LANGUAGE ATTITUDES AND VALORIZATION AMONG INDONESIAN ENGINEERING STUDENTS

[1]Vera Nurlia, [2]Dwi Indarti, [3]Christine Manara

[1]Information Technology, Faculty of Engineering, Cendikia Abditama University, Indonesia
[2]Faculty of Communication and Language, Bina Sarana Informatika University, Indonesia
[3]Doctoral Program in Applied English Linguistics, Atma Jaya Catholic University of Indonesia

*Corresponding Author Email: dwi.diw@bsi.ac.id

Article Info	Abstract
Article History Received: October 2024 Revised: November 2024 Published: January 2025 ……………………………… **Keywords** Language attitude; Billingualism; Language volarization; Heritage language;	*This study explores the attitudes and valorization of languages among Indonesian engineering students at Cendikia Abditama University. Employing a qualitative research design, the study gathered data from 70 students through questionnaires, supplemented by in-depth interviews with 10 participants to gain richer perspectives. A descriptive analytical approach was used to interpret the findings, revealing a predominantly positive attitude toward English, Indonesian, and heritage languages. This demonstrates a nuanced balance between cultural pride, national identity, and the global opportunities associated with these languages. The research highlights that while many students value all three languages equally, others exhibit a preference for one language over the others, depending on their immediate academic, professional, or personal aspirations. These variations reflect the dynamic interplay between cultural heritage and global competitiveness in shaping language attitudes. The findings underline the critical role of educational policies in supporting linguistic diversity and fostering inclusive learning environments. By integrating students' linguistic backgrounds into educational curricula, institutions can enhance learning experiences and promote multilingual competence. Such approaches can help prepare students for the challenges of a globalized world while maintaining their cultural roots, thereby contributing to more comprehensive and meaningful educational practices. This study emphasizes the significance of aligning language education with students' diverse needs and aspirations.*

INTRODUCTION

Bilingualism and multilingualism are prevalent phenomena in Indonesia. Indonesia is home to remarkable linguistic diversity, with over 700 languages spoken across the archipelago. Indonesian, or Bahasa Indonesia, acts as a bridge between the country's different cultural communities (Zein, 2020). English, as a global language, is widely taught in schools and used in various domains, including education, business, and media (Zeng, Ponce, & Li, 2023). Additionally, many Indonesians are bilingual or multilingual, as they often speak their regional or local languages at home or within their communities. Therefore, many Indonesian students grow up speaking Bahasa Indonesia, the national language, and often acquire proficiency in English due to its widespread use in education and the media (Wang, Guo & Degol, 2020). This research investigates bilingual/multilingual language attitudes and the language acquisition of Indonesian students in more than one language or official language.

Language attitudes refer to individuals' subjective evaluations, beliefs, and feelings about different languages or language varieties. Language attitudes encompass cognitive, affective, and

behavioral components, including perceptions of language prestige, identity, and instrumental value (Kircher & Zipp, 2022, p. 14). Understanding language attitudes among bilingual or multilingual students requires exploring these dimensions within the Indonesian, English, and local language contexts. For bilingual and multilingual students in Indonesia, where a diverse linguistic landscape includes Indonesian (the official language), English (a global lingua franca), and various local languages, these attitudes can shape their linguistic identities and communication patterns. Moreover, research on university student attitudes toward language proficiency adds to sociolinguistic theory by raising awareness of the fact that language learners must deal with their own emotions, stereotypes, prejudices, and expectations as well as the linguistic features of a language (Swallow, 2020). Dragojevic et al. (2021) argue that language attitudes are essentially cognitive, emotional, or behavioral signs of evaluative responses toward other language varieties or speakers.

According to Baker (1992), key areas of language attitudes include attitudes toward different dialects, languages, and speech patterns, attitudes toward learning new languages, perceptions of specific minority languages, perceptions of language groups and communities, perceptions of language learning, and perceptions of language preference. These attitudes often connect to deeply ingrained responses to emotion, including feelings, ideas, prejudices, and preconceptions (Lew & Siffrinn, 2019). Dragojevic et al. (2021) describe language attitude as a set of thoughts, emotions, and behavioral intentions toward various language types. Language development can be influenced by attitudes, highlighting the critical social function of language in communicating information that goes beyond mere referentiality. Therefore, investigating language attitudes is crucial for understanding how individuals perceive and interact with the languages they speak.

Language use and language preference are influenced by the attitudes and values of users and non-users. Getie (2020) elaborates on how a person's opinions regarding a language affect its importance and how much first- or second-language learners may utilize it. In other words, both speakers and non-speakers of a language are affected by the language's status in a given society. This demonstrates how attitudes about language can identify the components influencing language choice. The choice of a language reflects the speaker's attitude toward that language. A positive attitude toward language use encourages its usage, and vice versa (Alshumaimeri & Alhumud, 2021). Hence, understanding the language attitudes of bilingual and multilingual university students is a topic of growing importance in the field of sociolinguistics and language education.

Languages store cultural identities, histories, and traditional knowledge in addition to being tools for communication. Valuing language is essential to preserving cultural diversity and fostering a sense of community among linguistic groups. Research by Low, McNeill, & Day (2022) highlights the significance of maintaining and developing a variety of languages by emphasizing the relationship between language loss and the degradation of cultural assets. The practice of valuing a particular language or dialect is known as language valorization. Numerous factors, such as historical, social, and political circumstances, influence this phenomenon. In educational contexts, language valorization involves promoting the use of a particular language or dialect. Fundamentally, language valorization emphasizes the inherent value of each language while celebrating linguistic diversity. Valuing a language is essential to preserving cultural heritage as it represents the collective memory, history, and identity of a community.

Furthermore, language valorization has implications for promoting social inclusion and empowerment. According to research conducted by Onyenankeya & Salawu (2019), recognizing and advancing indigenous languages gives marginalized populations a voice and a platform for self-expression, education, and engagement in public discourse. When a language is valued, it

validates the identity of its speakers and increases their agency in larger sociopolitical contexts. In every country, including Indonesia, education is a crucial setting for language valorization. The importance of integrating students' native languages into classrooms to improve learning outcomes and preserve cultural pride is highlighted by Perso (2020). Bilingual education programs that incorporate indigenous or minority languages into curricula have positively impacted students' academic performance and sense of cultural identity.

Technology also plays a significant role in language valorization. Digital platforms, language documentation tools, and online communities facilitate the sharing and preservation of linguistic resources. Projects like the Endangered Languages Project and various language revitalization apps demonstrate the potential of technology to maintain linguistic diversity (Meighan, 2021). These advancements offer opportunities to promote endangered languages, preserve linguistic diversity, and foster cultural understanding. Language valorization initiatives are also significantly shaped by government policies. Laws that acknowledge and support linguistic diversity contribute to the protection and promotion of minority languages. However, challenges remain, such as conflicts between minority language rights and national languages, as evidenced by discussions on language laws in various countries (Yao, Turner, & Bonar, 2024).

Bilingual language attitudes refer to the beliefs, perceptions, and feelings individuals hold toward using and understanding more than one language. These attitudes are shaped by cultural background, societal norms, personal experiences, and the context in which languages are used. They can manifest as positive attitudes that value bilingualism as a cognitive asset and a bridge between cultures or negative attitudes stemming from societal biases or historical influences that marginalize certain languages (Maqfirah & Mokodenseho, 2023). Positive attitudes toward bilingualism often emphasize its benefits, such as increased cognitive flexibility, better problem-solving abilities, and enhanced communication skills. Individuals with positive attitudes may view bilingualism as a means of cultural preservation, facilitating intercultural communication, and fostering a sense of identity and belonging within linguistic communities (Fox et al., 2019).

Conversely, negative attitudes toward bilingualism may arise due to social stigmas, where one language is considered superior to another, leading to the devaluation or suppression of a particular language or culture (Kiramba et al., 2023). Historical contexts, such as colonization or political dominance, have contributed to the marginalization of certain languages, affecting their perception and value within society. Bilingual language attitudes can vary depending on the linguistic context. For example, regions that support bilingualism might celebrate multilingualism, while areas that neglect linguistic diversity may suppress minority languages or fail to appreciate their value (Romaine, 2017). Understanding bilingual language attitudes is crucial for fostering inclusive and equitable language policies, promoting cultural understanding, and empowering individuals to embrace linguistic diversity.

Efforts to cultivate positive attitudes toward bilingualism involve education, awareness campaigns, and policies that recognize the value of all languages within a society, ultimately contributing to a more inclusive linguistic landscape (Parra et al., 2021). Bilingualism or multilingualism involves studying languages through adaptable approaches in educational and societal contexts. In Indonesia, bilingual and multilingual acquisition among university students varies significantly depending on linguistic backgrounds, exposure to languages, and individual learning strategies. Bilingual and multilingual language acquisition refers to the process of learning and becoming proficient in two or more languages (Sánchez, 2020). This process occurs in various contexts and at different stages of a person's life, from early childhood to adulthood.

In the modern era of digital connectivity, the younger generation grows up in a bilingual and technologically influenced environment. The widespread use of social media, internet content, and instant messaging apps provides unprecedented opportunities for language exposure and communication. Young people frequently use several languages in daily life, switching seamlessly between them in online and offline conversations. The internet's accessibility to diverse cultures and languages enables younger individuals to interact with global content and engage with people from different linguistic backgrounds (Rao, 2019).

However, this multilingual environment has also heightened competitiveness in language skills (Ushioda, 2017). The availability of language-learning apps, translation tools, and online resources motivates individuals to become proficient in multiple languages. With multilingual skills increasingly valued in the competitive job market, people view language competency as a way to gain an edge in both academic and professional spheres (Nilsson, 2020). The rapid dissemination of information through digital media has also led to the dominance of certain languages in online spaces. Languages compete for attention and importance, often based on their popularity and utility in fields like commerce, technology, or entertainment. This competition influences language preferences, with individuals gravitating toward languages perceived as more beneficial or widely used in their areas of interest (Sinnemaki, 2020).

Despite the linguistic competition, technology and the internet have fostered inclusivity and openness to diverse cultures. Social media platforms, online forums, and digital communities facilitate cross-cultural conversations and celebrate linguistic diversity. These platforms enable individuals to share cultural nuances, participate in global discussions, and recognize the value of multilingualism in enriching society (Arham, 2024). Consequently, multilingualism's contributions to cultural diversity and societal enrichment are increasingly recognized (Louf, Sanchez, & Ramasco, 2021). Based on the explanation above, this research seeks to address the following questions: What are the engineering students' language attitudes toward various languages? How do students valorize each language?

RESEARCH METHOD
Research Design
The research design of this study is logical and well-suited for exploring the complex nature of language attitudes and valorization. A qualitative approach is chosen to capture the in-depth perspectives and personal experiences of engineering students. Qualitative methods allow for more nuanced and detailed data collection. This approach is particularly suitable for analyzing language attitudes, as it can uncover the cognitive, affective, and social dimensions of participants' beliefs and practices.

Research Participants
The study involves 70 engineering students from Cendikia Abditama University, selected through convenience sampling based on their availability and willingness to participate. While basic demographic information was collected, more details on the participants' linguistic backgrounds would enhance the understanding of the findings. The participants come from various regions, each with distinct linguistic heritages, including native languages such as Javanese, Sundanese, Bataknese, and others. This diversity enriches the study, as it reflects a range of language attitudes influenced by different cultural and regional contexts. Describing the sample's diversity helps illustrate how representative the findings might be in relation to the broader population of Indonesian university students.

Research Instrument

The instruments used in this study include questionnaires and semi-structured interviews. Which are well-suited for gathering comprehensive qualitative data. The questionnaire consisted of both closed-ended and open-ended questions aimed at assessing students' beliefs, preferences, and attitudes toward English, Indonesian, and their heritage languages. For greater transparency, sample questions included items such as, "How confident do you feel speaking English in social and academic settings?" and "How often do you use your native language at home?" The interviews provided deeper insight into these attitudes, structured around themes like language use in educational and social contexts, perceived benefits of multilingualism, and cultural identity. Including these details clarifies the focus and comprehensiveness of the instruments used in the study.

Data analysis

The information obtained through questionnaires and interviews was then qualitatively examined by the author. It took several processes to analyze the information from the interviews and questionnaires. First, organize the data by entering questionnaire answers into a spreadsheet and transcribing interviews. The author then reviewed the information over and over again to become familiar with it, making note of any reoccurring themes, phrases, or codes. Afterwards, using coding strategies, designate text passages that convey related concepts or themes with labels or codes. This makes it possible to compare and categorize comments in an organized manner. Lastly, the writer wrote a thorough description or report that summarizes the themes found.

RESULT FINDINGS AND DISCUSSIONS
Research Findings

The primary focus of the research data is the students' attitudes toward the three languages (English, Indonesian, and heritage language) they have learned and acquired. The purpose of the data collection was to find out the participants' attitudes for each language. Interviews and questionnaires were used to get the data. Three questionnaires were distributed to the students in this study. The first section consists of a language belief questionnaire meant to collect data and insights into people's language-related beliefs, attitudes, perceptions, and preferences. The purpose of this questionnaire is to ascertain the student's perspective regarding English, Indonesian, and their native tongue.

The second questionnaire is a language feelings questionnaire, which is a survey or series of questions intended for evaluating individual's sentiments, perspectives, and attitudes around language. A questionnaire of language feelings is a survey or series of questions intended to evaluate people's feelings, perspectives, and attitudes around language. With this kind of questionnaire, information about people's opinions regarding language, linguistics, or certain linguistic components is to be gathered. Usually, it consists of a set of questions that responders answer according to their preferences, experiences, or opinions about language. This kind of survey seeks to collect information regarding respondents' attitudes toward different linguistics, language, and/or linguistic components. Usually, it consists of a set of questions that respondents react to according to their preferences, views, or linguistic experiences.

The third questionnaire can gauge the frequency with which individuals use particular language in different contexts (e.g., home, school, work) and with different groups of people (e.g., family, friends, colleagues). The data collected helps identify patterns of language usage, such as the dominant language(s) in a multilingual community, the contexts in which each language is used, and language alternation. The findings demonstrate that 44.3 % of participants strongly

believed that learning English is a necessary skill.50.0 % of them strongly believed that learning English is essential for their future. 63, 4% of participants said they would find it simpler to understand English if they used it in their daily activities. According to these students, speaking English in class helps them become more fluent in the language. Of those surveyed, 59.2% strongly believed that learning Indonesia is necessary. Around, over half of the participants concurred that learning Bahasa Indonesia is crucial for their future. A total of 52, 1% of respondents strongly agreed that utilizing Indonesian on a daily basis will make the language simpler to learn and advance their proficiency in it. Additionally, a significant portion of the participants—roughly 73% agreed that heritage languages are as important. Day-to-day usage of the ancestral language is reported by 71, 8% of participants.

The findings reveals that 67, 6% of the participants said they occasionally use English in daily situations. With their buddies, they converse primarily in English. Approximately 62% of students feel at ease speaking in English during class discussions or presentations. When engaging in leisure activities like watching movies, reading books, or playing video games, more than half of the participants frequently utilize English. 53, 5% of the participants speak to their families at home in Indonesian. Nearly majority of the participants feel comfortable conversing in Indonesian with peers or friends on a daily basis. When it comes to reading textbooks or writing essays, 63, 4% of the participants said they always utilize Indonesian. 48%of the participants, or nearly half, said they frequently speak local languages in daily life (such as Javanese, Sundanese, etc.). Approximately 80% of the participants reported that when speaking in their heritage language, they frequently felt more connected to their cultural background. 53, 5% of participants occasionally partake in activities that are culturally associated with their native tongue, such as attending festivals or events.

Table 1
Attitudes toward English

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
English is important to learn	44.3	55.7	-	-
English is important for the future	50.0	50.0	-	-
Using English daily helps with understanding	25.7	64.3	10.0	-
Speaking English in class improves my English ability	24.3	64.3	11.4	-

Table 1 above presents the results of a survey on attitudes toward English, with respondents expressing their views on various statements regarding the importance and effectiveness of learning English. The majority of respondents (44.3%) strongly agree, while (55.7%) agree, highlighting the general consensus that learning English is essential. Similarly, 50% of respondents strongly agree, and 50% agree, reflecting the widespread belief that proficiency in English is crucial for future opportunities. While 25,7% strongly agree and 64.3% agree, a notable 10% disagree, suggesting more variation in perceptions about the role of daily English use in improving comprehension. Meanwhile, 24.3% strongly agree, and 64,3% agree, emphasizing that speaking English during lessons is seen as beneficial for language improvement.

Table 2
Attitudes toward Indonesian

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Indonesian is important to learn	60.0	40.0	-	-
Indonesian is important for the future	48.6	51.4	-	-
Using Indonesian daily helps with understanding	52.9	47.1	-	-
Speaking Indonesian in class improves my Indonesian ability	54.3	42.8	2.9	-

Table 2 presents results on attitudes toward Indonesian, focusing on respondents' views about the importance and effectiveness of learning the language. A significant majority (60%) strongly agree, while 40% agree, reflecting a broad consensus on the importance of learning Indonesian. The responses are almost evenly split, with 48.6% strongly agreeing and 51.4% agreeing, suggesting that while many see Indonesian as important for future prospects. A substantial 52.9% strongly agree, and 47.1% agree, highlighting a favorable view of using Indonesian in daily life as beneficial for comprehension. Meanwhile, the majority (54.3%) strongly agree, and 42,8% agree, indicating that speaking Indonesian in class is viewed positively as a way to improve language proficiency. Only 2.9% disagree, suggesting strong support for the effectiveness of classroom practice in enhancing language ability.

Table 3
Attitudes toward Heritage Languages

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Heritage languages are important to learn	11.4	74.3	12.9	1.4
Heritage languages are important for the future	14.3	50.0	35.7	-
Using heritage languages daily helps with understanding	5.7	61.4	30.0	2.9
Speaking heritage languages in class improves my ability	14.2	72.9	12.9	-

Table 3 presents survey results on attitudes toward heritage languages. The majority (74.3%) agree, and 11.4% strongly agree, indicating a strong belief in the value of learning heritage languages. However, 12.9% disagree and 1.4% strongly disagree, suggesting that there are some who do not see their importance. 50% agree and 14.3% strongly agree, showing that a significant portion of respondents perceive heritage languages as important for future prospect. However, 35.7 % disagree, revealing some skepticism about their relevance in future opportunities. A substantial 61.4% agree and 5.7% strongly agree, indicating a favorable view of using heritage languages in daily life for improved comprehension. However, 30% disagree and 2.9% strongly disagree, showing a divide in opinions on their role in enhancing understanding. Meanwhile, a majority (72.9%) agree, and 14.2% strongly agree, suggesting that speaking heritage languages in the classroom is seen as beneficial for language proficiency.

Discussions

Following an analysis of the completed surveys, which primarily consisted of closed-ended questions, it became evident that certain responses required further clarification. To address this, structured interviews were conducted with ten selected respondents, providing deeper insights into their language attitudes toward English, Indonesian, and heritage languages. These interviews aimed to delve into the nuanced perspectives of the participants and better understand the factors influencing their language preferences. The participants' attitudes varied, shaped by factors such as education, cultural influences, societal perceptions, and personal experiences.

English was overwhelmingly viewed as a global language that offers significant opportunities for the future, particularly in areas such as higher education, career advancement, and international communication. The participants saw English as a gateway to accessing global resources, technology, and information. For these engineering students, proficiency in English was not only seen as a means of securing better job prospects but also as a tool for achieving academic success and broader economic opportunities, both within Indonesia and internationally. This perspective aligns with the assertion by Manan and Hajar (2022) that English is increasingly becoming a world language, shaping individual language preferences toward economically dominant languages and the lifestyles they represent.

The participants also recognized English proficiency as more than a technical skill; they regarded it as a critical gateway to securing better employment opportunities in a competitive global job market. Many of them acknowledged that fluent communication in English is essential for accessing higher-paying jobs and enhancing academic achievements. This proficiency enables students to engage with an extensive body of international knowledge, research, and resources, placing them at an advantage in both academic and professional contexts. Such positive attitudes were reflected in their arguments that English proficiency serves as a status symbol, denoting education, sophistication, and cosmopolitanism. The students often contended that fluency in English represents elements of prestige, signaling intellectual capability and readiness to interact with the global community.

This viewpoint is reinforced by the recognition of English as a widely accepted global language used extensively in academia, business, and international communication. The participants associated fluency in English with sophistication, cultural openness, and a cosmopolitan outlook. Since English serves as a lingua franca in many parts of the world, mastery of the language suggests an individual's willingness and ability to engage with diverse cultures and global networks. Kita and Ngatu (2019) argue that such perceptions of English proficiency as a marker of status and cosmopolitanism are rooted in its central role in global interactions. As a result, participants in this study viewed English as more than just a practical tool for communication; they perceived it as a means to convey social and cultural attributes highly regarded in many contexts.

English-language media, such as movies, music, and the internet, further contributed to the participants' favorable perceptions of English. The students perceived these mediums not just as sources of entertainment but as valuable tools for language acquisition and cultural understanding. The internet, in particular, provides a vast array of resources—from articles to social media platforms—that foster an environment for practicing reading, writing, listening, and speaking skills (Anwas et al., 2020). By engaging with English through these mediums, the students felt they could apply the language in practical, real-life contexts beyond traditional classroom settings. This dynamic and immersive exposure to English made the learning process more engaging and meaningful, enabling students to grasp its functional and cultural relevance.

The results of this study contribute substantially to the ongoing debates and discussions about social dynamics, cultural influence, and language perception. They shed light on the intricate connections between language, identity, and social behavior. Understanding these positive attitudes toward English is crucial for explaining language usage, preferences, and the maintenance of linguistic hierarchies in social contexts. It also clarifies the power dynamics embedded in language choices, whether in everyday communication, media representation, or educational policies. While English was highly valued for its global utility, Bahasa Indonesia also held significant importance among the participants. It was viewed as the national language and a unifying force among Indonesia's diverse ethnic groups. The participants expressed pride in their ability to speak Bahasa Indonesia fluently, recognizing its role as a symbol of national identity and cultural heritage. They emphasized that Bahasa Indonesia serves as a common platform for communication, enabling Indonesians from various backgrounds to interact, understand, and express themselves effectively (Kusumaningputri, 2023).

The students' pride in mastering Bahasa Indonesia reflected their acknowledgment of its pivotal role in fostering national cohesion and identity. They viewed it as an essential aspect of their cultural heritage, history, and personal identity. For them, Bahasa Indonesia was more than just a medium of communication; it was a repository of historical narratives, inherited traditions, and collective pride. This strong emotional connection to Bahasa Indonesia underscored its significance beyond linguistic utility, positioning it as an integral component of their identity and cultural consciousness. Furthermore, Bahasa Indonesia was described by participants as the language of everyday life, family, and social interactions. Its widespread use in schools, marketplaces, workplaces, and public spaces made it indispensable for navigating daily activities. The students noted that conversing in Bahasa Indonesia outside their homes felt natural and effortless, allowing them to build meaningful relationships and actively participate in social and academic activities. This ease of communication fostered a sense of belonging and community, reinforcing its importance as a unifying language that bridges gaps among individuals from diverse backgrounds.

In addition to English and Bahasa Indonesia, the participants held positive attitudes toward their local or heritage languages, which they saw as carriers of family traditions, cultural practices, and unique regional identities. These local languages were recognized as repositories of ancestral wisdom, oral traditions, and shared histories that contribute to a sense of belonging and cultural pride (Susanto & Aklatiri, 2022). Embracing their local languages allowed the students to connect with their roots and foster a deeper appreciation for their heritage. The participants perceived these heritage languages as crucial for preserving and safeguarding their cultural legacies. They regarded them as conduits for transmitting unique traditions across generations, ensuring the survival of cultural diversity in an era of globalization. This recognition prompted many students to cherish their local languages as intrinsic components of their cultural identity. Additionally, there was a growing awareness among some participants about the importance of revitalizing local languages to maintain cultural diversity and heritage. These languages, which embody unique cultural knowledge, traditions, and historical narratives, were seen as irreplaceable elements of societal enrichment.

The students acknowledged that the erosion of local languages due to globalization posed a significant threat to traditional wisdom and diverse perspectives. Recognizing this risk, some participants actively engaged in efforts to revive and sustain their heritage languages. These initiatives were seen as essential for promoting cultural richness and fostering a more inclusive global landscape. Overall, the students' attitudes toward language reflected a balance between the

global utility of English, the national pride associated with Bahasa Indonesia, and the cultural significance of heritage languages. Their perspectives were influenced by education policies, media exposure, family backgrounds, and personal experiences.

The study also highlighted various ways the participants promoted the valorization of English, Bahasa Indonesia, and regional languages both within and beyond their academic environment. For instance, the Student Executive Board of the Faculty of Engineering established the Engineering English Club, a platform dedicated to learning English and supporting peers in language acquisition. This club organized events, discussions, and activities to promote English language learning. Additionally, the university facilitated multicultural and multilingual events that celebrated the diversity of languages and cultures, such as performances, exhibitions, and presentations in various languages. Workshops focusing on enhancing language skills were another initiative highlighted by the participants. These workshops, held at least once a year, provided students with opportunities to develop their linguistic competencies. Some participants also joined local student communities comprising peers from the same region or village, allowing them to use their regional languages and deepen their cultural connections. Cultural festivals were another avenue for promoting heritage languages, where students showcased traditional dances, music, food, and language-related activities to the wider community.

A few participants engaged in volunteering as language tutors or mentors for individuals aspiring to learn English. They utilized online platforms to provide language instruction, extending their impact beyond the classroom. Many students also practiced their English through creative outlets such as social media, blogs, podcasts, and YouTube channels. By producing content in English and Bahasa Indonesia, they shared stories, experiences, and discussions, simultaneously honing their language skills and promoting multilingualism.

The findings underscore the pivotal role of language attitudes in shaping students' educational choices and career aspirations. The strong positive attitudes toward English as a tool for career advancement and higher education highlight its global influence as a lingua franca. These results align with research by Lee and Kim (2023), which suggests that economically dominant languages significantly shape individuals' language preferences. Given the participants' recognition of English as a gateway to broader opportunities, the findings could inform language education policies to prioritize the development of English proficiency as a critical skill for future success. At the same time, the positive attitudes toward Bahasa Indonesia and heritage languages reflect strong cultural pride and a commitment to preserving linguistic diversity. These findings challenge the perspective presented by Ullah and Ming Yit Ho (2021), which posits that globalization and the spread of English lead to the erosion of local languages and identities. On the contrary, this study highlights the participants' recognition of their local languages as vital to cultural preservation and identity. This insight offers a significant opportunity for language educators to foster multilingualism by creating space for regional languages alongside global communication skills.

CONCLUSION

As a whole, there is diversity in the engineering students' attitudes about languages, which reflects a balance between the cultural relevance of regional heritage languages, the national pride associated with Bahasa Indonesia, and the global usefulness of languages like English. The media, peer groups, family histories, school regulations, student experiences, andsocietal changes all have an impact on this range of attitudes. The results show that while some students may value numerous languages equally due to their various benefits in various areas of life, others may prioritize one language above others based on their immediate needs and future aspirations. The participants can

make a substantial contribution to the promotion and enjoyment of English, Bahasa Indonesia, and regional languages in their communities by taking part in a variety of events both inside and outside of their colleges. Analyzing university students' views toward language and their quest for bilingualism reveals how strongly attitudes regarding languages affect language learning and usage. The study shows that the intricate interactions that influence linguistics attitudes are caused by societal, cultural, and personal variables. Favorable viewsabout bilingualism are frequently associated with a more receptive mindset when learning alanguage and a deeper understanding of linguistic diversity. Additionally, the results highlight how crucial it is to create a welcoming atmosphere in educational settings that value linguistic diversity.

There are significant teaching and learning consequences. Educators can use these results to create more inclusive and successful language courses. Learning can be made more thorough and interesting by recognizing and incorporating students' native tongues into the curriculum. Furthermore, cultivating favorable perspectives on diverse languages might enhance a person's sense of linguistic identity, hence boosting self-assuranceand competence in language learning. The limitations of the study, however, should be taken into account. It's possible that the sample size, demographics, and context specificity limit how broadly the results can be applied. Furthermore, biases or limitations in the methodology used may have an impact on how the results are interpreted. These limitations highlight the need formore studies that use mixed techniques, take into account different socio-cultural contexts, andinvolve larger and more diverse groups. Future research might examine how societal norms affect language choices and go deeper into the impact of societal views on language attitudes. Furthermore, longitudinal studies that monitor changes in language attitudes over time may shed light on how attitudes toward various languages have changed over time.

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