,1%	53,3%	8,5%	12,1%	11,1%	5,1%	18,2%	24,4%
with father	44,1%	45,5%	91,1%	35,6%	12,1%	2,2%	15,3%	36,4%	6,7%
with mother	47,5%	45,5%	91,1%	32,2%	12,1%	2,2%	16,9%	42,4%	6,7%
with siblings	39,0%	27,3%	55,6%	37,3%	15,2%	6,7%	15,3%	36,4%	11,1%
with grandparents	62,7%	54,5%	48,9%	18,6%	12,1%	2,2%	10,2%	21,1%	2,2%
with uncles/aunts	35,6%	33,3%	51,1%	35,6%	12,1%	4,4%	23,7%	18,2%	8,9%
with cousins/nieces	37,3%	30,3%	44,4%	33,9%	12,1%	11,1%	20,3%	24,2%	11,1%
with neighbors	52,5%	27,3%	62,2%	25,4%	15,2%	6,7%	20,3%	45,5%	22,2%

APPENDIX 23

The use of language in genres on the basis of age groups.

	The Gagauz language			Russian language			Both languages		
	13-20	21-40	41-74	13-20	21-40	41-74	13-20	21-40	41-74
tales	11,9%	39,4%	77,8%	32,2%	45,5%	13,3%	52,5%	15,2%	8,9%
folk songs	50,8%	57,6%	80,0%	13,6%	30,3%	11,1%	35,6%	12,1%	8,9%
legends	20,3%	39,4%	71,1%	45,8%	48,5%	13,3%	32,2%	9,1%	8,9%
riddles	10,2%	24,2%	71,1%	61,0%	54,5%	15,6%	27,1%	12,1%	6,7%
anecdotes	22,0%	27,3%	68,9%	28,8%	48,5%	17,8%	49,2%	18,2%	8,9%
lullabies	15,3%	42,4%	80,0%	54,2%	48,5%	11,1%	25,4%	9,1%	8,9%
proverbs	8,5%	15,2%	62,2%	44,1%	51,5%	17,8%	47,5%	15,1%	6,7%

The Russian language:

No Russian language ability ___ Beginner ___ Intermediate ___ Advanced___

7. What is your level of the Gagauz and Russian language competence for the skills given below?

The Gagauz language

	Beginner	Intermediate	Advanced
Reading			
Writing			
Comprehension			
Speaking			

The Russian language

	Beginner	Intermediate	Advanced
Reading			
Writing			
Comprehension			
Speaking			

8. Which language do you use more in the contexts given below?

	The Gagauz language	The Russian language
when shopping		
at the post office/bank		
at the church		
at the official institutions		
at the wedding party		
at the funeral		

9. Which language do you use most when you are angry, afraid, happy, etc?

The Gagauz language_____ The Russian language_____

10. Which language do you use more for the activities given below?

	The Gagauz language	The Russian language
watching TV		
listening radio		
reading book		
reading newspaper		
singing a song		

listening to music		
thinking		
dreaming		
praying		
counting		
telling joke		
swearing		
discussing		

11. Please indicate the rate of speaking the Gagauz and Russian languages in a day.

	The Gagauz language					The Russian language				
	0	25%	50%	75%	100%	0	25%	50%	75%	100%
At home										
At school										
At church										
At work										
At work										
At post office										

12. Which language(s) did you acquire first at home?

The Gagauz language_____ The Russian language_____

13. Which language does/did your father speak better?

The Gagauz language_____ The Russian language_____

14. Which language does/did your mother speak better?

The Gagauz language_____ The Russian language_____

15. In which contexts did you acquire the Gagauz and Russian languages?

	The Gagauz language	The Russian language
at home		
at school		
at work		
at neighbourhood		
via friends		
through TV and radio		

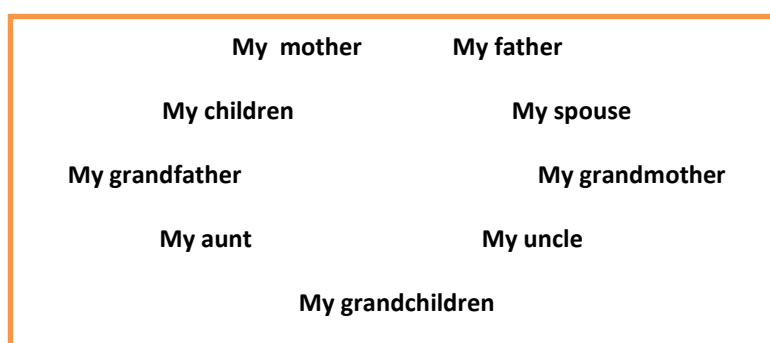
16. Please indicate which skills do the following people have for the Gagauz language.

	My children	My siblings	My spouse	My mother	My father	My grandmother	My grandfather	My grandchildren
can read the Gagauz language								
can write the Gagauz language								
can speak the Gagauz language								
can understand the Gagauz language								

17. Which language do you speak with the following people?

	The Gagauz language	The Russian language
spouse		
children		
father		
mother		
siblings		
grandparents		
uncles/ aunts		
cousins/nieces		
neighbours		

18. Who speaks the Gagauz language in your family? Please indicate the communication in the Gagauz language using arrows. The first graph is the sample given for you. According to this graph, my father speaks the Gagauz language to my children and my grandmother speaks the Gagauz language to my uncles. Please indicate the communication in the Gagauz language for your family in the second graph.



My mother	My father
My children	My spouse
My grandfather	My grandmother
My aunt	My uncle
My grandchildren	

19. In which language did you learn the following?

	The Gagauz language	The Russian language
folk tales		
folk songs		
legends		
riddles		
anecdotes		
lullabies		
proverbs		

	The Gagauz language					The Russian language				
	Strongly agree	agree	undecided	disagree	strongly disagree	Strongly agree	agree	undecided	disagree	strongly disagree
4. <i>I (will) try hard to make my children speak this language.</i>										
5. <i>I think this language is useful at creating the sense of solidarity in society.</i>										
6. <i>I think using this language is advantageous in higher education.</i>										
7. <i>I think this language is useful at creating religious unity in society.</i>										
8. <i>I think the expressive strength of this language is high.</i>										

<p>9. <i>I think this language is suitable for writing and reading literary works.</i></p>										
<p>10. <i>I enjoy listening to music in this language</i></p>										
<p>11. <i>I think this language is suitable for writing official documents.</i></p>										
<p>12. <i>I think this language is suitable for doing trade</i></p>										
<p>13. <i>I think using this language makes me feel superior.</i></p>										
<p>14. <i>I think not having a good command of this language is a disadvantage.</i></p>										
<p>15. <i>I think this language is determinative for the future of Gagauz people</i></p>										
<p>16. <i>I think this language should be protected as it is an endangered language.</i></p>										
<p>17. <i>I hope my (grand)children speak this language.</i></p>										

APPENDIX 25

HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ ÇALIŞMASI ETİK KURUL İZİN MUAFİYETİ FORMU

HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİL BİLİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: ..14/..07/..2015....

Tez Başlığı / Konusu:
EMOTIONAL AND FUNCTIONAL
ATTITUDES OF NATIVE SPEAKERS TOWARDS
GAGAUZ AS AN ENDANGERED LANGUAGE

Yukarıda başlığı/konusu gösterilen tez çalışmam:

1. İnsan ve hayvan üzerinde deney niteliği taşımamaktadır.
2. Biyolojik materyal (kan, idrar vb. biyolojik sıvılar ve numuneler) kullanılmasını gerektirmemektedir.
3. Beden bütünlüğüne müdahale içermemektedir.
4. Gözlemsel ve betimsel araştırma (anket, ölçek/skala çalışmaları, dosya taramaları, veri kaynakları taraması, sisten-model geliştirme çalışmaları) niteliğinde değildir.

Hacettepe Üniversitesi Etik Kurulları ve Komisyonlarının Yönergelerini inceledim ve bunlara göre tez çalışmamın yürütülebilmesi için herhangi bir Etik Kurul'dan izin alınmasına gerek olmadığını; aksi durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

14 07 2015
Tarih ve İmza

Adı Soyadı: GÜLİN DAĞDEVİREN KIRMEZİ

Öğrenci No: N10146113

Anabilim Dalı: İngiliz Dili Bilimi

Programı:

Statüsü: Y.Lisans Doktora Bütünleşik Dr.

DANIŞMAN GÖRÜŞÜ VE ONAYI

Uygundur.

Prof. Dr. Nalan
BÜYÜKANARADOLU

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English Linguistics TO THE DEPARTMENT PRESIDENCY

Date: 14.07.2015

Thesis Title / Topic: Emotional and Functional Attitudes of Native
Speakers towards Gagauz as an Endangered Language

My thesis work related to the title/topic above:

1. Does not perform experimentation on animals or people.
2. Does not necessitate the use of biological material (blood, urine, biological fluids and samples, etc.).
3. Does not involve any interference of the body's integrity.
4. Is not based on observational and descriptive research (survey, measures/scales, data scanning, system-model development).

I declare, I have carefully read Hacettepe University's Ethics Regulations and the Commission's Guidelines, and in order to proceed with my thesis according to these regulations I do not have to get permission from the Ethics Board for anything; in any infringement of the regulations I accept all legal responsibility and I declare that all the information I have provided is true.

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14.07.2015

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Name Surname: Gülün DAĞDEVİREN KIRLI
Student No: M0116113
Department: English Linguistics
Program:
Status: Masters Ph.D. Integrated Ph.D.

ADVISER COMMENTS AND APPROVAL

Uygundur.

Prof. Dr. Nalan
BENLİKANARDOĞU

(Title, Name Surname, Signature)

APPENDIX 26

 HACETTEPE ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORJİNALLİK RAPORU	
HACETTEPE ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ İngilizce Dilbilimi..... ANABİLİM DALI BAŞKANLIĞI'NA	
Tarih: 14/07/2015	
Tez Başlığı / Konusu: <u>Emotional and Functional Attitudes of Native Speakers towards Gagauz as an Endangered Language</u>	
Yukarıda başlığı/konusu gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 290 sayfalık kısmına ilişkin, 14/07/2015 tarihinde gösterim /tez danışmanım tarafından Tarsit'in adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezin benzerlik oranı % 14'tür.	
Uygulanan filtrelemeler: <ol style="list-style-type: none"> 1- Kabul/Onay ve Bildirim sayfaları hariç, 2- Kaynakça hariç 3- Alıntılar hariç/dâhil 4- 5 kelimeden daha az örtüşme içeren metin kısımları hariç 	
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Gereğini saygılarımla arz ederim.	
 14.07.2015 Tarih ve İmza	
Adı Soyadı: <u>GÜLİN DAĞDEVİREN KIRMIZI</u>	
Öğrenci No: <u>110146113</u>	
Anabilim Dalı: <u>İngilizce Dilbilimi</u>	
Programı: _____	
Statüsü: <input type="checkbox"/> Y.Lisans <input checked="" type="checkbox"/> Doktora <input type="checkbox"/> Bütünleşik Dr.	
DANIŞMAN ONAYI UYGUNDUR. Prof. Dr. Metin RÜYÜKBAĞCI  (Unvan, Ad Soyad, İmza)	



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GRADUATE SCHOOL OF SOCIAL SCIENCES
THESIS/DISSERTATION ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
TO THE DEPARTMENT OF English Linguistics

Date: 14.07.2015

Thesis Title / Topic: Emotional and Functional Attitudes of Native Speakers towards Gagauz as an Endangered Language


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14.07.2015
Date and Signature

Name Surname: Gülün DABDEVİREN KIRMIZI
Student No: 110146113
Department: English Linguistics
Program:
Status: Masters Ph.D. Integrated Ph.D.

ADVISOR APPROVAL

APPROVED.

Prof. Dr. Nilan
BİTİRİKÇİOĞLU


(Title, Name Surname, Signature)