Multivariate Statistical Study and Analysis of Emotions and Motivation, Satisfaction and Social and Demographic Factors Impact on Language Learning. The Case L1 (Greek Language), L2 (English Language), L3 (German language)

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Abstract

This study aims to record, investigate and study the opinions and attitudes of students for teaching foreign languages. The survey involved 110 students of the Department of Early Childhood Education and the Department of Primary Education in the University of Western Macedonia. Data analysis was performed by means of the multidimensional statistical analysis. The results concerning the teaching of the Greek language is that students have moderate to high positive emotional attitude, moderate to high attitude towards cognitive learning abilities, and very positive attitude with regard to its value. For the first foreign language high positive emotional attitude and high level of enjoyment were reworded, concerning both the cognitive abilities of students and the value of languages. Also, as far as teaching of a second foreign language is concerned, the students showed a positive emotional attitude and moderate to high cognitive abilities.

Key words: attitudes, toward, language learning

1. Theoretical context

Numerous are the psycholinguistic researches (from Titone in 1966, who dealt with child bilingualism - which, until then, was almost condemnable - Hagege in 2000, to Calvet in 2011), that recognize the very positive benefits of bilingualism or multilingualism regarding the brain and the general development of the child or adult.

On the other hand, at the end of the 20th century, the European Union realizes the rich cultural heritage of its official national or regional/minority languages. And in 2000, at the Lisbon European Council, the draw up of a common educational policy in this area as well was decided (Govaris - Roussakis, 2008, p. 17). In 2001, September 21st is designated and celebrated from then on, in various ways, as the Day of European Languages.

Improving foreign language learning is included in the objectives of the common language policy. Since 2002, after the Barcelona Summit, every young European is encouraged to learn two other languages, in addition to their mother tongue, preferably from different language families. (Kamaroudis, 2015, p. 21). On November 22nd, 2005, the EU devises and implements a new strategic framework for multilingualism and the promotion of linguistic diversity in society, which includes various actions and programs such as Lingua, Socrates, Leonardo, Erasmus, twinning of cities or regions, research of local language issues etc. (See europa.eu/scadplus/leg/el/cha/c11084.htm).

This was followed in December 2006 by a Recommendation of the European Parliament with eight proposed basic competencies for all citizens of the Member States. There, in addition to communication in the mother tongue, communication in foreign languages is also indicated. (See also the Official Journal of the European Communities of December 30th, 2006).

The 2012 Eurobarometer shows a slight decline in understanding a foreign language. From the figure of 56% of the relative measurement of EU citizens in 2005, we fall to 54%. Furthermore, after a survey of 27,000 European 14-year-old students, it was found that only 42% of them knew a first language sufficiently and 25% a second language. Finally, a deficiency in the understanding of the first foreign language is observed in 14%, while, for the second foreign language that number rises to 20%.

Therefore, one of the strategic goals of Higher Education should be to encourage students to learn other foreign languages, such as French and German, but also Russian, Chinese, Arabic and others, especially in relation to current geopolitical developments. English, by itself and at a moderate level, no less, without the deeper knowledge of the special scientific vocabulary, is no longer sufficient, regarding both humanities and positive sciences schools. Our own study moved towards this direction, i.e. of the in-depth study of the attitudes of our student population, as well as the motivation for multilingualism, in a timely and serious manner.

2. Sample

The research sample consisted of 31 (28.2%) male students and 79 (71.8%) female students. Regarding their department of study, 62 (56.4%) studied at the Early Childhood Education Department and 48 (43.6%) at the Primary Education Department in the University of Western Macedonia. Regarding the year of study of the respondents, 55 (50%) were first-year students, 32 (29.2%) second-year students, 9 (8.2%) third-year students and 14 (12.7%) fourth-year students. Of the 110 surveyed students, 90 (81.8%) were taught English as their first compulsory foreign language and 20 (18.2%) French. Regarding a second compulsory language, 10 students (9.1%) were taught English, 58 (52.7%) French, 35 (31.8%) German and 7 (6.4%) Italian. In addition to the other compulsory languages, 9 students (8.2%) were taught Spanish, 3 (2.7%) Swedish and finally, 98 (89.1%) did not answer, whether they have also been taught another language. Of the 110 surveyed students, 4 (3.6%) had studied positive sciences in High School, 7 (6.4%) did not give a response and 99 (90%) had studied theoretical sciences. Of the 110 surveyed students, 29 (26.4%) stated that they were thinking of undertaking additional studies, while 79 (71.8%) expressed that they did not have other future studies in their plans.

3. Research Scales

3.1.Measurement tool regarding Attitudes on learning Greek - L1

The tool, which measures students' attitudes towards the Greek Language, consists of four dimensions and includes a total of 22 questions. In particular, these dimensions are: a. Attitudes on the value of learning Greek, b. Attitudes on the cognitive ability to learn Greek, c. Attitudes on learning Greek as a means of (immersing in the) civilization and culture, and d. Feelings towards learning Greek.

More specifically, the first dimension, which refers to Attitudes on the value of learning Greek, includes 7 questions, such as *Qa5: Does knowing Greek offer me social networking?*

The second dimension, which refers to Attitudes on the cognitive ability to learn Greek, includes 5 questions such as *Qb4: Can I understand the syntax of the Greek Language?*

The third dimension, which refers to Attitudes on the role of learning Greek as a means of (immersing in the) civilization and culture, includes 4 questions such as *Qc3: Is learning Greek a way to open my horizons?*

The fourth dimension, which refers to Feelings towards learning Greek, includes 6 questions such as *Qd1: Do I like learning Greek*?

The measurement tool regarding attitudes on learning Greek is a 5-point Likert scale, where 1 corresponds to Strongly Disagree, 2 to Disagree, 3 to Neither Disagree nor Agree, 4 to Agree and 5 to Strongly Agree.

3.2. Measurement tool regarding Attitudes on learning English - L2

The tool, which measures students' attitudes towards the English Language, consists of four dimensions and includes a total of 22 questions. In particular, these dimensions are: a. Attitudes on the value of learning English, b. Attitudes on the cognitive ability to learn English, c. Attitudes on learning English as a means of (immersing in the) civilization and culture, and d. Feelings towards learning English.

More specifically, the first dimension, which refers to Attitudes on the value of learning English, includes 7 questions, such as *Qa5: Does knowing English offer me social networking?*

The second dimension, which refers to Attitudes on the cognitive ability to learn English, includes 5 questions such as *Qb4: Can I understand the syntax of the English Language?*

The third dimension, which refers to Attitudes on the role of learning English as a means of (immersing in the) civilization and culture, includes 4 questions such as *Qc3: Is learning English a way to open my horizons?*

The fourth dimension, which refers to Feelings towards learning English, includes 6 questions such as *Qd1: Do I like learning English*?

3.3. Measurement tool regarding Attitudes on learning German/ French - L3

The tool, which measures students' attitudes towards the German/ French Language, consists of four dimensions and includes a total of 22 questions. In particular, these dimensions are: a. Attitudes on the value of learning German/ French, b. Attitudes on the cognitive ability to learn German/ French, c. Attitudes on learning German/ French as a means of (immersing in the) civilization and culture, and d. Feelings towards learning German/ French.

More specifically, the first dimension, which refers to Attitudes on the value of learning German/ French, includes 7 questions, such as *Qa5: Does knowing German/ French offer me social networking?*

The second dimension, which refers to Attitudes on the cognitive ability to learn German/ French, includes 5 questions such as *Qb4: Can I understand the syntax of the German/ French Language?*

The third dimension, which refers to Attitudes on the role of learning German/ French as a means of (immersing in the) civilization and culture, includes 4 questions such as *Qc3: Is learning German/ French a way to open my horizons?*

The fourth dimension, which refers to Feelings towards learning German/ French, includes 6 questions such as *Qd1: Do I like learning German/ French*?

The measurement tools regarding attitudes towards learning Greek, English and German/French are that of a 5-point Likert scale, where 1 corresponds to Strongly Disagree, 2 to Disagree, 3 to Neither Disagree nor Agree, 4 to Agree and 5 to Strongly Agree.

4. Results

4.1. Attitude Results on Learning Greek (L1)

The reliability coefficient (Cronbach's α) for all statements-questions related to learning Greek is statistically significant and equal to $\alpha=0.694$ (Anastasiadou, 2008a, 2008b, 2008c, 2008d). The results of the research regarding the scale of statements on the Attitudes towards the value of learning Greek showed that the respondents express a neutral attitude via the statements of this group, because the average level of this group is M=3.2013 (sd =0.51573). In particular, the respondents do not have a specific opinion regarding, whether learning Greek is necessary for their career (Qa1) (M=3.25, sd=1.281), if their knowledge of the Greek language can provide them with better job prospects (Qa2) (M=3.42, sd=1.357), if knowledge of the Greek Language is invaluable (Qa3) (M=2.90, sd=1.022), or, if knowledge of the Greek Language makes them sought after in the labor market (Qa4) (M=3.00, sd=1.212). On the other hand, they believe that knowledge of the Greek language offers them social networking (Qa5) (M=3.50, sd=1.171). However, the respondents are neutral regarding whether knowledge of the Greek language offers them professional networking (Qa6) (M=3.25, sd=1.315), and whether knowledge of the Greek language offers them job mobility possibilities (Qa7) (M=3.09, sd=1.216).

Using the statistical control methods t-test and ANOVA, with post-hoc tests for independent samples, and with the values of axes-groups as dependent variables, we found that the variables relating to gender (t=2.610, df=108, p=0.010<0.05), study department (t=4.0414, df=108, p=0.001<0.05), and future studies (t=-2.964, df=106, p=0.004<0.05) do not affect the opinions of the students regarding the Attitudes towards the Value of learning Greek.

Additionally, the variables relating to the year of study (F=1.324, p=0.271>0.05), (F=0.471, p=0.703>0.05), compulsory first foreign language taught (t=0.422, df =108, p=0.674>0.05), second foreign language possibly taught (F=0.471, p=0.703>0.05), as well as the knowledge of other foreign languages and the field of studies at high school, (F =0.090, p=0.914>0.05), do not influence the students' opinions regarding Attitudes on the Value of learning Greek.

The results of the research regarding the scale of statements on the Attitudes towards the cognitive ability to learn Greek showed that the respondents express a neutral attitude via the statements of this group, because the average level of this group is M=3.5886 (sd= 0.64305).

The respondents claim that they can learn Greek (Qb1) (M=3.63, sd=1.148), and express with sufficient certainty that they are able to learn the grammar of the Greek Language (Qb2) (M=3.52, sd=1.247). They appear confident that they can speak Greek comfortably (Qb3) (M=3.62, sd=1.341) and state that they can understand the syntax of the Greek Language comfortably (Qb4) (M=3.59, sd=1.136), as well as write in Greek comfortably (Qb5) (M=3.74, sd=1.224).

The research found that the variables relating to gender (t=0.083, df=108, p=0.934>0.05), department (t=-1.349, df=108, p=0.180>0.05), year of study (F=2.186, p=0.094>0.05), compulsory first foreign language taught (t=-0.278, df=108, p=0.781>0.05), second foreign language possibly taught (F=0.619, p=0.604>0.05), knowledge of other foreign languages, field of studies at high school (F=1.535, p=0.220>0.05) and future studies (t=-0.620, df=106, p=0.536>0.05), do not affect the students' opinions regarding the Attitudes on the Cognitive Ability to learn Greek.

The results of the survey regarding the scale of statements on Attitudes towards the role of learning Greek as a means of (immersing in the) civilization and culture showed that the respondents express a positive attitude via the statements of this group, because the average level of this group is M=3.9750 (sd=0.56963).

Their attitude is positive in the questions regarding whether learning Greek gives them some dimension/insight to the Greek language culture (Qc1) (M=3.77, sd=1.246). They believe that learning Greek is a matter of communicating with other people (Qc2) (M=3.83, sd=1.291). In particular, they argue that learning Greek is a way to open their horizons (Qc3) (M=4.26, sd=0.853) and, additionally, that learning Greek enables them to see different aspects of life (Qc4) (M=4.04, sd=1.040).

The variables relating to gender (t=2.790, df=108, p=0.006<0.05), and department of study (t=2.708, df=108, p=0.008<0.05) affect students' opinions regarding Attitudes on the role of learning Greek as a means of (immersing in the) Civilization and Culture.

The variables relating to the year of study (F=2.635, p=0.054>0.05), compulsory first foreign language taught (t=-1.865, df=108, p=0.065>0.05), second foreign language possibly taught (F=2.476, p=0.065>0.05), knowledge of other foreign languages, field of studies at high school, (F=2.974, p=0.055>0.05) and future studies (t=0.184, df=106, p=0.854>0.05) do not affect the students' opinions regarding Attitudes on the role of learning Greek as a means of (immersing in the) Civilization and Culture.

The results of the research regarding the scale of statements on the Feelings towards learning Greek showed that the respondents express a neutral attitude via the statements of this group, because the average level of this group is M=3.4333 (sd=0.47795).

Finally, the respondents seem neutral regarding whether they like learning Greek (Qd1) (M=3.68, sd=1.285), whether they find learning Greek interesting (Qd2) (M=3.58, sd=1.160), whether they are interested in learning foreign languages other than Greek (Qd3) (M=3.56, sd=0.862), whether they love learning Greek (Qd4) (M=3.55, sd=1.037) , whether learning Greek scares them (Qd5) (M=3.16, sd=1.063) and whether learning Greek makes them anxious (Qd6) (M=3.05, sd=1.353).

The research showed that the variables relating to the second foreign language possibly taught (F=2.722, p=0.048>0.05) and the field of studies at high school (F=3.282, p=0.041<0.05) influence opinions of the students, in terms of their attitudes on Feelings towards learning Greek.

The variables relating to gender (t=-0.856, df=108, p=0.394>0.05), department of study (t=1.816, df=108, p=0.072>0.05), year of study (F=0.933, p=0.428>0.05), compulsory first foreign language taught (t=0.429, df=108, p=0.668>0.05), knowledge of other foreign languages, and future studies (t=-1.718, df=106, p=0.089>0.05) do not influence the students' opinions regarding their attitudes on Feelings towards learning Greek.

4.2. Attitude results on learning English (L2)

The reliability coefficient (Cronbach's *a*) for the set of statements-questions on learning English is statistically significant and equal to *a*=0.675 (Anastasiadou, 2009,2012a, 2012b, (2014a, 2014b, Anastasiadou & Zirinolou, 2014. Anastasiadou, Zirinolou & Florou, 2014. Anastasiadou & Draganis, 2014)

The results of the survey regarding the scale of statements on the Attitudes towards the value of learning English showed that the respondents express a neutral attitude via the statements of this group, because the average level of this group is M=2.8429 (sd=0.52282).

More specifically, the respondents do not have a specific opinion on whether learning English is necessary for their career (Qa1) (M=2.72, sd=1.376), whether the knowledge of the English language provides them with better job prospects (Qa2) (M=3.00, sd=1.514), whether the knowledge of the English Language is invaluable (Qa3) (M=2.57, sd=1.000), whether the knowledge of the English Language makes them sought after in the labor market (Qa4) (M=2.68, sd=1.270), whether knowledge of the English Language offers them social networking (Qa5) (M=3.255, sd=1.3163), whether knowledge of the English Language offers them professional networking (Qa6) (M=2.89, sd=1.442) and finally, whether knowledge of the English Language offers them the possibility of job mobility (Qa7) (M=2.78, sd=1.222).

The research showed that the variables relating to the department of study (t=1.980, df=108, p=0.048<0.05), as well as future studies (t=-2.443, df=106, p=0.016<0.05), influence students' opinions on Attitudes towards the value of learning English.

Moreover, the research showed that the variables relating to gender (t=1.343, df=108, p=0.182>0.05), the year of study (F=1.409, p=0.244>0.05), compulsory first foreign language taught (t=0.945, df=108, p=0.347>0.05), second foreign language possibly taught (F=2.063, p=0.110>0.05), knowledge of other foreign languages (t=-1.182, df=10, p=0.265>0.05) and the field of studies at high school (F=2.749, p=0.068>0.05) do not influence the students' opinions on the Attitudes towards the Value of learning English.

The results of the survey regarding the scale of statements on Attitudes towards the cognitive ability to learn English showed that the respondents express a neutral attitude via the statements of this group, because the average level of this group is M=2.5582 (sd=0.73452).

Respondents do not have an opinion on whether they can learn English (Qb1) (M=2.59, sd=1.403), whether they are able to learn the grammar of the English Language (Qb2) (M=2.68, sd=1.591), if they can speak English comfortably (Qb3) (M=2.68, sd=1.713), while they state that they cannot understand the syntax of the English Language comfortably (Qb4) (M=2.48, sd=1.432) and write in English comfortably (Qb5) (M=2.35, sd=1.518).

Additionally, from the research it became clear that the variables relating to gender (t=2.573, df=108, p=0.011<0.05), year of study (F=7.503, p=0.001<0.05), compulsory first foreign language taught (t=2.943, df=108, p=0.018<0.05), second foreign language possibly taught (F=3.360, p=0.022<0.05), knowledge of other foreign languages (t=2.877, df=10, p=0.016<0.05), and field of studies at high school (F=3.382, p=0.038<0.05), influence the students' opinions on the Attitudes towards the Cognitive Ability of Learning English.

Furthermore, it emerged that the variables relating to the department of study (t=0.572, df=108, p=0.568>0.05) and future studies (t=-1.971, df=106, p=0.051>0.05) do not influence the views of the students on the Attitudes towards the Cognitive Ability to Learn English.

The results of the survey regarding the scale of statements on Attitudes towards the role of learning English as a means of (immersing in the) civilization and culture showed that the respondents express a positive attitude via the statements of this group, because the average level of this group is M=3.8341 (sd=0.62925).

The respondents also displayed a positive attitude to the questions, whether learning English gives some dimension to the English language culture (Qc1) (M=3.56, sd=1.385). They believe that learning English is a matter of communicating with other people (Qc2) (M=3.62, sd=1.361). In particular, they argue that learning English is a way to open their horizons (Qc3) (M=4.22, sd=0.913) and they also claim that learning English enables them to see different aspects of life (Qc4) (M=3.94, sd=1.198).

From the analysis of the data it emerged that the variables relating to gender (t=2.280, df=108, p=0.025<0.05), department of study (t=3.020, df=108, p=0.003<0.05), compulsory first foreign language taught (t=-2.019, df=108, p=0.046<0.05), second foreign language (F=3.797, p=0.012<0.05), and field of studies at high school, (F=3.956, p=0.022<0.05) affect students' opinions on Attitudes towards the role of learning English as a means of (immersing in the) civilization and culture.

The variables relating to the year of study (F=2.429, p=0.069>0.05), knowledge of other foreign languages possibly taught (t=-1.493, df=10, p=0166>0.05), and future language studies (t=0.797, df=106, p=0.427>0.05), do not affect students' opinions on Attitudes towards the role of learning English as a means of (immersing in the) civilization and culture.

The results of the survey regarding the scale of statements on the Feelings towards learning English showed that the respondents express a neutral attitude via the statements of this group, because the average level of this group is M=2.8848 (sd=0.47718).

Finally, the respondents appear neutral about whether they like learning English (Qd1) (M=3.42, sd=1.468), whether they find learning English interesting (Qd2) (M=2.95, sd= 1.255), whether they are interested in learning foreign languages other than English (Qd3) (M=3.08, sd=1.085), whether they love learning English (Qd4) (M=2.69, sd=1.163), whether learning English scares them (Qd5) (M=2.60, sd=1.127) and whether learning English worries them (Qd6) (M=2.57, sd=1.295).

The variables relating to the department of study (t=1.132, df=108, p=0.260>0.05), compulsory first foreign language taught, (t=-0.070, df=108, p=0.944>0.05) , second foreign language possibly taught (F=2.476, p=0.065>0.05), knowledge of other foreign languages (t=0.851, df=10, p=0.154>0.05), as well as the field of studies at high school (F=0.128, p=0.880>0.05), do not affect the opinions of the students regarding their attitudes on the Feelings towards learning English.

4.3.Attitude results on learning German/ French (L3)

The reliability coefficient (Cronbach's *a*) for the set of statements-questions on learning the German/French language is statistically significant and equal to *a* =0.675 (Anastasiadou, 2009a, 2009b 2011a, 2011b, 2013a, 2013b, 2013c, 2013d, 2013e).

The results of the survey regarding the scale of statements on the Attitudes towards the value of learning German/French showed that the respondents express a negative attitude via the statements of this group, because the average level of this group is M=2.4532 (sd=0.40723).

More specifically, the respondents have a negative opinion about the necessity of learning German/French for their career development (Qa1) (M=2.20, sd=1.003) and do not believe that knowledge of the German/French language provides them with better prospects of finding a job (Qa2) (M=2.42, sd=1.176), nor do they consider knowledge of the German/French language to be invaluable (Qa3) (M=2.44, sd=0.904), as it does not make them more wanted in the labor market (Qa4) (M=2.34, sd=0.891). Furthermore, the respondents appear neutral on the questions about whether knowledge of the German/French language offers them social networking (Qa5) (M=2.65, sd=0.934), whether knowledge of the German/French language offers them professional networking (Qa6) (M=2.62, sd=1.196) and finally, whether knowledge of the German/French language offers them the possibility of job mobility (Qa7) (M=2.52, sd=0.906).

The variables relating to the field of studies at high school, (F=3.475, p=0.034<0.05) and future studies (t=-2.814, df=106, p=0.006<0.05), influence students' opinions on Attitudes towards the Value of learning German/French. The variables relating to gender (t=-0.026, df=108, p=0.979>0.05), department of study (t=0.428, df=108, p=0.673>0.05), year of study (F=2.482, p=0.065>0.05), compulsory first foreign language taught (t=1.257, df=108,p=0.212>0.05), second foreign language possibly taught (F=2.153, p=0.098>0.05), and knowledge of other foreign languages (t=0.123 df=10, p=1>0.05), do not influence the students' opinions on Attitudes towards the Value of learning German/French.

The results of the survey regarding the scale of statements on Attitudes towards the cognitive ability to learn German/French showed that the respondents express a negative attitude via the statements of this group, because the average level of this group is M=2.2455 (sd=0.57384).

Respondents have a negative opinion regarding their cognitive ability to learn German/French (Qb1) (M=2.35, sd=1.237), to learn German/French grammar (Qb2) (M=2.38, sd=1.427), to speak German/French comfortably (Qb3) (M=2.18, sd=1.376) to understand the syntax of the German/French Language comfortably (Qb4) (M=2.25, sd=1.265) and finally, to write in German/French comfortably (Qb5) (M=2.07, sd=1.163).

From the analysis of the data it was found that the variables relating to gender (t=2.572, df=108, p=0.011<0.05), year of study (F=5.698, p=0.001<0.05), compulsory first foreign language taught (t=2.519, df=108, p=0.013<0.05), second foreign language possibly taught (F=3.436, p=0.020<0.05), knowledge of other foreign languages (t=2.889, df=10, p=0.016<0.05), all influence students' opinions on the Attitudes towards the Cognitive Ability to learn German/French..

The variables that relate to gender (t=2.572, df=108, p=0.011>0.05), department of study(t=-0.742, df=108, p=0.460>0.05), field of studies at high school, (F=1.801, p=0.170>0.05) and future studies (t=-1.164, df=106, p=0.247>0.05) do not affect students' opinions on Attitudes towards the Cognitive Ability to learn German/French. The results of the survey regarding the scale of statements on Attitudes towards the role of learning German/French as a means of (immersing in the) civilization and culture showed that the respondents express a neutral attitude via the statements of this group, because the average level of this group is M= 3.4364 (sd=0.57213).

The attitude of the respondents is neutral regarding whether learning German/French gives them a dimension/understanding of the German/French language culture (Qc1) (M=3.25, sd=1.159), whether learning German/French is a matter of communication with other people (Qc2) (M=3.31, sd=1.254). Furthermore, the respondents claim that learning German/French is a way to open their horizons (Qc3) (M=3.63, sd=0.947) and believe that learning German/French enables them to see different aspects of life (Qc4) (M=3.56, sd=1.146).

The variables relating to gender (t=2.057, df=108, p=0.042<0.05), as well as department of study (t=2.565, df=108, p=0.012<0.05), influence the students' opinions on the Attitudes towards the role of learning German/French as a means of (immersing in the) Civilization and Culture.

The variables relating to the year of study (F=1.429, p=0.238>0.05), compulsory first foreign language taught (t=-0.656, df=108, p=0.513>0.05), second foreign language possibly taught (F=1.333, p=0.268>0.05), knowledge of other foreign languages (t=-0.675, df=10, p=0.515>0.05), field of studies at high school, (F=2.043, p=0.135>0.05) and future studies (t=1.086, df=106, p=0.280>0.05) do not influence students' opinions on Attitudes towards the role of learning German/French as a means of (immersing in the) civilization and culture.

The results of the survey regarding the scale of statements on the Feelings towards learning German/French showed that the respondents express a neutral attitude via the statements of this group, because the average level of this group is M=2.7348 (sd=0.40278).

Finally, they appear neutral regarding whether they like learning German/French (Qd1) (M=3.19, sd=1.378), whether they find learning German/French interesting (Qd2) (M=2, 67, sd=0.996), whether they are interested in learning foreign languages other than German/French (Qd3) (M=2.92, sd=0.969), whether they love learning German/French (Qd4) (M=2.57, sd=1.036), whether learning German/French scares them (Qd5) (M=2.50, sd=1.002) and, whether learning German/French worries them (Qd6) (M=2.55, sd=1.246).

The research found that the variables relating to gender (t=2.138, df=108, p=0.035<0.05), year of study (F=3.874, p=0.011<0.05) and future studies (t=2.158, df=106, p=0.033<0.05) influence the students' opinions regarding their attitudes on Feelings towards learning German/French.

It was also found that the variables examining the department of study (t=1.132, df=108, p=0.260>0.05), compulsory first foreign language taught (t=-0.070, df=108, p=0.944>0.05), second foreign language possibly taught (F=2.476, p=0.065>0.05), knowledge of other foreign languages (t=0.851, df=10, p=0.415>0.05), as well as field of studies at high school (F=0.128, p=0.880>0.05), do not influence the students' opinions regarding their attitudes on Feelings towards learning German/French.

5. Conclusions

This paper attempts to investigate the attitudes of the students of two Pedagogical Departments, and more specifically the Early Education Department and the Primary Education Department in the University of Western Macedonia, towards learning the first (mother) language, as well as second and third (foreign) languages. In particular, this work aims to investigate and analyze the attitudes of students regarding the value of learning Greek (mother tongue), English (second language) and finally, German/French (third language), the cognitive ability required and whether or not the students have learned Greek, (mother tongue), English (second language) and finally, German/French Language (third language). In addition, this work aims to investigate the attitudes of students towards learning Greek (mother tongue), English (second language) and finally, German/French (third language) as a means of (immersing in the) civilization and culture and, finally, their feelings regarding learning Greek (mother tongue), English (second language) and finally, German/French (third language).

At this point, it should be emphasized that all the students had - according to their statement - Modern Greek as their mother tongue; therefore, it is expected that what we are interested in is its mastering and the positive attitude of Pedagogical Department students towards learning it. In addition, in today's era we expect students to be very "open" in matters of linguistics because many of them continue their postgraduate and doctoral studies, not only abroad, where excellent knowledge of a foreign language is a necessary condition, but also in Greece, where very good knowledge of a foreign language, especially English, is a sufficient and necessary condition for the preparation of a thesis, both at a master's or a doctoral level. It is understandable that English is needed for university use, such as the special scientific terminology of the field of Pedagogics or individual/relative fields, etc. (Griva et al. 2002). The results of the data analysis, obtained from the responses of the 110 students of the Early Education Department and the Primary Education Department in the University of Western Macedonia demonstrated a neutral attitude towards the value of learning the Greek and English, and a negative attitude towards the value of learning German/French. In other words, the students appear with a certain "self-sufficiency" and satisfaction with the almost exclusive use of two codes, the Greek one for daily use and the international one, English, as well as with an approximate refusal to use French or German.

Additionally, the research highlighted the neutral attitude of male and female students regarding the cognitive abilities and skills needed for learning Greek, English, as well as a negative attitude for learning German/French. Therefore, there is a denial on the part of the students in our sample for any kind of learning or improvement in the field of language learning.

Regarding the attitudes of the interviewed students on the role of learning Greek as a means of (immersing in the) civilization and culture, they display a positive disposition and similarly, their attitudes towards the role of learning English appear positive. On the contrary, the attitude of the 110 students of the Early Education Department and the Primary Education Department in the University of Western Macedonia is neutral, regarding the role of learning German/French as a means of (immersing in the) civilization and culture.

Finally, as far as feelings on learning Greek, English, German/French are concerned, there is no difference. In particular, the feelings of the social subjects of the research on learning Greek, English, German/French are neutral. More specifically, the students, despite the surrounding multicultural and multilingual atmosphere, as well as the efforts/directives at a European level by the EU, that every young European should adequately handle his/ her mother tongue and two others, preferably from different language families , the interest, if it still exists, is rather superficial.

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