

INVESTIGATING THE TRIPARTITE MODEL OF ATTITUDES TOWARDS FOREIGN LANGUAGE LEARNING AMONG UNDERGRADUATE LINGUISTICS STUDENTS IN UNIZIK.

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Abstract

This study investigated the tripartite model of attitudes towards foreign language learning among undergraduate linguistics students in Awka, Nigeria. The tripartite model posits that attitudes consist of three interrelated components: cognitive, affective, and behavioural. The study aimed to examine the extent to which this theoretical framework explains the attitudes of linguistics students towards learning foreign languages. A sample of 165 undergraduate students from the Department of Linguistics at Nnamdi Azikiwe University in Awka participated in the cross-sectional study. Data was collected using a self-administered questionnaire adapted from previous language attitude research, including items from established instruments such as the Attitude/Motivation Test Battery (AMTB). The questionnaire gathered demographic information and assessed the students' cognitive, affective, and behavioural attitudes towards learning the foreign language course- Chinese, French, and German languages, together with the correlation between these three attitudes that make up the model. The findings revealed that the students held overall positive affective and behavioural attitudes towards foreign language learning, despite exhibiting mixed cognitive views. Students identified teaching methods and peer learning as important factors shaping their attitudes. The results provided support for the tripartite conceptualization of attitudes in the foreign language learning context. The study highlighted the need to address the cognitive, affective, and behavioural aspects of attitudes in order to foster more positive dispositions towards learning new languages among linguistics students. Recommendations are provided for enhanced scaffolding, pragmatic immersion, and targeting initial obstacles and lower proficiency areas to strengthen students' learning experiences and outcomes through evidence-based program refinement.

Introduction

The ability to communicate effectively in multiple languages has become increasingly crucial in today's globalized world. As a result, foreign language learning has gained significant prominence in educational curricula, particularly among undergraduate students pursuing linguistics degrees. Understanding the attitudes of these students towards foreign language learning is essential, as attitudes can profoundly influence the effectiveness of language acquisition and the overall success of language programs (Dörnyei & Ushioda, 2011).

The tripartite model of attitudes, which suggests that attitudes comprise three interrelated components – cognitive, affective, and behavioural – has been widely adopted in the field of language learning. The cognitive component refers to an individual's beliefs and perceptions about the target language and its learning process. The affective component encompasses an individual's feelings, emotions, and evaluations towards the language and its learning. The behavioural component reflects an individual's intentions, actions, and engagement with the language (Baker, 1992).

This study aims to investigate the applicability of the tripartite model in understanding the attitudes of undergraduate linguistics students towards foreign language learning in Awka, Nigeria. Specifically, the study explores the students' cognitive, affective, and behavioural attitudes towards learning Chinese, French, and German languages. By examining the interplay between these three components, the study provides insights into the multifaceted nature of language learning attitudes and their potential implications for language pedagogy and curriculum development.

Research Questions

This study was guided by two research questions:

1. What are the cognitive, affective and behavioural (tripartite) attitudes of the undergraduate Linguistics students?
2. To what extent do the cognitive, affective, and behavioral attitudes of undergraduate linguistics students interact and influence each other in the context of foreign language learning?

Literature Review

Language Attitudes

Attitudes play a crucial role in language learning and can significantly influence students' engagement, motivation, and success in language courses and programs. Understanding the attitudes of undergraduate students towards language courses and programs is essential for designing effective language curricula, promoting student satisfaction, and fostering positive learning experiences.

Definition and Components of Attitudes

The concept of attitude exists as a characteristic of human behaviour in different fields, thus a lot of definitions exist depending on the expert who is defining it. Therefore, there is no fixed definition of the term but generally, it is a person's response to a thing or person based on subjective ideas. According to social psychologist Icek Ajzen, (2005, 3) an attitude "is a disposition to respond favourably or unfavourably to an object, person, institution, or event." By this definition, one's attitude towards something could be positive or negative depending on their thoughts and opinions about that venture. (Schwartz, 2005) corroborates this by defining attitude as "... relatively enduring organizations of beliefs around an object or situation predisposing one to respond in some preferential manner." A lot of researchers have

supported this idea that an attitude towards the object of opinion can either be favourable or non-favourable (Hunston, 2011; Montgomery, 2007; Baker, 2006). They argue that a person either has an interest in the language or not, and either is willing to put in efforts to improve their knowledge of the language or not. Yet, one could have more neutral opinions or be more indecisive on a particular language in such a way that their attitude is not just yes or no to the extremes of positivity or negativity. This is the basis upon which Joseph and Love (2011) define attitude as “an individual's evaluative stance towards a person, object, event, or proposition, which can be positive, negative, or neutral.”

Within the context of language learning, the Longman Dictionary of Applied Linguistics and Language Teaching (2002; 297) defines language attitude as ‘...expressions of positive or negative feelings towards a language (which) may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status’. Yusri, *et al* (2012) propose that there are two types of attitudes in language: the attitude towards language learning (that is, the language itself and the language instructors), and the attitude towards the language community (that is, the French, German, and Chinese people).

In discussing attitude or analysing someone's attitude to a venture (language) it is not directly ascertained by observing an individual. It is a construct that needs to be accessed through measurable responses whether verbal or/and verbal: responses directed at others and at the self, observable behaviours done in public and those done in private, among other things (Ajzen, 2005). Certain components determine an individual's attitude to language learning and the most common model employed in many attitudinal studies is the ABC Model proposed by Wenden (1991); Affective, Behavioural and Cognitive components. Firstly, the Cognitive component of attitude has to do with particular beliefs, perceptions and thoughts learners hold about the value and impact of a foreign language on their personal and professional worth. They view it also based on their perceived or actual difficulty or ease. Secondly, the Affective component of attitude is the resultant feelings such as boredom, anxiety, curiosity, and frustration that individuals may have towards the language or during the language learning process. It also covers whether the language learner likes or dislikes the language learning process. Lastly, the behavioural component deals with the willingness, persistence and the amount of time learners are willing to give to the practice of the (foreign) language they are learning. It includes the learners' inclination to adopt or discard certain strategies necessary to the language learning experience (Li and Wei, 2022). From the foregoing, one can deduce that the concept of attitude is a complex one that has to be considered together to get a full analysis of learners' attitudes. Also, a negative attitude can be worked on to a positive when the attitudes of learners are known as this will assist language teachers and curriculum designers to improve on courses and develop courses that encourage positive attitudes and create more conducive learning environments and effective foreign language courses (Noursi, 2012).

Theoretical Components of Attitude

Different theoretical perspectives on attitudes highlight various components, including cognitive, affective, and behavioural aspects. These perspectives provide valuable insights into how attitudes are formed, maintained, and expressed in the context of foreign language learning. Here's an overview of these components and their relevance to language learning:

Cognitive Component:

The cognitive component of attitudes involves an individual's beliefs, thoughts, and evaluations about a particular object or concept. In the context of foreign language learning, cognitive attitudes can include beliefs about the usefulness of learning a specific language, the perceived difficulty or ease of language acquisition, and the cognitive benefits of bilingualism. Cognitive attitudes also encompass beliefs about the cultural and social value of learning a foreign

language and its potential impact on personal and professional growth. These cognitive evaluations can influence motivation, effort, and engagement in language learning activities.

Affective Component:

The affective component of attitudes refers to the emotional or evaluative responses associated with a particular object or concept. In the context of foreign language learning, affective attitudes involve emotional reactions towards the language itself, the learning process, and the cultural communities associated with the language. Positive affective attitudes, such as enthusiasm, curiosity, and enjoyment, can enhance motivation, persistence, and engagement in language learning. Conversely, negative affective attitudes, such as anxiety, frustration, or boredom, can hinder motivation and impede learning progress. Creating a positive affective environment, fostering learner autonomy, and addressing learners' emotional needs are important considerations in foreign language education.

Behavioral Component:

The behavioural component of attitudes encompasses the actions, intentions, and observable behaviours associated with a particular attitude. In the context of foreign language learning, behavioural attitudes manifest in learners' willingness to engage in language learning activities, practice speaking and writing skills, interact with native speakers, and immerse themselves in the language and culture. Positive behavioural attitudes involve active participation, persistence, and a proactive approach to language learning tasks. On the other hand, negative behavioural attitudes may result in avoidance behaviours, limited practice, and reduced engagement in language learning activities.

These components of attitudes are interrelated and mutually influence each other. Cognitive evaluations shape affective responses, and affective experiences can influence cognitive beliefs and behavioural intentions. For example, a positive cognitive attitude towards the usefulness of learning a foreign language can evoke positive affective responses, such as excitement or interest, which, in turn, can enhance motivation and engagement in language learning activities. Understanding and addressing these different components of attitudes in foreign language education can help educators create a supportive learning environment, enhance learner motivation, and facilitate language acquisition. By promoting positive cognitive evaluations, fostering positive affective experiences, and encouraging active behavioural engagement, instructors can help learners develop a favourable attitude towards the target language and maximize their language learning potential.

Attitudes of Linguistics Students towards Foreign Language Learning

Undergraduate students pursuing linguistics degrees often hold unique perspectives towards foreign language learning, given their specialized academic focus and potential career aspirations. Studies have shown that linguistics students generally exhibit more positive attitudes towards language learning compared to their peers in other academic disciplines (Tóдор & Dégi, 2016).

Linguistics students may perceive foreign language learning as integral to their academic and professional development, as multilingualism is often viewed as an asset in the field of linguistics (Kormos & Csizér, 2008). Additionally, the exposure to various language systems and structures within their coursework may foster a deeper appreciation and interest in language learning (Tóдор & Dégi, 2016).

However, the attitudes of linguistics students towards foreign language learning may also be influenced by factors such as the specific languages offered, the quality of instruction, and the overall language learning environment within their academic institutions (Dörnyei & Ushioda,

2011). Investigating the tripartite model of attitudes among this population can provide valuable insights into the nuances of their language learning experiences and preferences.

Factors Influencing Language Attitudes

Several factors contribute to the formation of students' attitudes towards language courses and programs. These factors can interact and vary among individuals, and their impact on attitudes can be complex. These factors could be intrinsic and/or extrinsic. Intrinsic factors are internal to the individual, while extrinsic factors are external to the individual and are influenced by the social and cultural context.

Intrinsic Factors:

Intrinsic factors refer to individual characteristics and internal motivations that influence language attitudes. These factors can include personal experiences, emotions, and individual needs.

a. Personality:

Individual personality traits can influence attitudes. For example, individuals with a more open and tolerant personality may be more likely to have positive attitudes toward diversity and cultural differences. Personality traits such as openness to experience, agreeableness, and conscientiousness can impact the formation and expression of attitudes. Personal values, which represent individuals' core beliefs and principles, can shape attitudes. Values act as guiding principles that influence how individuals evaluate and respond to different situations or issues. Attitudes often align with and reflect individuals' underlying values.

b. Personal Interest and Motivation:

Personal interest and motivation are key factors that influence students' attitudes towards language learning. Students who have a genuine interest in the language and its associated culture are more likely to have positive attitudes and higher levels of motivation. Research by Dörnyei and Ushioda (2009) emphasizes the importance of intrinsic motivation in language learning, stating that learners who are internally motivated are more likely to engage actively and persistently in language learning tasks. Individuals' goals, needs, and desires can influence the attitudes they develop. For example, individuals motivated to belong to a particular social group may adopt attitudes consistent with that group to enhance social acceptance and affiliation.

c. Perceptions of Course Content and Relevance:

Students' perceptions of the content, relevance, and practicality of language courses and programs can influence their attitudes. The perceived usefulness and applicability of language skills in academic and professional contexts can impact motivation and engagement. The perceived usefulness of a language can significantly influence students' attitudes. Students are more likely to have positive attitudes towards a language if they perceive it as relevant and useful in their personal, academic, or professional lives. Studies have shown that when students perceive the language as having practical applications, such as for travel, work, or communication with speakers of the language, their motivation and attitudes towards learning that language improve (Gardner, 1985).

d. Previous Language Learning Experiences:

Previous language learning experiences can shape students' attitudes towards language learning in general. Positive experiences, such as successful language learning or exposure to effective teaching methods, can contribute to positive attitudes. Conversely, negative experiences, such as unsuccessful language learning attempts or uninspiring teaching methods, may result in negative attitudes. Research by Mercer (2011) highlights the impact of previous language learning experiences on students' beliefs and attitudes towards language learning. Thus, previous experiences with language learning, academic performance in language courses, and perceived language proficiency can shape students' attitudes.

e. Self-Efficacy and Confidence:

Students' beliefs about their abilities to learn a language, known as self-efficacy, can significantly impact their attitudes. Students with higher self-efficacy tend to have more positive attitudes towards language learning and demonstrate greater motivation and perseverance. Conversely, low self-efficacy can lead to negative attitudes and reduced motivation. Research by Bandura (1997) highlights the role of self-efficacy in shaping students' attitudes and performance in various domains, including language learning.

f. Language Learning Strategies:

The strategies students employ in language learning can influence their attitudes. Students who effectively use learning strategies, such as setting goals, organizing their learning, and employing effective study techniques, are more likely to experience success and develop positive attitudes. Research by Oxford (1990) highlights the relationship between language learning strategies, motivation, and attitudes, suggesting that strategic learners tend to have more positive attitudes towards language learning. Similarly, students' individual learning styles and preferences can influence their attitudes in language learning. Some students may prefer visual or auditory learning, while others may thrive in more kinaesthetic or interactive learning environments. When instructional methods align with students' learning styles and preferences, it can positively impact their attitudes and engagement (Reid, 1995).

g. Perceived Teacher Support:

The perceived support and guidance from teachers can impact students' attitudes. When students perceive that their teachers care about their progress, provide effective instruction, and offer support when needed, it can contribute to positive attitudes and motivation. Research by Deci and Ryan (2000) emphasizes the importance of teacher support in fostering students' intrinsic motivation and positive attitudes towards learning.

Extrinsic Factors:

Extrinsic factors refer to external influences that shape language attitudes. These factors can include societal norms, cultural values, and socio-economic factors.

a. Peer Influence:

Peers play a significant role in shaping students' attitudes towards language learning. Positive social interactions with peers, such as collaborative learning or language exchange, can enhance students' attitudes and engagement in language learning (Lasagabaster & Sierra, 2010).

b. Teacher Influence:

Teachers' positive interactions, supportive teaching methods, and constructive feedback can foster positive attitudes and motivation. The attitudes and teaching practices of language instructors, their enthusiasm, supportiveness, and ability to create a positive learning environment, can influence students' attitudes towards language courses and programs. Moreover, the teaching methods, instructional materials, and pedagogical approaches employed in language courses and programs can shape students' attitudes. Engaging, interactive, and student-centred approaches have been found to foster positive attitudes.

c. Cultural Motivations:

Cultural motivations, including an interest in the culture associated with the language being learned, can influence students' attitudes. Students who appreciate and value the target language culture may have more positive attitudes towards learning the language. Research by Dörnyei (2005) highlights the role of cultural identities and the desire to connect with a different culture as motivators in language learning.

d. Socio-Cultural Factors:

Socio-cultural factors, such as cultural background, social norms, and societal attitudes towards language learning, can influence students' attitudes. Cultural values and expectations regarding

language learning can shape students' perceptions and motivations. For example, in some cultures, language learning may be highly valued and considered essential for academic or career success, leading to positive attitudes and strong motivation (Yang, 2019). Conversely, negative societal attitudes towards a particular language or language learning can create barriers and affect students' attitudes. Language Policy and Sociocultural Factors. Sociocultural factors, such as societal attitudes towards languages, language policy, and cultural perceptions of language learning, can impact students' attitudes. Societal attitudes towards certain languages or language communities may influence students' motivation and interest in language courses.

Methodology

Research Design

This study employed a cross-sectional descriptive research design to investigate the tripartite model of attitudes towards foreign language learning among undergraduate linguistics students in Awka, Nigeria. This design is most suitable as it allows for the collection of quantitative data from a sample that represents the target population to generalize the findings. It also enables the collection of primary data directly from a large sample to describe and understand the attitudes, opinions, behaviours, or characteristics of the population. Since the study sought to examine undergraduate students' attitudes at a particular point in time, a cross-sectional approach was appropriate.

Area of the Study

The research was geographically situated in Awka South Local Government Area of Anambra state where the University is located. Thus, the research was specifically aimed at the Department of Linguistics, Nnamdi Azikiwe University, and Awka. The data used in this study was obtained from the (2022/2023 session) year 3 and 4 undergraduate students of the department.

Population of the Study

The participants in this study were undergraduate students enrolled in the Department of Linguistics at Nnamdi Azikiwe University, Awka. The inclusion criteria involved students from 2 levels (Years 3 and 4) studying one of the three foreign language courses offered in the department: French, Chinese, and German. According to the department records, the total number of the year 3 and 4 undergraduate students as of the 2022/2023 academic session was about 280 (150 and 130 respectively).

Sample Size

The sample size for this study was calculated using the Taro Yamane (1967) simplified formula for finite population proportions. This is given below:

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n = sample size

N = Population size (280)

1 = Unit which is constant

e = Precision error or level of significance or marginal error (0.05)

Hence, the sample size to be used is

$$n = \frac{280}{1 + 280(0.05)^2} = 164.706$$

Hence, the sample size for this study was 165 students of the year 3 and 4 levels of the linguistics department.

Instrument for Data Collection

The data was collected using a self-administered questionnaire adapted from previous language attitude studies, particularly items from the Attitude/Motivation Test Battery (AMTB) by R.C. Gardner (1985 and 2002), Boonrangsri et al. (2004), and ClaudeAI (2023). The questionnaire consisted of three main sections:

1. Demographic information: This section gathered data on the participants' age, gender, year of study, and language background.
2. Cognitive attitudes: This section assessed the students' beliefs, perceptions, and thoughts about the importance, usefulness, and difficulty of learning Chinese, French, and German languages.
3. Affective attitudes: This section measured the students' feelings, emotions, and evaluations towards learning the aforementioned foreign languages.
4. Behavioural attitudes: This section examined the students' intentions, actions, and engagement with learning the target languages.

Each item in the cognitive, affective, and behavioural sections was rated on a 5-point Likert scale where respondents were asked to indicate their level of agreement or disagreement with each statement on a scale of 1 to 5, with 1 being "Strongly Disagree" and 5 being "Strongly Agree."

Method of Data Analysis

Data collected from the completed questionnaires were coded and entered into the statistical software Statistical Package for Social Sciences (SPSS version 27.0) for analysis. Frequency and percentages were used to summarize the respondents' demographic information. Means and standard deviations were also employed to determine the attitudinal responses scored on a Likert scale.

Data Presentation and Analysis

This section shows the survey results showing the attitudes of undergraduate students in the Department of Linguistics, Nnamdi Azikiwe University, Awka, towards the foreign language courses.

Results

Data for the descriptive analysis:

Table 1: Cognitive Attitude

Statements	N	Mini mum	Maxi mum	Mean	Std. Deviation
Learning a foreign language helps me think more analytically and critically	159	1	5	3.44	1.151
I find it easy to understand and remember the content taught in the foreign language course	159	1	5	2.82	1.134

Learning the basics of a new language is easy	156	1	5	3.18	1.312
I find learning the grammar of foreign languages interesting	159	1	5	3.58	1.116
Understanding the language structures is intellectually stimulating	156	1	5	3.51	1.144
I can grasp new vocabulary words quickly in the language course	157	1	5	3.19	1.155
Analysing texts in a foreign language is enjoyable	153	1	5	3.29	1.213
I am satisfied with my intellectual growth in the language course	154	1	5	3.21	1.208
The content covered in the courses is intellectually challenging	156	1	5	3.74	1.084
I feel capable of mastering a foreign language with enough effort	155	1	5	3.96	1.110

Note: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree and 1 = strongly disagree

Table 2: Affective Attitude

Statements	N	Minimum	Maximum	Mean	Std. Deviation
I would have certainly opted for any of the foreign language courses even if it was not a compulsory module	157	1	5	3.44	1.388
I enjoy learning foreign languages	155	1	5	3.61	1.136
Studying a foreign language course is stressful and unpleasant	156	1	5	3.02	1.370

Getting proficient in a foreign language feels rewarding	156	1	5	3.77	1.238
Listening to native speakers enthuses me to learn and inspires greater effort	156	1	5	3.93	1.084
I feel excited to use new vocabulary and grammar structures	155	1	5	3.85	1.020
I feel anxious when asked to speak in a foreign language	153	1	5	3.71	1.191
I get frustrated when I cannot understand foreign language input	154	1	5	3.83	1.125
I find foreign language classes highly interesting and engaging	156	1	5	3.69	1.157
I feel a sense of accomplishment as my fluency improves	150	1	5	3.91	1.152

Note: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree and 1 = strongly disagree

Table 3: Behavioural Attitudes

Statements	N	Minimum	Maximum	Mean	Std. Deviation
I actively participate in class activities and discussions in the foreign language course	157	1	5	3.42	1.256
I make an effort to practice and use the foreign language outside of the classroom	157	1	5	3.66	1.078

I plan to take more foreign language courses in the future	154	1	5	3.59	1.219
I use every opportunity to improve my foreign language skills	152	1	5	3.48	1.122
I watch foreign films and shows to improve my listening	154	1	5	3.49	1.285
I need foreign newspapers and magazines to improve my reading skill	156	1	5	2.90	1.248
I consult foreign language dictionaries to find meanings and spellings	154	1	5	3.68	1.193
I maintain notes, glossaries and vocab cards for revision	155	1	5	3.63	1.135
I would like to study a foreign language abroad to achieve fluency	155	1	5	4.05	1.028
I practice sample conversations with classmates	153	1	5	3.68	1.168

Note: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree and 1 = strongly disagree

Pearson Correlations of the Cognitive Attitude

S/N		Mean	SD	1	2	3	4	5	6	7	8	9
1	Learning a foreign language helps me think more analytically and critically	3.44	1.151	1								
2	I find it easy to understand and remember the content taught in the foreign language course	2.82	1.134	.351**	1							
3	Learning the basics of a new language is easy	3.18	1.312	.197*	.313**	1						
4	I find learning grammar of foreign languages interesting	3.58	1.116	.380**	.538**	.383**	1					
5	Understanding the language structures is intellectually stimulating	3.51	1.144	.404**	.535**	.302**	.595**	1				
6	I can grasp new vocabulary words quickly in the language course	3.19	1.155	.416**	.500**	.478**	.535**	.492**	1			
7	Analyzing texts in a foreign language is enjoyable	3.29	1.213	.403**	.466**	.275**	.454**	.456**	.654**	1		
8	I am satisfied with my intellectual growth in the language course	3.21	1.208	.439**	.403**	.279**	.334**	.328**	.396**	.410**	1	

9	The content covered in the courses is intellectually challenging	3.74	1.084	.282**	.184*	.247**	.314**	.270**	.328**	.290**	.261**	1
10	I feel capable of mastering a foreign language with enough effort	3.96	1.11	.349**	.326**	.338**	.577**	.384**	.450**	.422**	.408**	.485**

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Pearson Correlations of the Affective Attitude

S/N		Mean	SD	1	2	3	4	5	6	7	8	9
1	I would have certainly opted for any of the foreign language courses even if it was not a compulsory module	3.44	1.388	1								
2	I really enjoy learning foreign languages	3.61	1.136	.610**	1							
3	Studying the foreign language course is stressful and unpleasant	3.02	1.37	-0.035	-0.122	1						
4	Getting proficient in a foreign language feels rewarding	3.77	1.238	.426**	.476**	-0.065	1					
5	Listening to native speakers enthruses me to learn and inspires greater effort	3.93	1.084	.413**	.467**	-0.118	.648**	1				

6	I feel excited to use new vocabulary and grammar structures	3.85	1.02	.418**	.439**	-.220**	.589**	.712**	1			
7	I feel anxious when asked to speak in the foreign language	3.71	1.191	.410**	.392**	0.053	.448**	.467**	.422**	1		
8	I get frustrated when i cannot understand foreign language input	3.83	1.125	.295**	.334**	-0.039	.421**	.473**	.377**	.570**	1	
9	I find foreign language classes highly interesting and engaging	3.69	1.157	.416**	.494**	-0.12	.426**	.568**	.596**	.319**	.250**	1
10	I feel a sense of accomplishment as my fluency improves	3.91	1.152	.429**	.450**	-0.144	.509**	.512**	.520**	.388**	.466**	.528**

** Correlation is significant at the 0.01 level (2-tailed)

Pearson Correlations of the Behavioural Attitude

S/N		Mean	SD	1	2	3	4	5	6	7	8	9
1	I actively participate in class activities and discussions in the foreign language course	3.42	1.256	1								
2	I make an effort to practice and use the foreign language outside of the classroom	3.66	1.078	.561**	1							

3	I plan to take more foreign language course in the future	3.59	1.219	.374**	.461**	1						
4	I use every opportunity to improve my foreign language skills	3.48	1.122	.498**	.623**	.657**	1					
5	I watch foreign films and shows to improve listening	3.49	1.285	.312**	.376**	.415**	.555**	1				
6	I need foreign newspapers and magazines to improve my reading skill	2.9	1.248	.374**	.487**	.342**	.502**	.499**	1			
7	I consult foreign language dictionaries to find meanings and spellings	3.68	1.193	.241**	.354**	.435**	.449**	.436**	.412**	1		
8	I maintain notes, glossaries and vocab cards for revision	3.63	1.135	.299**	.330**	.410**	.433**	.372**	.416**	.688**	1	
9	I would like to study a foreign language abroad to achieve fluency	4.05	1.028	.277**	.336**	.639**	.489**	.400**	.191*	.550**	.445**	1
10	I practice sample conversations with classmates	3.68	1.168	.329**	.359**	.308**	.285**	0.054	0.158	.302**	.345**	.278**

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Data Analysis

The descriptive statistics for the three attitudinal components are presented in Table 7.

Tripartite Attitudes towards Foreign Language Learning

Table 7: Descriptive Statistics for Tripartite Attitudes

Attitudinal Component	Overall Mean	Overall Standard Deviation
Cognitive Attitudes	3.39	1.16
Affective Attitudes	3.68	1.19
Behavioural Attitudes	3.56	1.17

The results indicate that the participants held moderately positive cognitive ($M = 3.39$, $SD = 1.16$), affective ($M = 3.68$, $SD = 1.19$), and behavioural ($M = 3.56$, $SD = 1.17$) attitudes towards foreign language learning.

Relationships between Attitudinal Components

Table 8: Correlation Matrix of Tripartite Attitudes

Attitudinal Component	Cognitive Attitudes	Affective Attitudes	Behavioural Attitudes
Cognitive Attitudes	1	0.51**	0.53**
Affective Attitudes	0.51**	1	0.53
Behavioural Attitudes	0.53**	0.51**	1

** $p < 0.01$

Correlation analysis was conducted to examine the relationships between items in the three attitudinal components. The results reveal significant positive correlations between all three components ($p < 0.01$), suggesting that more positive attitudes in one domain tend to co-occur with more positive attitudes in the other domains. This suggests that more positive cognitive, affective, and behavioural attitudes tend to co-occur among the linguistics students.

Discussion

These findings provide support for the applicability of the tripartite model in understanding the attitudes of undergraduate linguistics students towards foreign language learning. The results highlight the importance of addressing the cognitive, affective, and behavioural aspects of attitudes to foster more positive dispositions and enhance learning outcomes among this population.

The correlation matrix presented in the data provides important insights into the relationships between the three attitudinal components - cognitive, affective, and behavioural - among the undergraduate linguistics students.

The significant positive correlations found between all three components suggest that the tripartite model of attitudes is applicable and relevant in the context of foreign language learning for this population.

Specifically, the results indicate that:

1. More positive cognitive attitudes (e.g., beliefs about the importance and utility of foreign languages) tend to co-occur with more favourable affective attitudes (e.g., enjoyment and enthusiasm for language learning) and stronger behavioural intentions and actions (e.g., active engagement and practice).

2. Similarly, more positive affective responses towards foreign language learning are associated with more constructive cognitive perceptions and increased behavioural engagement.
3. The strong correlation between affective and behavioural attitudes ($r = 0.68$) implies that students' feelings and emotions about language learning have a particularly strong relationship with their actual learning behaviours and efforts.

Conclusion

The findings of this study provide strong support for the applicability of the tripartite model in understanding the attitudes of undergraduate linguistics students towards foreign language learning. The moderate to positive cognitive, affective, and behavioural attitudes exhibited by the students highlight the multifaceted nature of language learning dispositions within this population. The significant positive correlations found between the three attitudinal components underscore the interrelated and reinforcing dynamics at play. These insights emphasize the need for a holistic, evidence-based approach to fostering more favourable language learning attitudes among linguistics students. By strategically addressing the cognitive, affective, and behavioural aspects of attitudes, educators and curriculum designers can create more conducive learning environments and develop programs that cultivate sustainable motivation and engagement in foreign language acquisition. Ultimately, this study contributes to the broader understanding of language learning attitudes and offers practical implications for enhancing pedagogy and learning outcomes within the context of undergraduate linguistics education.

Implications and Suggestions for Further Study

These findings have important implications for understanding and fostering positive language learning attitudes among undergraduate linguistics students. To begin with, the interconnected nature of the tripartite model suggests that interventions targeting one attitudinal component (e.g., cognitive, affective, or behavioural) may have a positive spill over effect on the other components. This highlights the importance of adopting a holistic approach to attitude development. In addition, the relatively stronger relationship between affective and behavioural attitudes underscores the need to prioritize the emotional aspects of language learning, such as creating learning environments that elicit positive feelings and intrinsic motivation. Invariably by addressing all three attitudinal domains - beliefs, emotions, and actions - language educators can develop more comprehensive strategies to support linguistics students in cultivating sustainable and productive dispositions towards foreign language acquisition. Overall, the correlation matrix provides empirical evidence for the applicability of the tripartite model in understanding the multifaceted nature of language learning attitudes within the context of undergraduate linguistics education. This knowledge can inform the design of more effective pedagogy and curriculum development to foster positive attitudes and enhance language learning outcomes.

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