

# Students' disposition towards autonomous language learning at Budapest Business School – the results of a questionnaire study

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**BGE**

BUDAPESTI GAZDASÁGI EGYETEM  
ALKALMAZOTT TUDOMÁNYOK EGYETEME

KERESKEDELMI, VENDÉGLÁTÓIPARI  
ÉS IDEGENFORGALMI KAR



# BBS Institute of Foreign Languages and Communication

Innovations in language teaching methodology – research project 2017-18

## Participants

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- Dr. Ágnes Loch
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# Studying at the BBS

## 4 Faculties

- Faculty of International Management and Business
- Faculty of Finance and Accountancy
- **Faculty of Commerce, Hospitality and Tourism**
- Faculty of Business Administration

## Study programmes

- 13 BA courses
- 9 MA courses
- Several other courses

# Language learning at the BBS

## Language courses

- 3 terms
- Two 90-minute lessons a week
- 1 or 2 languages depending on the programme

## State language exams needed for a degree

- No exam
- 1 general or professional language exam
- 2 general or professional language exams

# Motivations for the research

## Large-scale study

- Start a discussion
- Inform our colleagues
- Inform stakeholders
- Convince them to support us
- Help develop tools

# Autonomy concept of the research

- The learner's ability to exercise control over learning (Holec, 1981).
- It involves abilities and attitudes that people possess, and can develop to various degrees (Benson, 2001).
- It is the product of an interactive process between the student and the teacher (Little, 2007).
- It is the capacity of the learner to take control of their learning process to different extents and in different ways according to the learning situation (Tassinari, 2007).
- No abstract idea – competences, skills and strategies (Tassinari, 2007).

# Aim of research

To map students'

- their disposition towards autonomous language learning
- plans on scheduling language exams obligatory for their degree
- language learning habits beyond classes

# Methods

- Population – 4 faculties of BBS, sample – 1,479 students
- Data collection – December 2017 – language classes
- Instrument – Questionnaire – closed questions
  - Previous research projects
  - Tassinari (2012) self-assessment tool
  - Csizér and Kormos (2012) – autonomy scales



# Sample (%)

Sample	1,479 students	
Sex	female	64.6
	male	35.4
Faculty	Commerce, Hospitality and Tourism	72.2
	Finance and Accountancy	14.8
	Foreign of International Management and Business	8.3
	Faculty of Business Administration	4.7
Year	1	38.2
	2	32.3
	3-4	29.4

# Sample – languages

Language	%	Obligatory exam	%
English	66.3	0 exam	7.4
German	15.9	1 exam	38.26
Italian	6.5	2 exams	54.32
Spanish	5.3		
French	3		
Russian	3		

# Plans on scheduling language exams (%) - 1 language exam obligatory

	Exam already scheduled	Exam already passed	No plan
	37	32	31 (15.5)

# Plans on scheduling language exams (%) - 2 language exams obligatory

	Exam already scheduled	Exam already passed	No plan
1. language	41.8	41.7	14.5 (7)
2. language	50.2	10.9	38.9 (21.4)

# Out-of-class language learning (%)

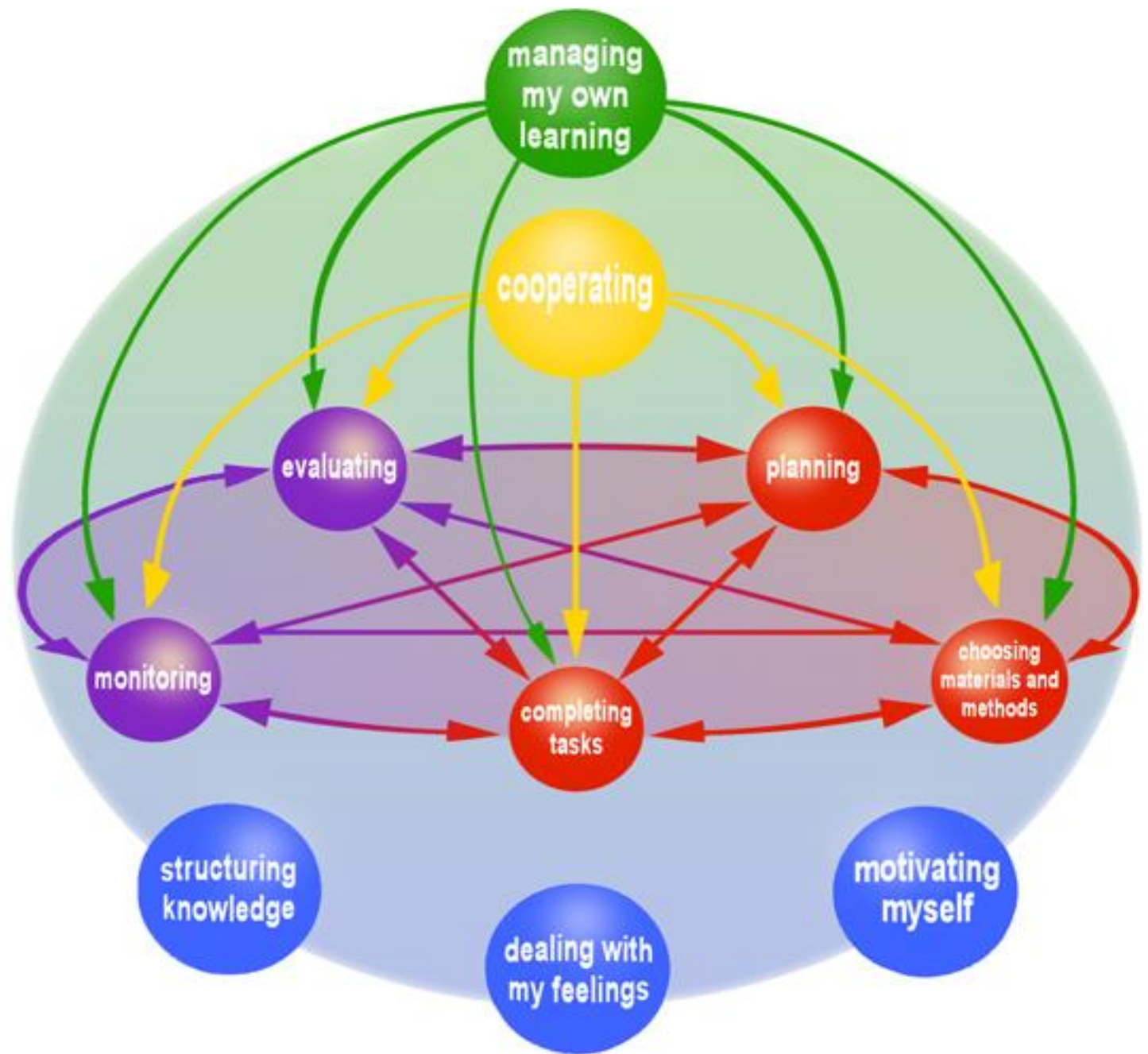
Now	yes	76	Independently	62.4
			Private teacher	9.6
			Language course	4
	no	24		
Earlier	yes	93.5		
	no	6.5		

Out-of-class language learning (%)	Now	Earlier
Music and lyrics	83.2	31.2
Films, series, videos	82.9	32.5
Reading (Internet, magazines, news, blogs etc.)	74.9	36.1
Vocabulary building	57.3	48.9
Listening	56	39
Communication	46.3	45.7
Pronunciation	39.7	38.9
Writing	37.8	47
Language learning online	28.4	49.3
Grammar	24.7	58.6
Language exam tasks	22.1	61.3
Language exam preparation book	16.5	53.8

# Tassinari

## Dynamic model of learner autonomy

(Tassinari, 2010, p. 203)



# Likert scale questions

5 – the statement is entirely true for the students

4 – the statement is mostly true for the students

3 – the statement is partly true, partly not true for the students

2 – the statement is somewhat true for the students

1 – the statement is not true for the students at all



# Tassinari Dynamic model 1

	1-2 %	3 %	4-5 %
I can control negative feelings when I am learning (e.g. boredom)	33,8	40,3	25,9
I can manage my learning time effectively.	28,8	36,8	34,4
I can manage the whole learning process.	21,8	37,6	40,6
I can plan the steps of my learning.	23,3	35,1	41,5
I can control negative feelings (nervousness, fear of mistakes) when I speak .	15,8	26,1	58,1

# Tassinari Dynamic model 2

	1-2 %	3 %	4-5 %
I can discover grammatical rules in a text	21,9	36,4	41,7
I can prepare for a speaking task	24,7	31,6	43,7
I can collect words for a topic	16,6	27,3	56,1
I can find key words in a text	17,3	26,3	56,4
I can take notes	19,6	22,5	59
I can employ learning techniques used earlier for learning another language	13,3	23,6	63,1

# Tassinari Dynamic model 3

	1-2 %	3 %	4-5 %
I can try new materials and sources.	14,7	25,1	60,2
I can use reference books.	17,6	21,7	60,8
I can motivate myself.	10,6	28,1	61,2
I can select materials/sources to achieve my goals.	10,1	23,3	61,7
I want to organise my learning autonomously.	10,2	33	56,9

# Csizér and Kormos (2012) – autonomy scales

## Benson (2001) - elements of learner autonomy

- Independent use of language learning resources
- Independent use of learning technology
- Teacher's role in developing learner autonomy
- Classroom autonomy and curriculum decisions
- Learner autonomy – the use of learning skills

# Scales

	Reliability	Mean	SD
Teacher's role (7 questions)	0.66	3.45	0.66
Classroom autonomy (5 questions)	0.84	3.01	0.84
Learner autonomy (11 questions)	0.8	3.25	0.64

# Teacher's role in developing learner autonomy

	Mean	1-2	3	4-5
I like it when the teacher tells us exactly what to do.	3,67	12,2	30,1	57,7
I like it when the teacher tells us the goals of the tasks in the classroom.	3,66	12,6	27,5	59,9
Language learning success depends on the teacher.	3,60	13	32,2	54,8
I like it when the teacher checks all our tasks.	3,36	23,4	29,2	47,4
I find it important that the teacher should check if we have learnt the material.	3,31	22	32,3	45,7
I couldn't learn a language without a teacher.	3,29	26,8	26,8	46,4

# Classroom autonomy and curriculum decisions

	Mean	1-2	3	4-5
I like it when the teacher involves us into planning the language lessons.	3,19	24,7	36	39,3
I like it when the teacher lets us choose the tasks in the language class.	3,05	29,9	35,4	34,7
If we can choose the task in class, I pay attention more.	3,02	31,5	34	35,5
I learn more if the teacher involves us into planning the lesson.	2,97	32,4	37,1	30,5
I pay more attention to homework tasks which are selected by the students.	2,84	38,6	32,4	29

# Learner autonomy – the use of learning skills

	Mean	1-2	3	4-5
I try to find opportunities to write as much as possible in a foreign language.	3,09	30,2	35,1	34,7
I seize every opportunity to read I a foreign language.	3,08	32,3	31,9	35,9
I always spend some of my free time on learning a language.	2,98	33,8	35,7	29,7
I always find time for doing my homework for the language class.	2,8	43,1	26,9	30
I always plan how much I will practise the language between classes.	2,66	40,6	30,3	23,3





# Irodalom

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Thank you for your attention.