

Ім'я користувача:
Моца Андрій Андрійович

ID перевірки:
1011135217

Дата перевірки:
10.05.2022 21:43:08 EEST

Тип перевірки:
Doc vs Internet + Library

Дата звіту:
10.05.2022 21:46:45 EEST

ID користувача:
100006701

Назва документа: Гауптман Кристина

Кількість сторінок: 46 Кількість слів: 12362 Кількість символів: 88181 Розмір файлу: 1.38 MB ID файлу: 1011032587

10.9% Схожість

Найбільша схожість: 5.08% з Інтернет-джерелом (<https://www.seeu.edu.mk/files/research/Book-2015.pdf>)

9.24% Джерела з Інтернету

182

Сторінка 48

3.09% Джерела з Бібліотеки

67

Сторінка 49

0% Цитат

Вилучення цитат вимкнене

Вилучення списку бібліографічних посилань вимкнене

0% Вилучень

Немає вилучених джерел

Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи

4

Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Реєстраційний № _____

Кваліфікаційна робота

АВТОНОМНЕ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ УЧНЯМИ СТАРШИХ КЛАСІВ

Гауптман Крістіни Павлівни

Студентка _4_ -го курсу

Освітня програма 014 Середня освіта. Англійська мова і література

Ступінь вищої освіти: бакалавр

Тема затверджена Вченою радою ЗУІ

Протокол № / 2021 року

Науковий керівник:

Гнатик Каталін Бейлівна
доктор філософії

Завідувач кафедри:

Берегасі Аніко Ференцівна, професор
д-р габлітований, доцент

Робота захищена на оцінку _____, «__» _____ 2022_ року

Протокол № _____ / 2022_

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Кваліфікаційна робота

АВТОНОМНЕ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ УЧНЯМИ СТАРШИХ КЛАСІВ

Ступінь вищої освіти: бакалавр

Виконала: студентка 4-го курсу

Гауптман Крістіна Павлівна

Освітня програма
014 Середня освіта. Англійська мова і література

Науковий керівник: **Гнатик Каталін Бейлівна**
доктор філософії

Рецензент: **Фодор Катерина Йосипівна**
доктор філософії

Берегове
2022

AUTONOMOUS LANGUAGE LEARNING IN SECONDARY EDUCATION
Bachelor's Thesis

Presented by: Krisztina Hauptman

a 4th year student

Professional Education program:

014 Secondary education. English language and literature

Thesis supervisor: Katalin Hnatik
PhD

Second reader: Katalin Fodor
PhD

Beregszász – 2022

ЗМІСТ

ВСТУП.....	6
ЧАСТИНА 1 ТЕОРЕТИЧНА КОНЦЕПЦІЯ НАВЧАННЯ МОВИ ТА АВТОНОМНОГО ВИВЧЕННЯ МОВИ	8
1.1 Визначення вивчення мови та самостійності.....	8
1.1.1 Вивчення мови.....	8
1.1.2 Визначення автономії	8
1.2 Природа та принципи автономного навчання мови	11
1.3 Автономія учня	13
1.3.1 Десять концепцій автономії учня	14
1.4 Відповідальність за автономне вивчення мови.....	15
1.5 Мотивація в автономному вивченні мови	16
ЧАСТИНА 2 РОЛЬ ТА ВПЛИВ АВТОНОМНОГО НАВЧАННЯ ІНОЗЕМНОЇМ	18
2.1 Роль самостійності у вивченні мови	18
2.2 Роль вчителів.....	19
2.3 Роль учнів	20
2.4 Розвиток чотирьох мовних навичок в автономному вивченні мови	21
2.5 Переваги самостійності у вивченні іноземної мови.....	27
ЧАСТИНА 3 ДОСЛІДЖЕННЯ АВТОНОМНОГО НАВЧАННЯ ІНОЗЕМНОЇ МОВУ УЧНЯМИ СЕРЕДНЬОЇ ГІМНАЗІЇ.....	28
3.1 Гіпотези.....	28
3.2 Процес дослідження.....	28
3.3 Аналіз анкети дослідження.....	29
3.4 Наслідки.....	33
ВИСНОВОК.....	35
СПИСОК РЕФЕРЕНЦІЙ.....	37
РЕЗЮМЕ.....	40
ДОДАТОК.....	42

CONTENTS

INTRODUCTION.....	6
PART 1 THE THEORETICAL CONCEPT OF THE LANGUAGE LEARNING AND AUTONOMOUS LANGUAGE LEARNING	8
1.1 Definition of Language Learning and Autonomy.....	8
1.1.1 The Language Learning	8
1.1.2 Definition of Autonomy.....	8
1.2 Nature and Principles of Autonomous Language Learning.....	11
1.3 Learner Autonomy.....	13
1.3.1 Ten Concepts of Learner Autonomy.....	14
1.4 The Responsibility in Autonomous Language Learning	15
1.5 The Motivation in Autonomous Language Learning	16
PART 2 THE ROLE AND IMPACT OF AUTONOMOUS FOREIGN LANGUAGE LEARNING	18
2.1 The Role of Autonomy in Language Learning.....	18
2.2 The Role of the Teachers.....	19
2.3 The Role of the Learners	20
2.4 Developing the Four Language Skills in Autonomous Language Learning	21
2.5 Benefits of Autonomy in Foreign Language Learning.....	27
PART 3 RESEARCH ON AUTONOMOUS FOREIGN LANGUAGE LEARNING ACQUIREMENT BY SECONDARY GRAMMAR SCHOOL STUDENTS.....	28
3.1 Hypotheses.....	28
3.2 The process of Research.....	28
3.3 Analyses of the Research Questionnaire.....	29
3.4 Consequences.....	33
CONCLUSION.....	35
REFERENCE LIST.....	37
SUMMARY IN UKRAINIAN.....	40
APPENDIX	42

INTRODUCTION

Lifelong learning has become a constant feature nowadays in which, in addition to formal learning, informal ways of acquiring knowledge are also crucial. In the age of a knowledge-based society, the ability to learn in a self-regulatory way is playing an increasingly important role. Thus, the quality of language teaching is largely determined by the ability of language learners to maintain and develop their language skills acquired in formal education.

The importance of developing autonomous learning skills is not only decisive in terms of classroom education. At the same time, autonomous language learning seems to be an appropriate and measurable tool for pupils to recognize their own responsibilities and decision-making opportunities in developing certain language skills, which can also help them to organize their learning and cognitive activities in a structured way.

The theme of this thesis is forming some information about the process of teaching and learning English autonomously in secondary education. Mentioning how important is the self-determined language learning for young learners. The paper gives explanation and analyses about the learner autonomy, its principles and autonomous learning strategies.

The *subject* matter of the recent study includes the reasons causing the difficulties to have an effective autonomous language learning. Mentioning how these appear in language learning and how language learners should handle these problems.

The *object* of the present study is to provide useful information about how the process of independent foreign language learning takes place, as well as insights into students' ability to learn autonomously.

The *purpose* of the thesis is to have insight into the development of autonomous foreign language learning among secondary school students.

The tasks of the thesis:

- Analyzing the relevant scholarly literature
- Integrate the theoretical and conceptual framework of the current research.
- Understanding the various difficulties in autonomous a foreign language learning
- Collecting positive and negative answers

The *theoretical* value of the study collects information about the nature and principles of autonomous language learning and the features of learner autonomy in general. It mentions the concept of self-determination theory of autonomy.

The *practical* value of the present paper explores students' knowledge of foreign language output requirements, the features of their foreign language learning outside of classroom and their knowledge of language skills. Furthermore, it provides information on the extent to which they take responsibility for the management and effectiveness of the language learning process.

The *novelty* of the thesis informs about primarily information and experiences from learners who learn foreign language autonomously in their education.

The first and second part of the year paper are compiled the analysis method of literature sources. A classification system was used to define the concepts of autonomous language learning and learner autonomy. It also tries to analyze the role of teachers' and learners' in the process of autonomous foreign language learning.

The third part of the thesis is a survey on the topic of the ability to learn autonomously in a successful way. The research was facilitated by questionnaire among secondary school students. It was used for assessing students' ability and their learning strategies in developing self-determined language learning.

A large number of scientists have investigated the current issue, such as: Holec, Benson, Little, Voller, Wright and Scrivener.

Benson expands on the concept of learner autonomy by defining three types in language learning which he relates to different aspects of control like learning management, cognitive processing and learning content. Following this concept, inside the classroom, the teacher's educational goals include autonomous learning strategies.

According to Holec, autonomy is the ability to reflect on one's own experiences and take charge of one's own learning.

Little adds to this concept that autonomy allows students to set their own goals, define the content and process of their own learning, choose their methods and strategies, and track and assess their progress and accomplishments.

Although the literature on autonomous learning is very abundant, and researchers agree that the role of autonomy in learning is becoming significant, in practice, preparing students for self-regulatory learning at different levels of education is still not given.

PART 1

THE THEORETICAL CONCEPT OF THE LANGUAGE LEARNING AND AUTONOMOUS LANGUAGE LEARNING

This part of the course paper provides basic information about language learning and about autonomous language learning. This section explains what specifically learner autonomy is and what aspects belong to it.

1.1 Definition of Language Learning and Autonomy

This part of the course paper gives the definition of language learning in general and autonomy and adds more information about the significance of autonomous language learning.

1.1.1 The Language Learning

Language is a way for individuals to communicate; it is similar to how thoughts, feelings, and interests can be communicated through symbols. For Verderber language is the set of words shared by people from the same country, region, or culture, as well as the role of those words in communication. (Verderber, 1999, 283)

Language acquisition is a lifelong process that begins at birth and continues throughout one's life. Students learn a language by using it to express their thoughts, feelings, and experiences, form relationships with family and friends, and attempt to make sense of their surroundings. They may arrive at school speaking many languages or learning a new language in school. It is critical to the value and develops each student's first language. Learning different languages will benefit from previous language experience.

1.1.2 Definition of Autonomy

Autonomy means self-governing, and it comes from a Greek word that means independency. Autonomy is defined in developmental psychology as the ability to make an informed, non-coerced decision. Autonomous organizations or institutions are self-governing or autonomous.

Autonomy can also be defined in terms of human resources, where it refers to the extent of discretion given to a person in their work. In these situations, autonomy is believed to boost job satisfaction. Self-actualized people are regarded to function independently of external expectations.

Learner autonomy emerges from an individual learner's acceptance of responsibility for his or her own learning, according to the theoretical literature. This means that learning autonomy necessitates the learner to gain control over his or her own learning and role in the process. According to Benson, depending on the situation or time, this control can take many different shapes for different people, and even for the same person. For example, a learner who exhibits significant autonomy in one area may lack autonomy in another. (Benson, 2001, 117)

Little argues that it is difficult to define autonomy shortly and prefers discussing the widespread misconceptions about autonomy. The following issues are those Little has stated on what autonomy is not:

- Autonomy is not a synonym for self-instruction; in other words, autonomy is not limited to learning without a teacher.
- In the classroom context, autonomy does not entail giving up responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can.
- Autonomy is not something that teachers do to learners; that is, it is not another teaching method.
- Autonomy is not a single, easily described behavior.
- Autonomy is not a steady-state achieved by learners once. (Little, 1991, 3-4)

Holec sees autonomy as a capacity and critical ability to reflect on one's experience and to take charge of one's own learning. Little adds to this concept by noting that autonomy allows students to set their own goals, define the content and process of their own learning, choose their methods and strategies, and track and assess their progress and accomplishments. (Little, 1991, 263)

According to Sanz and Villanueva, learner autonomy has become a fundamental notion in the area of education in general and language acquisition in particular over the previous two decades. Similarly, the European Council's current recommendations for teaching and studying foreign languages emphasize the importance of developing the ability to self-direct learning. (Bailly, Gremmo, and Riley, 2002)

Both autonomy in general and autonomous language acquisition in particular can be difficult to define. As Benson postulates, autonomy is a complicated construct with numerous dimensions and forms that can alter for different people in different situations. As a result, terminology like self-instruction, self-access, self-study, self-education, out-of-class learning, and distant learning has emerged to describe autonomy. (Benson, 2001, 62)

However, as Benson mentions in his state-of-the-art article, as the rationale behind the notion challenges the premise that languages are generally learned in classrooms and classroom-based learning is the norm, there is a clear and agreed-upon tendency to blur the line between classroom and out-of-class applications. Out-of-class learning, which is the subject of this study, is a way of practice within the framework of autonomy outside of the classroom in this regard. (Benson, 2007, 46)

Out-of-class learning refers to the efforts of learners taking classroom-based language courses to find opportunities for language learning and use outside the classroom (Lamb 2004), which, together with seizing opportunities to learn inside a classroom context, is a factor involved in language learning success. (Crabbe, 1993) As Benson posits, out-of-class learning is a relatively new area in the literature on autonomy, and current studies suggest that students engage in out-of-class learning activities more frequently than their teachers realize, often displaying considerable creativity in situations where out-of-class learning opportunities appear to be limited. (Benson, 2007, 26)

The Self-Determination Theory concept of autonomy

Recent study has expanded the scope of inquiry beyond philosophy, with studies on autonomy now being conducted in the fields of politics, physics, psychology, and sociology. Business and work, education, psychology, sports, medicine, entertainment, and leadership, for example, have all been studied. This increase in autonomous research has resulted in a better grasp of the word.

Self-Determination Theory (SDT) has provided an explanation as well as actual evidence for the link between human motivation and autonomy and self-determination. (Reeve, Ryan, Deci and Jang, 2007; Ryan and Deci, 2000). In SDT, Ryan and Deci have devised a method for studying motivation and personality in which autonomy is a key idea for comprehending self-control. Autonomy, according to Ryan and Deci, refers to self-regulation and self-governance. The level of autonomy a person has can be found on a spectrum ranging from restricted external regulation to genuine self-regulation or autonomy. (Laz, 2013)

Self-Determination Theory identifies three core principles for sustainable motivation:

- Competence
- Relatedness
- Autonomy (Baard, Deci, Ryan, Williams, 1998)

It defines competence as the notion that we have the power to influence outcomes; relatedness as the experience of satisfying and helpful social interactions; autonomy as the experience of acting with freedom and self-determination. SDT does not see autonomy as independence because a person may well be dependent on others while acting autonomously. (Stone, Deci, Ryan, 2008) There is research that shows how important it is to meet these essential human needs in order to build long-term motivation for productivity, creativity, and well-being. (Baard, Deci, Ryan 2004; Williams, Deci and Ryan, 1998)

In educational institutions, autonomy and self-determination imply that people's social activities have functional importance for their learning goals and motivations. Stone, Deci and Ryan offered six actions for implementing long-term autonomous motivation in organizations.

- Asking open questions including inviting participation in solving important problems.
- Active listening including acknowledging students' perspectives.
- Offering choices within structure, including the clarification of responsibilities.
- Providing sincere, positive feedback that acknowledges initiative, and factual, non-judgmental feedback about problems.
- Minimizing coercive controls such as rewards and comparisons with others.
- Develop talent and share knowledge to enhance competence and autonomy. (Stone, Deci and Ryan, 2008)

1.2 Nature and Principles of Autonomous Language Learning

The majority of the research on AL (autonomous learning) is divided on whether it is a capability or behavior, as well as a learner's responsibility or control. Learners that are autonomous, have an understanding of their own learning methods and strategies, are actively immersed in the learning activity at hand and are willing to take risks. For example, communicating in an FL (foreign language) at all costs, completing assignments, and evaluating their linguistic product are all things that they must accomplish. AL allows students to take care of their learning, gain access to

information, and maintain a healthy balance of subjection, independence, and autonomy in the classroom. (Benson, 2001, 11)

As a result, one of AL's main principles is to shift the emphasis from teaching to learning. Learners, in particular, choose the topic of what they are learning and how they will study it. When asked, the instructor remains a source of support, encouragement, advice, and information, as well as assisting students in achieving their learning goals.

Najeeb declares that the three fundamental pedagogical concepts that underpin language learning autonomy are:

- learners' involvement to share responsibility for their learning
- learners' reflection to think critically on planning, monitoring and evaluating their learning
- appropriate use of target language as the main medium of language learning (Najeeb, 2013, 123–124)

In an attempt to put forward further principles of AL, Sinclair argues that:

- Since autonomy outlines having capacity, learners should decide and be responsible for their learning.
- Since autonomy is of varying degrees, its development should be based on a set of affective, physiological, psychological, or environmental factors.
- As autonomy does not confine itself to learners' placement in situations where they have to be independent, psychological, and methodological preparation can be the main source of autonomy enhancement.
- Developing autonomy requires being conscious of the learning process, therefore learners should be familiar with and knowledgeable about the use of the metacognitive strategies that help learners reflect on their learning in terms of setting goals, evaluating learning activities, and using learning resources.
- Since autonomy is not limited to the classroom setting only, learners have to be aware of the possibility of home study and computers and book use. (Sinclair, 1997)

Wenden identifies more AL principles by stating that autonomous learners are aware of their own learning styles and strategies, take an active approach to the learning task at hand, are willing to take risks, must communicate in the new language at all costs, are good guessers, and pay attention to both form and content. (Wenden, 1998, 283)

Allwright and Little maintain that the main principles of AL are learners' ability to reflect on their own learning, their knowledge of learning and willingness to learn collaboratively, their

understanding of the learning program's objectives, their acceptance of responsibility for their learning, their participation in setting learning goals, their taking initiative in planning and carrying out learning activities, and their regular review and evaluation of their learning. (Allwright, 1990, Little, 1991)

1.3 Learner Autonomy

The concept of learner autonomy was first introduced by Henry Holec. Many definitions have been established in recent years that take into account the teaching/learning setting. Learner autonomy is defined as the ability to control one's own learning, according to the most commonly used definition in the literature. According to Little autonomy is fundamentally a psychological relationship between the learner and the learning process and content. (Little, 1992) Dickinson claimed that autonomy is a situation in which the learners are totally responsible for all the decisions concerned with their learning and the implementation of those decisions. (Dickinson, 1987) According to Benson's opinion within educational systems, autonomy is defined as the acknowledgment of learners' rights. (Benson, 1997)

To define learner autonomy and providing a clear notion of an autonomous learner is a difficult task. The field is wide and there is no clear-cut definition of what learner autonomy means both theoretically and practically.

Little's list responds to a previous misunderstanding of learner agency. The concept was misinterpreted as a means of self-instruction, which meant learning outside of the classroom without an instructor such as self-accessed learning, computer-based learning, and learning at home. The teacher's function is somewhat peripheral or even inconsequential in such a narrow understanding of an independent learner setting. Little emphasizes, however, that learner autonomy encompasses the psychological component of students' ability to plan and regulate their learning as well as settings in which students are granted flexibility in their learning process. (Benson, 2007, 23)

Benson elaborates on the concept of defining three various kinds of learner autonomy in language learning which he relates to different aspects of control:

- learning management
- cognitive processing
- learning content (Benson, 2011, 58-64)

Autonomous learning strategies are part of the instructor's instruction goals inside the classroom, and teacher and students discuss and co-create optimal settings for the exercise of their autonomy, according to this concept. (Scharle and Szabo, 2000, 131)

1.3.1 Ten Concepts of Learner Autonomy

Ten concepts served as a starting point. To render beliefs about learner autonomy, they distinguished the following concepts:

- Technical perspectives on learner autonomy
- Psychological perspectives on learner autonomy
- Social perspectives on learner autonomy
- Political perspectives on learner autonomy
- The role of the teacher in learner autonomy
- The relevance of learner autonomy to diverse cultural contexts
- Age and learner autonomy
- Language proficiency and learner autonomy
- The implication of learner autonomy for teaching methodology
- The relationship of learner autonomy to effective language learning (Brown, 1994)

These notions are not interchangeable since they cover various theoretical features of learner autonomy. (Little 1991) The technical idea of learning management focuses on the when, where, and how of learning. It includes self-management tactics such as learning agendas, planning and organizing learning, and keeping track of one's own learning progress (evaluation of learning), as well as other both inside and outside the classroom learning strategies. The psychological dimension of learner autonomy corresponds to Little's definition of autonomy as the ability to detach, critically reflect, make decisions, and act independently. (Little, 1991, 4)

The learner's autonomy will be demonstrated in both how he or she learns and how he or she applies what has been learnt to new situations. Benson divides attention into psychological components, which relates to the ability to direct and intentionally focus attention on learning contents. Metacognitive knowledge and reflection on one's learning process, development, and practices. Learners can negotiate learning content, goals, reasons, and resources with others from a social perspective. (Benson, 2011, 60)

It is a sub-aspect of learning management that focuses on learning content, such as the what and why of language acquisition, according to the Benson concept. It has to do with power dynamics in institutions and classrooms, as well as devotion to taking charge of one's own education. (Benson 2011 112-116)

1.4 The Responsibility in Autonomous Language Learning

In theory, autonomy can be defined as the ability to manage one's own affairs, which includes the ability to make decisions. Being in charge of anything is likewise a form of responsibility, but it implies that one must deal with the repercussions of one's own actions. Both autonomy and responsibility necessitate active participation, and they appear to be closely linked.

Responsible students aren't like role models (or teacher's pets), but rather students who recognize that their own efforts are critical to their learning progress and act appropriately. As a result, they do not strive to please the teacher or receive a good grade when doing homework or answering a question in class. They are only attempting to learn something.

Responsible learners do not have to be especially keen on teamwork, but they are willing to cooperate with the teacher and others in the learning group for everyone's benefit. Cooperation does not imply that they always follow instructions: they may inquire about the activity's goal first, or they may even provide suggestions for how to improve it.

Finally, while responsible students may not always complete their assignments, they are aware that they are missing out on an opportunity to improve their foreign language skills. This is because they keep track of their own progress and make an effort to take use of given possibilities, such as classroom activities and home-work.

Responsible learners are those who recognize that their own efforts are critical to their learning progress and act appropriately. Responsible students keep track of their own development and make an effort to take advantage of available possibilities, such as classroom activities and assignments.

In practice, the two concepts are more difficult to distinguish. Consider, for example, these three actions:

- interrupting the teacher's explanation to ask about a certain point in the explanation
- looking up a word at home that the teacher used in the lesson but did not 'teach'

- paying special attention when the lesson is about something that the learner is not so good at (Scharle and Szabo, 2000)

Learners engage responsibly in all of these behaviors because they are intentionally attempting to contribute to their own learning. They are also autonomous in the sense that they act without waiting for instructions from the teacher.

To summarize, developing a sense of responsibility and encouraging learners to take an active role in making learning decisions are both necessary for learner autonomy. (Scharle and Szabo 2000)

1.5 The Motivation in Autonomous Language Learning

One of the biggest issues faced by English teachers in EFL contexts where opportunities to use English are few and far between is motivating students. Though many students are initially enthusiastic about learning English, it is not uncommon for their enthusiasm to fade over time, partly because learning a foreign language requires a lot of effort, partly because English does not seem immediately useful or relevant to their lives, and partly because they rarely have the opportunity to put their new skills to use.

Extrinsic motivation, or motivation based on a reward that comes from outside the learner, is the major reason for many students in EFL settings, to the extent that they are motivated to study English at all. Extrinsic motivation includes things like the desire to achieve a good grade on an exam or a good job.

Such incentives can be effective in encouraging pupils to study and learn, but they can also be harmful. Similarly, if a job is years away, it becomes a reward that seems too far away and may not be powerful enough to push kids to study now.

Rather than depending solely on extrinsic motivation to inspire students, English teachers should encourage students to consider intrinsic motivation, such as a sense of success, a love of learning new things, a passion of creating, or the desire to explore their curiosity and interests. In fact, many researchers suggest that intrinsic motivation is a more powerful driving force than extrinsic motivation. (Brown and Lee, 2015)

Intrinsic rewards are particularly successful as motivators because, because they come from within the learner, they are constantly there to drive one's study; they are not years away, and they do not vanish when the test is completed. (Brown and Lee, 2015)

Making class as dynamic and fascinating as possible is one-way teachers can encourage students to participate actively in English study; on the whole, students learn more about things they enjoy and find interesting than about things that do not. A class that is vibrant and pleasant is usually preferable to one that is boring or tense, all other factors being equal. It also helps if students find you encouraging and kind, and if the classroom atmosphere is as relaxed as possible.

Making courses as truly communicative as feasible is a second strategy to arouse and retain student enthusiasm in English education. Most individuals enjoy talking about themselves and learning about others, which provides an excellent opportunity for speaking and even writing practice and is far more entertaining than rewriting phrases or repeating a memorized conversation. Many children are curious about the world beyond their town or country's borders, and learning about it provides an excellent cause for reading and listening.

A final way, teachers can be a source of encouragement for students is by serving as role models. Students frequently have a high regard for a teacher who has mastered a foreign language, and this admiration may encourage them to emulate the teacher. (Dörnyei and Ushioda, 2011)

PART 2

THE ROLE AND IMPACT OF AUTONOMOUS FOREIGN LANGUAGE LEARNING

The second part of the year paper focuses on the role and impact of autonomy in second language learning, especially the teacher's role and the learner's role. Moreover, this part emphasizes the importance and advantages of learning autonomously for secondary school students. The year paper also gives insight into language skills problems and recommends learning strategies.

2.1 The Role of Autonomy in Language Learning

However autonomous learning, according to Holec, is a two-step process. It requires learning a foreign language on the one hand and learning how to learn on the other. According to Holec's concept, autonomous learners can freely apply their knowledge and abilities outside of the classroom. As a result, autonomous learning extends beyond the classroom: it is a lifelong process of increasing awareness. (Holec 1995, 232)

Learning a foreign language is an interactive, social process. This aspect of learning is not taken into account in Holec's definition. The social aspect of learning entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person. (Dam, 1990, 189). This belief in the value of interdependent learning in classrooms and beyond led leading practitioners to view learner autonomy as a capacity and willingness to act independently and in cooperation with others, as a socially responsible person. (Dam, 1990, 97)

The terms autonomous learning and independent learning are sometimes used interchangeably and have become increasingly relevant in language teaching. Independent language learning is defined by optimizing or expanding student choice, focusing on the requirements of individual learners rather than the interests of a teacher or an institution, and allowing learners to make their own decisions.

It is also learner-centered which views learners as individuals with needs and rights, who can develop and exercise responsibility for their learning. Independent learners are expected to develop the ability to engage with, interact with and derive benefits from learning environments which are not directly mediated by a teacher. Thus, independent language learning can refer to a context or setting for language learning in which learners develop skills in the target language often, though not always, individually. (Benson and Voller, 1997; Wright, 2005, 133-141)

2.2 The Role of the Teachers

One of the major ideas of learner autonomy is to shift the attention from teaching to learning; to shift the limelight away from the teacher and toward the students.

Nevertheless, autonomous learning is by no means teacherless learning. Teachers have a crucial role to play in launching learners into self-access. In creating a learner-centered classroom, the starting point is to shift the focus from the teacher and the textbook to the learners. (Benson & Voller, 1997, 63)

Moving the focus from teaching to learning does not imply that the instructor is rendered obsolete. It means a shift in the way classes are structured, away from textbook material and the terrain a teacher must cover. In terms of both subject and approaches, lessons are now planned in partnership with students. It indicates that the topic becomes secondary to the pupils' acquisition of language learning abilities. These abilities will serve as the foundation for lifelong learning, which is seen as the ultimate goal of learner autonomy.

The teacher's role in an autonomous learning classroom is to provide the learners with the skills and ability to practice what they have learned. Learners do not necessarily learn what teachers believe themselves to be teaching. Therefore, teachers have to give learners an awareness of how they think and how they learn, an awareness which hopefully will help them come to an understanding of themselves and thus increase their self-esteem.

A learner autonomous classroom is one in which students and teachers have positive interactions and learn from one another. The teacher is accountable for assisting students in becoming aware of alternate learning methodologies and styles. (Camilleri, 1999, 77).

A teacher that intends to foster his learners' autonomy should not only introduce various learning strategies but also give his learners ample opportunity to try them out in different circumstances. It is vital to create a classroom environment that encourages such experiments and allows students to feel comfortable sharing their findings with their teachers and classmates. Interaction in the classroom has a direct impact on the learning processes of students.

In a learner-based classroom, three roles can be distinguished for teachers:

- The teacher as a facilitator

The teacher's job is to supervise classroom activities and assist students in planning their long and short-term learning. The instructor must be able to work closely with the students and

ensure that all students are aware of what is expected of them at all times. (Lowes and Target, 1999, 28)

- The teacher as a counsellor

They need to inform learners and make them capable of choosing the best learning strategies. Learners have to be able to make informed choices. This means knowing the rationale behind the strategies and having time to experiment to find which suits best for each occasion. Teachers must, however, be careful not to guide the learners implicitly to the strategies they themselves prefer. (Nunan, 2003, 54)

- The teacher as a resource

The teacher is assisting students in being more aware of their learning styles and the many learning strategies accessible to them so that they can be directed to appropriate learning materials.

The degree to which students can become independent and take charge of their own education is determined by their relationship with the teacher. Learner autonomy is a mutually beneficial relationship in which the subject of learning, in this case English as a second language, is shared between the teacher and the student. The teacher assists the learner in developing his or her ability to make choices in learning in this environment.

A teacher who wants to promote student autonomy in his classroom must understand the value of differentiation. Differentiating instruction is the concept of catering to diverse learning styles and developing lessons to meet those needs and differences in the classroom. It should be taken into account in a differentiated classroom as students have varying talents, skills, and backgrounds. All of this has an impact on how kids learn. (Tomlinson, 2003, 92)

2.3 The Role of the Learners

In a classroom, the student's role should not be that of a passive learner, as Leni Dam defined learner autonomy as the willingness to take responsibility of one's own learning in order to meet one's objectives and goals. Autonomous learners are individuals who understand why they are studying specific topics, accept responsibility for their learning, design and execute learning activities on their own initiative, and are willing to evaluate their own learning. (Little, 1991, 104)

Learners' active participation in and responsibility for their own learning process are essential in the field of foreign language learning. (Dam, 1995,13) As a socially responsible person, the learner must be willing to act independently and in collaboration with others. (Dam, 1995,14)

In an autonomous environment, the learner's function is not that of a passive recipient of information. Learners are the architects of their own fate and valued members of the class learning community. Autonomous learners are capable and motivated to study alone. When students take charge of their own education, they achieve success. It is up to the students to decide whether or not they wish to learn. (Lowes and Target, 1999, 53)

An important element of learner autonomy is self-assessment. Learners need to build up their own personal criteria for the quality of their work and develop independence from the teacher as the sole judge of their weaknesses and strengths. This helps the learners make informed decisions about their next steps in the learning process and removes dependence on the teacher. They do not have to wait for the teacher to tell them what to do next and how well they are doing.

The goal is for learners to develop their knowledge and level of competence, even if the teacher remains the more knowledgeable and experienced individual in the classroom.

2.4 Developing the Four Language Skills in Autonomous Language Learning

Many authors, such as Cunningsworth and Tomlinson, point out that humans use more than one language skill when communicating. Listening, speaking, reading, and writing abilities are often integrated rather than occurring in isolation in real life, according to Gower, Phillips, and Walter. When taking part in a conversation, for example, we both listen and speak. In lessons, as in real life, skills are often integrated with one activity leading on to another. (Gower, Philips, Walters, 1995, 172)

Neither of the fundamental language abilities is more significant than the other. As a result, it's critical to understand both the general lesson goals and the individual goals for each step. The main goal of the class may be to practice one skill, with other abilities serving as a backup, or there may be an equal balance of talents. Therefore, it is important to talk about language skills since language learners need to develop the four of them in order to acquire the target language. (Gower, Phillips, and Walters, 1995, 255)

Communication requires both receptive and productive skills. As previously said, neither of them can work alone. As a result, one set of abilities can help the development of another; for example, improving reading skills can help with writing, and improving listening skills can help with speaking.

- **Receptive skills** - People extract meaning from what they see or hear via listening and speaking, which they then put to constructive use. As a result, they form the foundation for the development of productive skills.
- **Productive skills** - Speaking and writing abilities are employed to generate language, or to relay what the student wants or needs to say. The development of communicative competence requires the development of productive skills.

Developing reading skills

When people look at a text and give meaning to the written symbols in the text, they are said to be reading. (Aebersold and Field, 1997, 15)

Reading is the process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the written language, and the context of the reading situation. (Anthony, Pearson and Raphael, 1993, 238)

The eyes receive the printed or written material and send it to the brain. The brain must decode or hunt for meaning at this point. Reading ability is referred to as receptive ability.

There are several types of reading:

- Scanning
- Skimming
- intensive reading
- extensive reading
- interactive reading aloud (Willis, 1991, 17-160)

The reading process is broken down into three stages: pre-reading, reading, and post-reading. When presenting a reading passage, Willis proposes. (Willis, 1991, 189)

Barnett explains that pre-reading activities should introduce learners to a text. The reading stage helps pupils develop reading strategies and improve their control of the foreign language. The teacher should assist the students with tangible tasks such as guessing word meanings or adding information to a spreadsheet. Post-reading should assess students' comprehension and lead to a more in-depth examination of the text. (Barnett, 1988, 152-158)

Developing writing skills

In recent decades, the function of writing in everyday life has shifted considerably. While many people wrote very little on a daily basis in the early 1990s, the emergence and popularity of email, web forums, Internet chat services, and text messaging has resulted in a massive growth in written communication. (Scrivener, 2005, 62)

Beyond these new ways of communicating, many people actually do very little writing in day-to-day life and a great deal of what they do write is quite short: brief notes to friends or colleagues, answer on question forms, diary entries, postcards, etc. (Scrivener, 2005, 67)

When compared to face-to-face talks or phone calls, good writing skills make it clearer and easier to reach a far bigger audience. There are various approaches that can be employed to help students enhance their writing skills.

According to Cowley, there are different reasons why students have trouble with writing:

- Students are afraid of failing
- Students are under pressure to perform (Cowley, 2004, 3-5)

Cowley writes in her book that the teacher should inspire pupils and create an environment conducive to writing. Students could send a letter to their favorite person or pretend to be producers of a TV documentary, for example. Cowley says that if certain pupils work best when listening to music, they should be permitted to use a Walkman while writing in order to create an ambiance. (Cowley, 2004, 8-10).

Developing listening skills

Listening is an active, deliberate process of interpreting what we hear. (Helgesen, 2003, 24)

Listening is the mental process of constructing meaning from spoken input. (Rost, 2002, 279)

Aural text or spoken text is received by the ears and transmitted to the brain during listening. The brain is required to decode and search for meaning. Listening is therefore a receptive talent. Because reading and listening are both receptive skills, they share sub-skills that must be mastered. They are the follows:

- Identify main facts and details
- Relate cause and effect

- Identify the sequence of events
- Predicting outcomes
- Inferring meaning from contextual clues (Rost, 2002, 279)

Developing speaking skills

Producing, receiving, and digesting information are all part of the interactive process of building meaning when speaking. Its shape and meaning are determined by the circumstances, which include the individuals, their shared experiences, the physical setting, and the reasons for speaking. It is frequently unscripted, open-ended, and dynamic. (Brown, 1994, 42)

However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. (Burns and Joyce, 1997, 56-58)

When the brain has a thought, the thought is encoded and transmitted to the lips. Mouth produces spoken text using an articulation mechanism. As a result, speaking ability can be considered productive.

One issue with speaking assignments, particularly in group settings, is that there are always students in each group who speak more than others and hence dominate the group. Wright suggests that students be assigned specific roles in the conversations:

- A leader – The one with the most responsibility. He/she leads the discussion, make sure that everyone gets to speak and also watches the time.
- Note-maker – Writes everything down and put in pauses in the discussion to summarize.
- Arguer – Is the most critical person in the group. He/she argues about everything that is said in the discussion.
- Pacifier – The sort of peace-maker in the group. He/she tries to persuade the group to come to an agreement. (Wright, 2005, 74-75)

Autonomy and learning strategies:

Teachers of FLs, particularly English as a foreign language (EFL), are well aware that, despite their obvious efforts to create learning environments, design and/or select beneficial teaching materials, and conduct engaging and enjoyable learning activities, learners are often passive and rely heavily on teachers.

In pair/small group work, learners are hesitant to utilize the new language, do not reflect on their mistakes, and so do not learn from them. For this reason, these learners do not always

attain their potential, especially those motivated learners that do not have a sense of responsibility for the outcomes of their learning. (Kavaliauskienė, 2002, 18)

Similarly, the following exercises can help teachers cultivate AL in their students:

- presenting meaningful learning activities
- extending the reading activities beyond the classroom textbooks
- developing learners' predictive and analytical skills by telling their own stories
- holding small group discussions among learners
- asking learners to create a working diary to jot down their ideas in
- asking learners to do homework on their own
- asking learners to probe questions about different topics are all strategies and procedures (Rivers, 1992, 187)

EFL teachers should make an effort to cater to their students' learning styles and tactics, with the goal of changing their passive to active learning attitudes, i.e. being less reliant on the teacher and taking care of their own education. (Rivers, 1992, 212)

Teachers are also expected to encourage students to work independently in finding engaging materials, participating in competitions, reading English books, newspapers, and magazines, gaining experience in swapping places with a teacher, developing the art of negotiation, and emphasizing the importance of self-assessment, among other things. (Nunan, 2003, 33)

Such a diversity of tasks, according to Kavaliauskienė may cover grammar, games, written work, audio-, and video recordings, news items, translation, and anything that interests learners and will make them take benefit. (Kavaliauskienė, 2002, 7)

Intelligent, self-assured, analytical, reflective, motivated, adaptable, interdependent, responsible, creative, self-sufficient, adept in obtaining and retrieving information, knowledgeable about learning, and able to design and use evaluation criteria, according to Candy. (Candy, 1991, 459)

Little outline that autonomous learners can understand the purpose of their learning program, and explicitly accept responsibility for their learning. They can also take part in creating learning goals, organizing and carrying out learning activities, and reviewing and evaluating their learning on a regular basis. (Little, 1991, 60)

At the outset, FL learners, to be autonomous and independent in their learning, may use:
(Cook, 1993, 123)

- Repetition - on imitating others' speech
- Resources - dictionaries and other materials
- Translation - the mother tongue as a basis to understand and/or produce the FL
- Note-taking, deduction, or conscious application of the FL rules
- Contextualization -embedding a word or a phrase in a meaningful sequence
- Transfer - using knowledge acquired in the native language to understand facts and sequences in the FL
- Inference -matching an unfamiliar word against valuable information (a new word, etc.)
- Questions for clarification - asking the teacher to explain, etc. (Cook, 1993, 123)

Dam adds that beginning with the FL as the preferred medium of education helps learners to gradually build beneficial learning activities. This includes ongoing evaluation of the learning process through a combination of teacher, peer, and self-assessment, as well as the use of posters and logbooks to help learners capture much of the content of learning, encourage the development of speaking, and offer a focus for assessment. (Dam, 1995, 19-20)

Teachers must establish real-life learning situations for students to utilize the FL competently during and outside of class, according to Laz. (Laz, 2013, 460–464) All language learners should follow Dam's advice that when students enter a foreign language classroom, they have to forget that these are normal. That is, there should be genuine contact between teachers and students, as well as among students themselves, with everyone in the classroom participating in the learning process. (Dam, 1995, 73-74)

Furthermore, assessment and/or evaluation, both individually and in groups or pairs, is critical to the development of AL because it raises learners' awareness of their progress and gives information for making decisions about what they should do next in the learning process.

To sum up, teachers can assess students' learning based on the logbooks they keep, which are written in the FL.

The logbook also acts as a means of direct and honest contact between teachers and students, as well as a tool for both parties' organization and reflection. Teachers, for example, can easily monitor and provide feedback on the learning process. They encourage learners to think about learning in general rather than focusing on a single activity at a time, as the regular writing

of such logbooks helps learners understand what they do, how they do it, and why they chose a particular technique. (Laz, 2013, 460–464)

2.5 Benefits of Autonomy in Foreign Language Learning

Several researchers feel that the most important value of AL is that it helps students develop self-awareness, vision, practicality, and discussion freedom. They go on to say that both teachers and students recognize that knowing the principles of AL allows them to avoid the routine procedures of classroom instructions. Teachers will feel more relaxed because students will be expected to take charge of much of their learning at a time when the teachers' role will be limited to guiding and assisting. (Burns, Joyce, 1997, 56-58)

Little claims that learners' reflective engagement improves the efficiency and effectiveness of learning. Meanwhile, their proactive commitment to learning will bring about the motivation required. Effective communication in the FL learning context originates from the asset of procedural abilities that grow only via usage, allowing learners to experience full social autonomy in their learning environment. Hence, it will be easier for the learners a wide range of discourse roles that form the basis for effective spontaneous communication. (Little, 2003, 112)

Finally, Dam argues that AL extends learners' choice and attends focally to an individual learner's needs, not the interests of a teacher or an institution, and his/her choice of decision-making. Learners are also seen as persons with needs and rights, capable of developing and exercising responsibility for their own learning, as well as the ability to engage with, interact with, and profit from learning settings that are not directly mediated by a teacher. (Dam, 1995, 24-26)

PART 3

RESEARCH ON AUTONOMOUS FOREIGN LANGUAGE LEARNING ACQUIREMENT BY SECONDARY GRAMMAR SCHOOL STUDENTS

The aim of this research is to have insight into the process of autonomous foreign language learning and how it effects the students' language learning. The research focuses on whether in-class or out-of-class language learning is more effective and more successful for secondary school students. It also contains various learning tasks, methods and strategies used by secondary grammar school students through their autonomous language learning.

3.1 Hypotheses

- To what extent autonomy is present in English language learning for secondary school students?
- Are language learners conscious and responsible for their language learning?
- How effective is the out-of-classroom language learning for secondary school students?

3.2 The process of research

On methodology and surveys, a questionnaire was utilized as a research tool. A questionnaire is a data collection tool that involves asking a subject to answer a series of spoken or written questions. (Dam, 1995, 125) It is simple to assess, we can receive findings quickly, and because the questionnaire is anonymous, the respondent is more open. However, there are significant drawbacks to this tool, including the risk of poor response rates, unconscientious responses, accessibility concerns, and omitted questions.

The questionnaire was used for assessing secondary school students' autonomy and responsibility through autonomous language learning. The questionnaire contains 24 questions which concentrate on how well learners are able to learn English autonomously, what learning strategies they use in out-of- classroom language learning and what skills are difficult for them if they learn language in class and out of classroom.

A research questionnaire is typically a mix of close-ended questions and open-ended questions. It is a quick and effective way to collect data and it promotes collect information from a large respondent.

The participants of the research were 58 students who are learning in several Hungarian secondary grammar school. These students are from 14 to 17 years old and learn from different

secondary school of Transcarpathia, including Beregszász, Nagyberég, Nagydobrony and Péterfalva.

3.3 Analyses of the Research Questionnaire

The first question concern with the students' grades. The questionnaire had to be completed for students from grades 8.-11. The questionnaire was mostly answered by 8th, 10th and 11th students.

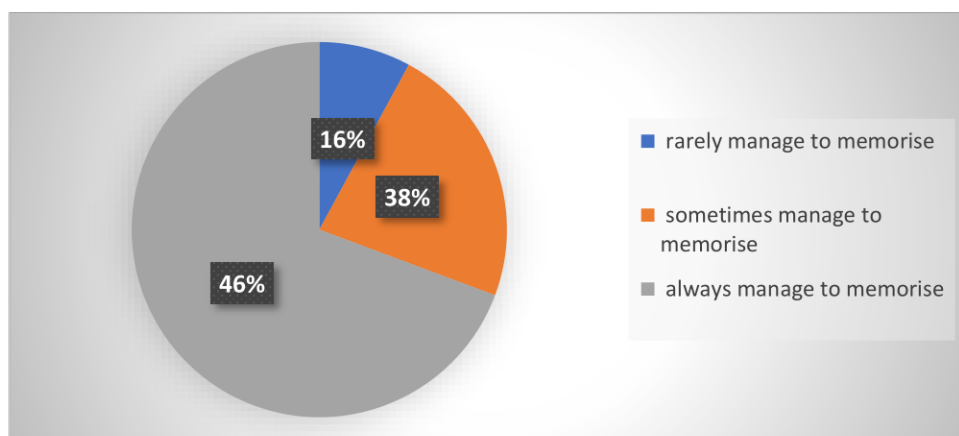
The more English lessons, the more effective the learning. However too many lessons per week can overwhelmed students.

The second question intended to clear out how many lessons the students have per a week. The results showed that the most of the students have 2 lessons in a week. Rests of them have 3 or 5 lessons.

The next question finds out how many hours students spent on learning English out of class. Most of the participants learn English for one or two hours a day at home.

The fourth question deals with the knowledge that the students can acquire in the lessons. Participants had to choose from three options. The first option was that the students rarely remember what they have heard and learned in the classroom, so they always have to repeat the materials at home. The next option said that sometimes learners manage to memorize the curriculum in the class, sometimes do not due to lack of attention. The third answer was that students mostly were able to learn and memorize what they had learned in class from the teacher. According to the diagram, most students have difficulty paying attention on the lessons, probably because of lack of motivation or discipline.

3.3.1 The effectiveness of learning language in classroom



Classroom education greatly influences students' effective learning, although practicing at home also plays an important role. The next research question referred to the students' successful English language learning in classroom and out of classroom. Based on the answers, most students are able to learn English mostly in lessons. They think classroom education is more important than learning at home because they expand their knowledge by the teacher's help. In their opinion they have a better understanding of English grammar in their lessons and if they have difficulties the teacher helps them. However, several students preferred learning English language out of class through entertainment like reading books, watching movies in English, playing computer games etc.

Reading in English is important for language learners to enrich their vocabulary the most. The sixth question was about whether these respondents read English autonomously. Based on the answers, students mostly read books, articles and poems in English.

Language learning through entertainment can be extremely effective for language learner. The seventh question asked students whether they watch movies or series in English. Most of the respondent watch movies in English with Hungarian subtitles. On the other hand, the rest of them watch movies or series in about equally in Hungarian with English subtitles, in English with subtitles and without English subtitles.

The next research question finds out whether students use any phone application to promote their language learning. And if so, what are those applications they prefer. Most students use the Duo Lingo application and various English-Hungarian dictionaries for language learning. But there are some learners who use Xeropan and Ewa phone applications also.

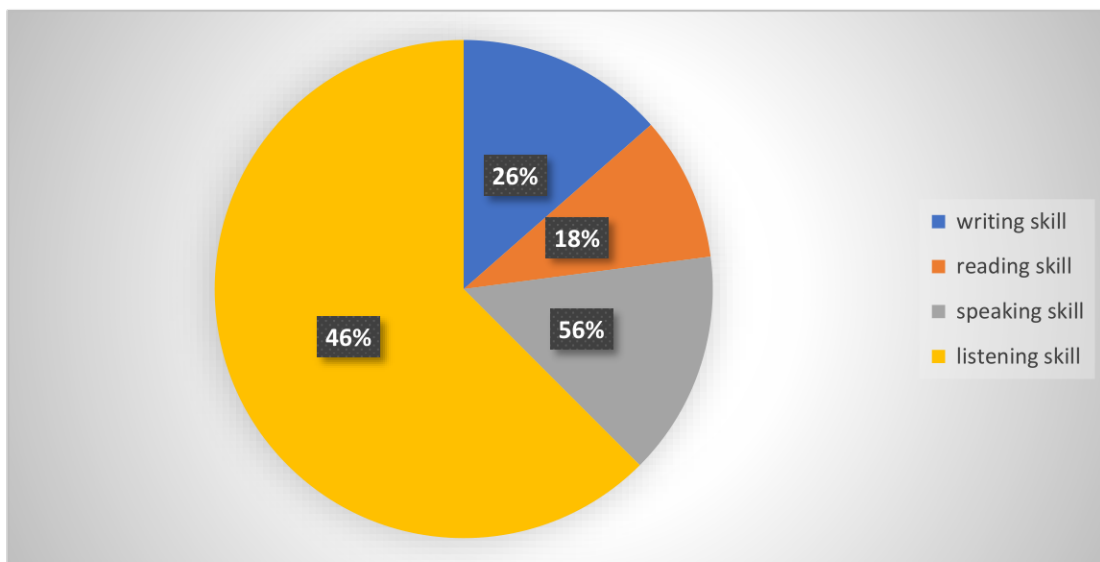
The ninth question focuses on whether students take online language tests autonomously to assess their knowledge. More than half of the students do online tests autonomously and the rest of them don't.

In question 10, students had to choose from the given methods they use to learn language outside the school curriculum. What is more, they could write their own options/learning methods. The most used learning strategy was learning words and using phone applications for English language learning. Some students mentioned that they read books in English and make extra English language learning tasks.

Question 11 assessed how important is for students to learn English foreign language autonomously on a Likert scale. The answers show that most students are aware of the importance of learning English on their own also.

The next question focuses on the difficulties of language skills students may face when they learn at home. This questions tried to find out which skills mean the biggest problem the most in out of class learning. The diagram below shows that the speaking skill and listening skill are more difficult for students.

3.3.2 The four language skills in out of class learning



The thirteenth research question tried to find out which skills are not difficult if they are learning English at home. According to the respondents the reading and writing skills are easier to learn autonomously.

Question 14 also focuses on the difficulties of the four language skills students may face during the lessons. According to the answers the speaking skills and the listening skills are more difficult for learners in the English lessons.

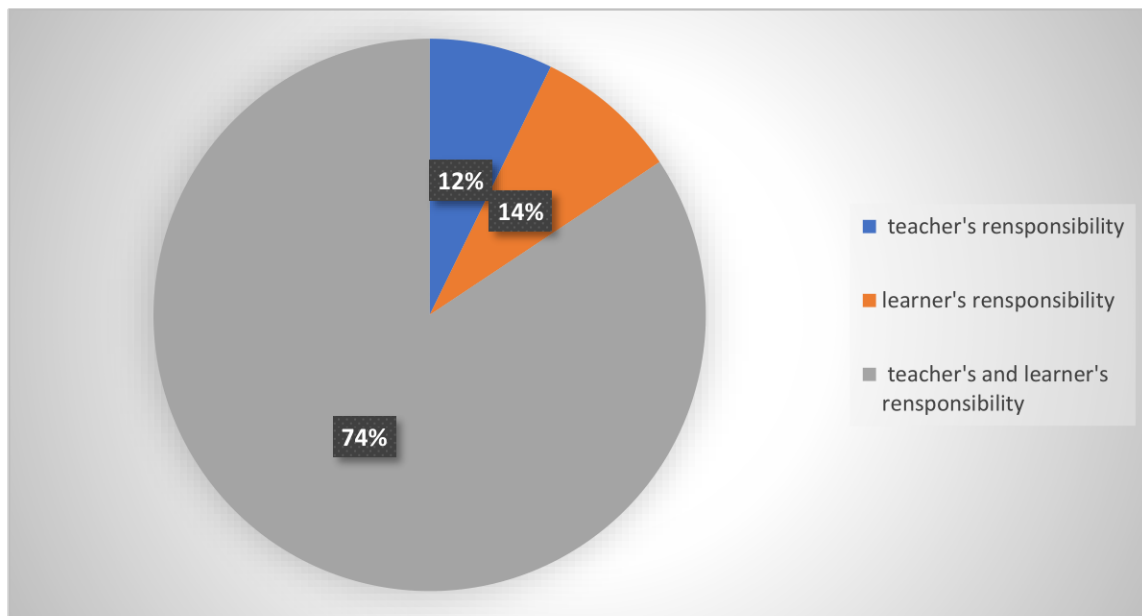
The next question examines which of the four skills students use most easily in their lessons. The students' responses say that learners did not face many difficulties in learning reading and writing skills during the lessons.

It can be an advantage if the language learner know why they are learning the language. In the 16th question, students were asked why they considered learning English as a foreign language important. More than 60 percent of respondents learn English for travel and they want to know a world language. 20 percent of respondents learn English for their future studies and the aim of the rest students with English is to pass the exams.

The next questions focus on how consciously, motivated and responsible language learners are in English language learning.

The seventeenth question referred to the students' opinion about who needs to be mostly responsible for students being motivated in language learning. Most of the learners say that both the students and the teachers are responsible for motivation.

3.3.3 The role of motivation in language learning



The next question asks who contributes to have the lessons more effective. According to respondents both students and teachers should strive for keeping the lessons more unstressed.

In question 19 learners were asked about who is responsible for ensuring that students could memorize the lesson material as much as possible. The majority of participants believe that both the teacher and learner are responsible for this duty.

The twentieth question tried to clear out who is responsible for creating a good atmosphere and environment in the classroom between the teacher and the student. Most answers indicate that both students and teachers have to create good and exciting lessons.

Question twenty-first asks who should provide the appropriate teaching materials in the classroom. According to the students' opinion, the teacher has more responsibility to supply different teaching aids.

Students experience many failures in learning the English language. In the next question, respondents were asked who is the most responsible for re-motivate learners after they fail or become demotivated. Most of the answerers think that teachers and learners have to bring the motivation back to the language learning.

In the twenty-third question, the students were asked who is responsible for establishing a good relation between teacher and students in order to create effective cooperation between teacher and student. The answers show that in participants opinion both the teacher and the student should be open for good collaboration in the classroom.

The last question asks students who are responsible for simplifying and understanding the more difficult materials. The majority of respondents say that the teachers have to make the learning materials easier and more understandable.

3.4 Consequences

As a results of the questionnaire, it can be stated that autonomous language learning plays a major role and impact on foreign language acquisition among secondary grammar school students.

Classroom education greatly influences students' knowledge. The teacher is an instructor who helps the pupils to learn the basics and helps to acquire elementary knowledge. On the other hand, learning and practice autonomously is also significant in students' language learning, because this way the students' language learning is more efficient and successful.

According to the learners their English language proficiency develops mostly in classroom teaching. They can improve their comprehension easily and understand the language and the given materials better due to the help of the teachers. So, responding learners mostly prefer classroom learning. However, students practice English language autonomously at home as well. They use various strategies and learning methods, like different kind of phone applications. They make online tests, learn words to improve vocabulary, read books and translate texts.

In classroom and out of classroom students may face difficulties in developing their language skills. According to the students' answers, the skill that is most difficult in the classroom is the speaking skill. When they learn the English autonomously, they face difficulties mostly with speaking skills and listening skills. Therefore, students need to practice at home in order to gain better results.

The results showed that the majority of students are quite conscious and responsible for their own English language learning. Most of the learners are sure why they are learning and developing English.

Finally, it can be concluded that autonomous language learning is highly present in English foreign language among secondary grammar school students. Students use a variety of learning methods to develop their English autonomously through entertainment. However, the majority of students who complete the questionnaire, learn more effectively in lessons than out of classroom.

CONCLUSION

Nowadays, acquiring and learning a language is becoming more and more important in people's lives. Learning a foreign language plays a key role in education, it greatly determines the learners' future and provides special opportunities. In addition to the advantage of language acquirement, it also contributes to making students an important part of society and gaining social knowledge.

In this study based on the literature review, autonomous foreign language learning has been presented. It also contains the features and principles of autonomous language acquisition. It has been revealed that learning autonomously plays a significant role in foreign language learning. It can promote the student's learning properly and prepare for self-regulatory learning.

The research aims to help students become more aware of language learning, to help initiate effective cooperation between teacher and learner in order to improve learner autonomy and provide tools for the development of self-regulatory learning.

The principal point of this current year paper is to give a general overview of autonomous language learning and its process for students in secondary education.

In the initial segment of the thesis, we can get to know the general theoretical concepts of learner autonomy and its aspects and types in language learning. Based on the overview of the literature there are rules of learner autonomy and discuss their importance in students' own learning.

The first part provides a theoretical and conceptual framework for the study. Deals with autonomy in general-, gives a definition and origin of language learning and autonomous language learning. Furthermore, the year paper talks about the different concepts of learner autonomy and autonomous language learning strategies.

The second part of the year paper examines the role of self-determined language learning. In addition, provide a detailed description of the teacher's and learners' roles. Moreover, in the second part, it is discussed the importance of the four language skills development in autonomous foreign language learning. Enumerate some methods and strategies for secondary grammar school students in their independent learning.

The third part of the study summarizes the research findings. Also draws conclusions and results of the study. A total of 58 students participated in the research. The research tool was a questionnaire that contains 24 questions. Based on the results of a survey we can state that the presence of autonomy in language learning has a major role in foreign language classes. The results showed that the language learners are able to understand, comprehend and gain English through autonomous learning. According

to the students, the native language is widely used when they learn autonomously. The results also revealed that language learners are conscious in their own language learning and they use various learning strategies in order to develop their autonomy. Most of the students confirmed that their English language learning is more effective when they learn in the classroom. The students also stated that they often face some problems in developing language skills outside of the class and at home as well. Most students claimed that they face difficulties in speaking during the language lessons. In self-determined language learning, they have problems mostly developing their listening skill.

Overall, in addition to classroom education, autonomous learning plays a vital role in students' successful and effective foreign language acquisition. It is also important how teachers teach students and how much they contribute to encouraging autonomous learning. Another significant aspect for students is to keep motivated despite failures and strive for independent learning and thinking as well as critical thinking.

Based on the results of the study it can be concluded that the language learners are mostly motivated and responsible in classroom teaching. However, it is not enough to acquire knowledge only in lessons. The ability to learn autonomously is an essential condition for successful learning and later effective work.

REFERENCES

1. Aebbersold, J. A., and M. L. Field. (1997). *From Reading to Reading Teacher Issues and Strategies for Second Language Classroom*. Cambridge: Cambridge University. 15
2. Allwright, D. (1990). *Autonomy in language pedagogy in CRILE Working Paper 6*. Centre for Research in Education: University of Lancaster.
3. Anthony, H. M., Pearson, P. D., and Raphael, T. E. (1993). *Reading comprehension: A selected review*, in L. M. Cleary & M. D. Linn (Eds.), *Linguistics for Teachers*. McGraw-Hill. 238
4. Bailly, Sophie, Marie-José Gremmo and Philip Riley. (2002). *!Guide à l'Usage des Apprenants Adultes."* In *Cadre Européen Commun de Référence pour les Langues: Apprendre, Enseigner, Evaluer* (Guide pour les Utilisateurs), edited by John Trim, 55-82. Strasbourg: Conseil de l'Europe.
5. Barnett, M. A. Reading through context: *How real and perceived strategy use affects L2 comprehension*. *The Modern Language Journal*, 72 (2), 1988. – pp. 152-158.
6. Benson, P. & Voller, P. (1997). *Autonomy and Independence in Language Learning*. Harlow: Longman.
7. Benson, P., & Voller, P. (Eds.) (1997). *Autonomy and independence in language learning*. London: Longman. Wright, V. (2005). *Independent learning*. In J. A. Coleman & J. Klapper (Eds.), *Effective learning and teaching in modern languages* 133-141., 63 London: Routledge.
8. Benson, Ph. (2001). *Teaching and Researching: Autonomy in Language Learning*. Harlow; Longman. p. 117., 62, 60
9. Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Upper Saddle River, Nj: Prentice Hall. 42
10. Benson, P. (2007). *Autonomy in Language Teaching and Learning*. *Language Teaching*. 26, 46, 23
11. Burns, A. and Joyce, H. (1997) *Focus on Speaking*. Sydney: National Centre for English Language Teaching and Research. 56-58
12. Camilleri, G. (Ed.). (1999). *Learner Autonomy - The Teachers' Views*. Strasbourg: Council of Europe Publishing. 77
13. Candy, Ph. C. (1991). *Self-direction for Lifelong Learning*, Jossey-Bass at Google Books pages 459
14. Cook, V. (1993). *Linguistics and second language acquisition*. London: Macmillan, 123
15. Cowley, Sue. (2004. 8-10) *Getting the buggers to write 2*. London: Continuum, 3-5

16. Dam, L. (1990). *Developing awareness of learning in an autonomous language learning context*. In R. Duda & P. Riley (Eds.), *Learning styles* (pp. 189-97). Presses Universitaires de Nancy
17. Dam, L. (1995). *Learner Autonomy 3 - From Theory to Classroom Practice*. (D. Little, Ed.) Dublin: Authentic Language Learning Resources Ltd 24-26, 73-74, 19-20, 13, 14.
18. Gower, Roger, Diane Phillips, and Steve Walters. *Teaching Practice Handbook* Great Britain: The Bath Press, (1995). Print, 255, 172
19. Helgesen, M. (2003). *Listening in Practical Language Teaching*. Edited by David Nunan. McGraw-hill. 24
20. Holec, H., (1995.) *Autonomy and foreign language learning*. Oxford: Pergamon. (Strasbourg: Council of Europe), 232
21. Kavaliauskiene, G (2002). "The Activities to Promote Learners' Autonomy". The Internet TESOL Journal, III, 7, 18 pp.
22. Laz, A. (2013). *Learner Autonomy and its Implementation for Language Teacher Training*. *Procedia - Social and Behavioral Sciences*:460–464
23. Little, D. (1991). *Learner Autonomy: Definitions, Issues and Problems*. Dublin Authentik 60, 104, 263, 4
24. Little, D. (2003). *Learner autonomy and second/foreign language learning*. CIEL Language Support network. 112
25. Longman (2007). *Autonomy in Language Teaching and Learning: State of the Art Article*." *Language Teaching* 40:21-40
26. Lowes, R., & Target, F. (1999). *Helping Students to Learn - A guide to Learner Autonomy*. (P. Seligson, Ed.) London: Richmond Publishing. 28
27. Lowes, R., & Target, F. (1999). *Helping Students to Learn - A guide to Learner Autonomy*. (P. Seligson, Ed.) London: Richmond Publishing. 53
28. Najeeb, S. S. R. (2013). *Learner autonomy in language learning* .*Procedia - Social and Behavioral Sciences* 70, 123–124
29. Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill. 33, 54
30. Rivers, W. M. (1992). *Communicating Naturally in a Second Language, Theory and Practice in Language Teaching*. CUP, 212., 187
31. Rost, M. (2002). *Teaching and Researching Listening*. London: Longman. 279
32. Scharle, A. and Szabo, A. (2000). *Learner Autonomy: A guide to developing learner responsibility*.: Cambridge University Press. 3-4, 131
33. Scrivener, Jim. (2005) *Learning Teaching. 2nd edition*. Oxford: Macmillan, 62, 67

34. Sinclair, A. (1997). *"Learner Autonomy: the Cross-Cultural Question"*. In IATEFL Newsletter, Issue 139, pp. 12-13
35. Tomlinson, C. A. (2003). *Fulfilling the Promise of the Differentiated Classroom*. Alexandria: Association for Supervision and Curriculum Development. 92
36. Verderber, R. F. (1999). *Communicate!*. Belmont, Calif: Wadsworth Pub. Co.
37. Wenden, A. (1989). *Learner Strategies for Learner Autonomy*. Great Britain: Prentice HallLtd. 283
38. Willis, J. *Teaching English through English*. // Longman, (1991). – p. 189, pp. 137-160
39. Wright, Trevor. *How to be a brilliant English teacher*. New York: Routledge Falmer, (2005)., 74-75

РЕЗЮМЕ

Сьогодні оволодіння та вивчення мови стає все більш важливим у житті людей. Вивчення іноземної мови відіграє ключову роль у освіті, воно значною мірою визначає майбутнє учнів та надає особливі можливості. Окрім переваги оволодіння мовою, це також сприяє тому, щоб зробити студентів важливою частиною суспільства та отримати соціальні знання.

У цьому дослідженні на основі огляду літератури представлено автономне навчання іноземної мови. Він також містить особливості та принципи автономного оволодіння мовою. Виявлено, що автономне навчання відіграє значну роль у вивченні іноземної мови. Це може сприяти належному навчанню учнів і підготувати до саморегуляційного навчання.

Дослідження спрямоване на те, щоб допомогти студентам краще усвідомити вивчення мови, допомогти започаткувати ефективну співпрацю між вчителем і учнем, щоб покращити автономію учня та забезпечити інструменти для розвитку саморегуляційного навчання.

Основна мета цієї статті поточного року полягає в тому, щоб дати загальний огляд автономного вивчення мови та його процесу для учнів середніх навчальних закладів.

У початковій частині щорічної статті ми можемо ознайомитись із загальними теоретичними концепціями автономії учня та її аспектами та типами у вивченні мови. На основі огляду літератури існують правила автономії учня та обговорюються їх важливість у власному навчанні студентів.

Перша частина надає теоретичні та концептуальні основи дослідження. Розглядає питання автономії в цілому, дає визначення та походження вивчення мови та автономного вивчення мови. Крім того, у річній статті йдеться про різні концепції автономії учня та стратегії автономного вивчення мови.

У другій частині року досліджується роль самостійного вивчення мови. Крім того, надайте детальний опис ролі вчителя та учнів. Крім того, у другій частині обговорюється важливість розвитку чотирьох мовних навичок в автономному вивченні іноземної мови. Перелічіть деякі методи та стратегії самостійного навчання учнів середньої школи.

Третя частина дослідження підсумовує результати дослідження. Також робить висновки і результати дослідження. Всього в дослідженні взяли участь 58 студентів. Інструментом дослідження була анкета, яка містить 24 запитання. За результатами опитування можна констатувати, що наявність самостійності у вивченні мови відіграє важливу роль на уроці іноземної мови. Результати показали, що ті, хто вивчає мову, здатні

розуміти, розуміти й опанувати англійську через автономне навчання. За словами студентів, рідна мова широко використовується, коли вони навчаються самостійно. Результати також показали, що ті, хто вивчає мову, свідомо вивчають власну мову і використовують різні стратегії навчання, щоб розвивати свою автономію. Більшість студентів підтвердили, що їхнє вивчення англійської мови є ефективнішим, коли вони навчаються в класі. Учні також зазначили, що часто стикаються з певними проблемами у розвитку мовних навичок поза уроці та вдома. Більшість учнів стверджують, що на уроках мови їм важко говорити. Під час самостійного вивчення мови у них виникають проблеми, здебільшого у розвитку навичок аудіювання.

Загалом, на додаток до навчання в класі, автономне навчання відіграє життєво важливу роль у успішному та ефективному опануванні учнями іноземної мови. Важливо також, як вчителі навчають учнів і наскільки вони сприяють заохоченню до автономного навчання. Ще один важливий аспект для студентів, щоб зберегти мотивацію, незважаючи на невдачі, і прагнути до самостійного навчання та мислення, а також до критичного мислення.

За результатами дослідження можна зробити висновок, що учні, які вивчають мову, є переважно мотивованими та відповідальними у класному навчанні. Проте здобувати знання лише на уроках недостатньо. Здатність вчитися автономно є важливою умовою успішного навчання, а потім і ефективної роботи.

APPENDIX

1. **Hanyadik osztályos tanuló?**
2. **Hány angol órája van egy héten?**
3. **Hány órát tanul angolul egy nap otthon?**
 - 1-2
 - 2-4
 - 4-től többet
4. **Mennyire sikerül megjegyezni az angol órán hallottakat és tanultakat?**
 - soha
 - ritkán
 - néha
 - mindig
5. **Hol megy legjobban az angol nyelvtanulás önnek, a tanórán vagy tanórán kívül (otthon) és miért? Válaszát indokolja meg röviden!**
6. **Olvas-e angolul könyveket, cikkeket, verseket?**
 - igen
 - nem
7. **Milyen nyelven néz filmeket többnyire?**
 - magyarul (magyar szinkronnal)
 - magyarul angol felirattal
 - angolul angol felirattal
 - angolul magyar felirattal
 - angolul felirat nélkül
8. **Használ-e angol nyelvtanuláshoz elősegítő appokat/alkalmazásokat? Ha igen melyek azok?**
9. **Végez-e otthon angol nyelvteszteket online?**
 - igen
 - nem
10. **Gyakorolja-e bármilyen módon az angol nyelvet az iskolai tananyagon kívül?**

Például:

 - plusz feladatot készítek önszorgalomból
 - könyvet olvasok angolul
 - szavakat tanulok angolul

- használok angol tanuláshoz telefonos alkalmazásokat
- angol különóra járok
- csak a tananyagot tanulom meg
- egyéb:

11. Mennyire fontos, hogy a nyelvtanuló önállóan (is) tanulja az angol nyelvet? Egy 1-től 5-ig skálán indokolja meg a választát (1- egyáltalán nem fontos, 5- nagyon fontos)

1 – 2 – 3 – 4 – 5

12. Az alábbiak közül melyik készségből vannak nehézségei ha otthon tanulja az angol nyelvet?

- íráskészség
- olvasási készség
- beszédkészség
- hallgatási készség

13. Az alábbiak közül melyik készségből nincsenek nehézségei ha otthon tanulja az angol nyelvet?

- íráskészség
- olvasási készség
- beszédkészség
- hallgatási készség

14. Az alábbiak közül melyik készségből vannak nehézségei az angol órán?

- íráskészség
- olvasási készség
- beszédkészség
- hallgatási készség

15. Az alábbiak közül melyik készségből nincsenek nehézségei az angol órán?

- íráskészség
- olvasási készség
- beszédkészség
- hallgatási készség

16. Önnek miért fontos az angol idegen nyelv tanulása?

- Szükségem van az angol nyelvtudáshoz a jövőbeli tanulmányaim miatt.
- A jövőben utazni szeretnék és számomra fontos, hogy tudjak egy világnyelvet
- csak azért tanulom hogy sikerüljön a vizsgám
- egyéb:

A motiváció, a nyelvtanuláshoz való ösztönzés:

- inkább a tanár felelőssége
- inkább a diák felelőssége
- mindkettő

Az angol tanórák érdekessé tétele:

- inkább a tanár felelőssége
- inkább a diák felelőssége
- mindkettő

Hogy az angol tanórákon a Tanártól elhangzott tananyag megmaradjon:

- inkább a tanár felelőssége
- inkább a diák felelőssége
- mindkettő

A jó hangulat és környezet kialakítása az angol tanórákon:

- inkább a tanár felelőssége
- inkább a diák felelőssége
- mindkettő

A megfelelő taneszközök biztosítása az angol tanórákon:

- inkább a tanár felelőssége
- inkább a diák felelőssége
- mindkettő

A kudarcokból való felállás, ami az angol nyelvtanulás során éri a diákokat:

- inkább a tanár felelőssége
- inkább a diák felelőssége
- mindkettő

A tanári szimpátia elnyerése (a diákoknak kell elérniük, hogy szimpatikus legyen a tanár vagy a tanárnak kell küzdenie érte?):

- inkább a tanár felelőssége
- inkább a diák felelőssége

- mindkettő

A nehezebb tananyag leegyszerűsítése, megértése:

- inkább a tanár felelőssége
- inkább a diák felelőssége
- mindkettő

NYILATKOZAT

Alulírott, Hauptman Krisztina angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

Hauptman Krisztina