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# **ALAPSZAKOS SZAKDOLGOZAT**

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# ALAPSZAKOS SZAKDOLGOZAT

*Csoportos vagy egyéni tanulás:  
diákok a középpontban.*

*Group learning vs. one-to-one learning:  
students in the spotlight.*

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## **Abstract**

The primary aims of my research were to determine the position of one-to-one teaching in Hungary, to find out about the most common reasons among language learners for choosing a one-to-one course, and to examine the differences in the activities and teacher attitudes in group and one-to-one settings to see how they might affect students' motivation for choosing the one-to-one path. To obtain the necessary data, an online survey was conducted which targeted Hungarian language learners who have participated in both group and one-to-one courses to study the same language.

Over the course of two months, a random sample of 204 students responded to the survey. The results showed that the majority of students used one-to-one courses as supplementary tutoring. The most common reasons for choosing a one-to-one course raised the question of learner beliefs, that is, whether students held any erroneous beliefs about their language learning process which may have resulted in leaving the group and starting to learn on a one-to-one basis. Finally, the distribution of different activities and teacher attitudes in group and one-to-one courses pointed out that the amount of oral practice on group courses was relatively low, and so was teachers' cooperation with students in designing the course plan according to their needs.

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## **1. Introduction**

Millions of people learn foreign languages in groups every day. The most common settings for group learning include elementary and secondary schools, universities, and language schools. Besides this well-known form of education, those who wish to learn a foreign language have the possibility of choosing a one-to-one course, which is different in many ways from group courses, and requires different attitudes and approaches on both the student's and the teacher's part. Ever since the last year of my high school studies, I have had the opportunity to work with dozens of students under a variety of circumstances: I have taught one-to-one as well as small group lessons, with the students' age ranging from ten to seventy.

Over these years I have listened to my students' stories very carefully, and a number of questions have arisen, such as "Why do so many elementary and secondary school students need supplementary tutoring?" or "Why do students turn to me saying that their language school group is terrible?" Eventually, these questions have led to the idea of turning the spotlight on students and conducting a survey in order to reveal their observations. Hungarian students who have participated in both types of courses were asked through a web-based survey to report on their motivation for choosing the one-to-one path, as well as their experiences and overall impressions related to both settings. The aims of the research are to determine the position of one-to-one teaching in Hungary, to find out about the most common reasons among learners for choosing the one-to-one path, gain insight into what types of activities and teacher attitudes characterize the two types of courses, and ultimately draw the conclusions with the support of relevant theoretical background. It is very important to note that this paper does not attempt to determine whether a group or a one-to-one course would be a better choice for students, nor does it aim to degrade either form of education in favor of the other.



## **2. Literature review**

Anyone interested in exploring the area of one-to-one learning will find that it is incredibly underrepresented in the field of applied linguistics or language pedagogy. “In spite of the growing popularity of one-to-one teaching, very few materials have been published on the subject” (Szegedi, 2007, p. 1). Since the 1980s only a few books have been written specifically on the subject of one-to-one language teaching. “Some [teachers] may not even know that it is a ‘field’, as it has received so little attention.” (Murphey, 1991) Academic literature in the field of applied linguistics mainly focus on classroom education, and there is little or no mention of one-to-one learning. For example, Dörnyei and Csizér (1998) determine the ten commandments for motivating language learners in relation to group environment. Or, Lightbrown and Spada (2013) define structure-based environments—in which the language learning process is controlled by a teacher—as places where “the language is taught to a group of second or foreign language learners” (p. 123.). Using the limited sources available, the following review examines four aspects of one-to-one learning. After providing a definition for this type of course, its two participants, the teacher and the student, will be presented. Subsequently, one-to-one lessons will be contrasted with group lessons in two regards. First, differences in teacher roles, and then the advantages and disadvantages of one-to-one courses for learners will be discussed, including the controversial issues of sociability and authenticity of communication. Finally, two key factors of the language learning process, motivation and learner beliefs will be reviewed.

### **2.1. The one-to-one context and its participants**

#### **2.1.1. What is meant by a one-to-one lesson?**

As its name suggests, a one-to-one lesson has two participants: a student and a teacher. It usually takes place outside of schools. A teacher may give lessons for a student on an in-company course on the company's own premises, in coffee shops, at home, or even

online, but there are language schools that offer one-to-one courses too. Wisniewska (2010) appears to be the only one to provide us with a definition: “The one-to-one lesson is a unique combination of the expectations and ambitions of a teacher and a student who meet for the joint purpose of facilitating the student’s language learning (p. 1). As can be seen, it is impossible to define a one-to-one lesson in a single sentence, as there are innumerable features that make it different from a group lesson (see Section 2.3.), whereas on the surface the only distinctive feature appears to be the number of participants.

#### 2.1.2. Who attend one-to-one lessons?

As we have already established, learning on a one-to-one basis seems to be a growing phenomenon. More and more students choose one-to-one courses for a variety of reasons. Downman and Shepherd (2003) confirm this:

“Teaching one-to-one is a growth area in language learning. There is an increasing number of students who have little time at their disposal and very specific language needs. Commonly these needs may be: an interest in English as a hobby, frequently for the purposes of travel, to meet job or study requirements, and for extra help with passing examinations.” (p. xiii)

However, the above list suggests that learners mostly choose one-to-one lessons in order to fulfill their very special language-related needs, and these lessons do not serve as a supplement to any other ongoing language studies. Contrary to this suggestion, it is very common for students in need of supplementary tutoring to attend one-to-one lessons. Sometimes English language classes at elementary or secondary school turn out to be insufficient for certain students to achieve their goals. It can also happen that a student becomes sick for a longer time, falls behind with the material, and therefore needs extra help to catch up with his/her classmates. In these cases, the teacher may offer extracurricular one-to-one (or group) lessons within the walls or outside of the school, but parents can opt for

hiring another teacher to provide supplementary education to their children on a one-to-one basis. In conclusion, learners who choose one-to-one courses can be divided into two categories. There are the ones with very special language-related needs, such as fulfilling job requirements or preparing for a language examination, and there are the ones who need supplementary tutoring besides their ongoing studies, for example elementary or secondary school students.

### 2.1.3. Who give one-to-one lessons?

In contrast with school-based education, one-to-one lessons are provided by any person from qualified teachers through teacher trainees to enthusiastic people who are confident enough with their language proficiency and would like to embark on a teaching career. Downman et al. (2003) provide support for this by addressing the latter in the preface of his book:

It [the book] is not only aimed at experienced and qualified teachers, however; we hope that there is sufficient guidance for those who have not taught English before, but who find themselves in a situation where their knowledge of the language means that they can help others to learn it. (p. xi)

Those who give one-to-one lessons are sometimes referred to as private tutors. However, this term is used with a very specific meaning in many countries where supplementary lessons—both one-to-one and group—are provided within private tutoring industries. Dang and Rogers (2008) defines it as “fee-based tutoring that provides supplementary instruction to children in academic subjects that they study in the mainstream education system” (p. 2). Private tutors only provide supplementary instruction, which makes them a subset of all of those who give one-to-one lessons. Therefore, this term will be avoided throughout the paper.

## **2.2. Differences between group and one-to-one lessons**

Wilberg (1987) proclaims at the beginning of his book that “One to one teaching is different. Different, that is, from conventional class teaching. This fact cannot be over-emphasised.” (p. 2). In this section, first, differences in teacher roles will be discussed, and subsequently the advantages and disadvantages of one-to-one teaching will be explored from the students’ perspective. For the sake of simplicity, the pronoun she will be used to refer to teachers in the following section.

### **2.2.1. Teacher roles in one-to-one contexts**

With dozens of students in a classroom the teacher is forced to maintain the role of a leader. She has to set the tone, assign tasks, and at times discipline the students. She is not always in the center of attention, of course, as she can organize group or pair work too, and take on the role of an observer. She can also participate in certain tasks and mingle with the class. Harmer (2001) enumerates eight different teacher roles: controller, organiser, assessor, prompter, participant, resource, tutor and observer (pp. 58-62). Although during a group lesson the teacher may keep switching from one role to the other, the leader role never disappears.

In a one-to-one setting the teacher may assume all of the above mentioned roles, but not to the same extent as in a group setting. For instance, the teacher can no longer be a completely independent observer that merely eavesdrops on students' conversations. At the same time, a whole new set of teacher roles comes into the picture. In the following, two of the most distinct new roles, the conversation partner and the therapist roles, will be presented.

In a group it rarely happens that the teacher starts a conversation with one student. He is more likely to interact with the whole group throughout the lesson. In a one-to-one lesson, however, the teacher becomes a conversation partner to the student. Osborne (2005) refers to this role as that of the interlocutor, “the person with whom the student communicates his or

her ideas” (p. 10). “For many teachers and students the one-to-one relationship is the ideal learning model because it most resembles the natural mode of communication between people.” (Wisniewska, 2010, p. 18) However, this role is somewhat more complicated than that of a simple conversation partner’s because the teacher is not only present as an acquaintance with whom the student can communicate. During the conversation the teacher has to facilitate the student’s communication—help the student find words, encourage the student to incorporate a freshly learned expression or grammatical element into the speech, or simply prevent the student from a prolonged digression. In addition, an extremely important aspect of the teacher as a conversation partner role is that she has the possibility to participate in pair work with the student—for instance taking one of the roles in a dialogue, or doing brainstorming exercises where the teacher throws up ideas as spontaneously as the student. This situation is conducive to a more equal partnership between the student and the teacher, although, as Murphey (1991) points out, “Most students will want both respect and ‘guided push’ from a teacher” (p. 2).

Owing to the previously mentioned more informal and more personal relationship, in a one-to-one setting students tend to treat their teachers as therapists or confidant(e)s “with whom the student shares his or her intimacies” (Osborne, 2005, p. 10). This scenario would seem to be absurd in a large group, especially when it consists of adult learners. On a one-to-one course, however, as a result of having to take on this role, the teacher inevitably gains insight into deeper levels of the student’s life, which requires sympathy and secrecy of the teacher. Nonetheless, she needs to be careful as this role can lead her to tricky grounds. “Informal friendliness and concern can sometimes be misunderstood as a willingness to enter into a more personal relationship.” (Wisniewska, 2010, p. 33) Therefore, if a teacher and a student decide to work together on a one-to-one basis, the teacher should pay special

attention to strike a healthy balance between being friendly but not too personal in order to avoid awkward situations.

### 2.2.2. Advantages and disadvantages of one-to-one courses for students

First and foremost, thanks to the most fundamental difference, i.e. group size, in a one-to-one lesson the student can “bask in the teacher’s undivided attention” (Osborne, 2005, p. 2), which opens the gates to entirely tailor-made lessons. Students can express their individual needs, bring topics of their interest, and have the opportunity to progress at their own pace. Moreover, as opposed to a classroom setting with fifteen or more students, in a one-to-one setting the student “can develop a friendly and positive personal relationship with the teacher” (Wisniewska, 2010, p. 2). Osborne (2005) adds that “this relationship is often less ‘artificial’ than that of the group classroom” (p. 2). This entails that the student is usually in a more informal and relaxed environment, which can reduce anxiety when speaking in the target language, and consequently facilitate language learning. Finally, the teacher “can give the one-to-one student a great deal of control over his or her learning process” (Osborne, 2005, p. 5). For example, she can involve the student in designing the course plan, and also provide the student with additional tasks to continue with after having finished the course.

Nevertheless, the advantages of being the only student can also be disadvantages at the same time. “The challenges of learning one-to-one for the student are the mirror image of its disadvantages. Despite the friendly and informal atmosphere, the student is constantly required to participate, which can be stressful for some students.” (Wisniewska, 2010, p. 3) “One-to-one classes can therefore be extremely tiring.” (Osborne, 2005, p. 7) Furthermore, students can become more conscious of their mistakes as they are the only ones to speak. They can also lose their sense of progress, as lessons can be organized at completely random times and with changing frequency.

There are two aspects concerning group and one-to-one contexts that need special attention: sociability and authenticity of communication. As far as the first is concerned, opinions are divided regarding whether or not the lack of a group as such in one-to-one lessons has a negative effect on language learning. Osborne (2005) argues that students learning individually with a teacher may feel isolated because “whilst students in a group can bounce ideas off each other, learn from each other and provide mutual motivation and support, the one-to-one student has only the teacher for motivation and to share ideas with” (p. 8). “There is no opportunity to follow along by seeing what others are doing or to compare progress with other students, which can result in loss of motivation. There is also less variety in the interaction.” (Wisniewska, 2010, p. 3) Kukhaleishvili (2008) also attempts to prove that learning in a group is undoubtedly more advantageous than learning on a one-to-one basis. According to her, group learning makes students more motivated and enthusiastic thanks to the various types of group activities. Moreover, it contributes to creativity with the diversity of different personalities. Finally, “the student who is without a group is deprived of collaboration” (para. 4). In contrast, Szegedi (2007) claims that group dynamics can equally be present in both types of settings:

It is generally agreed that the term ‘group dynamics’ can be used in one-to-one teaching, too, apart from group teaching. Those who think that in a one-to-one situation there is just a sole teacher-student relationship between the participants should realise that the one-to-one teacher can also assume many roles. What is more, she can assume those roles at the same time. (p. 6)

This idea is supported by the aforementioned “conversation partner” role in which the teacher can even partake in pair work with the student, thus forming a group of two like students in a classroom. It is also important to note that despite all its inviting advantages, groups can be outright demotivating for certain students. For instance, it can be extremely challenging and

discouraging for a student to enjoy and benefit from group work if he/she has a much lower level of language proficiency than the rest of the group in general. For these students a one-to-one course may be a more reasonable choice.

Besides sociability, opinions also differ on the authenticity of communication in the target language with regard to both settings. For example, the Japanese British Council expresses a strong support for group learning on their homepage. They explain that with learners coming from different backgrounds and sharing different opinions, a group setting is a more realistic environment for practicing English (Why study with us?, n.d.). Wilberg (1987) opposes this view by saying that “Class teaching is essentially artificial; we do not spend much of our lives addressing and controlling groups! One-to-one is essentially natural, the basic unit of our daily communication. Its essence is lack of artifice.” (p. 1) However, Wilberg seems to disregard the possibility of group or pair work within the classroom, where the teacher can create the exact same circumstances. Long & Porter (1985) claim that in contrast with traditional frontal education in the classroom, in which the teacher is the only initiator of talk, students in small groups or pairs can engage in conversations that are more reminiscent of natural, outside-of-classroom communication (p. 209). As for the group/pair tasks, they later add that “given appropriate materials to work with and problems to solve, students can engage in the kind of information exchange characteristic of communication outside classrooms—with all the creative language use and spontaneity this entails” (p. 210).

We have seen that besides the numerous advantages of one-to-one courses, there are just as many challenges for the students. Being the only participant can be exhausting as the student is constantly required to pay attention or talk. Students can also become more conscious of their mistakes, and they may lose their sense of progress due to the changing frequency of the lessons. Moreover, students in a one-to-one setting have no one to share their ideas with but the teacher, which may make them feel isolated. Finally, they may not



experience an authentic environment like they would upon their visit to a foreign country, as there are only two people talking during a one-to-one lesson.

### **2.3. Motivation and learner beliefs**

Although the advantages of one-to-one alone may explain why students choose this form of learning over group learning, there are two additional factors which cannot be ignored. These two factors are language learning motivation and learner beliefs, both of which can immensely affect the language learning process. In the following, the most relevant aspects of these two factors will be addressed.

Harmer (2001) defines motivation as “some kind of internal drive which pushes someone to do things in order to achieve something” (p. 51). In terms of language learning, there is a generally accepted distinction between intrinsic and extrinsic motivation. Extrinsic motivation comes from the outside, such as a need to pass an exam, whereas intrinsic motivation originates from within the individual, for instance the mere enjoyment of a task in a foreign language class. (Harmer, 2001, *ibid.*) Dörnyei and Csizér (1998) believe that “L2 motivation is one of the most important factors that determine the rate and success of L2 attainment: it provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process” (p. 203). As discussed earlier, the atmosphere of a one-to-one course may be more personal or intimate, and its materials can be more tailor-made to the student's needs and interests. However, as we will see, these circumstances can and should be created in a classroom setting, too, to the best of the teacher's abilities and possibilities. Harmer (2001) claims that if the teacher would like the students to stay motivated, “they need to be interested both in the subject they are studying and in the activities and topics they are presented with” (pp. 53-54). According to the sixth of the ten commandments for motivating language learners by Dörnyei et al. (1998), language classes should be made interesting on the basis that the learners' individual experiences play

an important role in their motivation for learning (p. 216). The authors provide further support in the eighth commandment which proposes that a language course should be made “personally relevant” (p. 217) to the students by implementing tasks which are based on their personal interests.

Besides motivation, beliefs that learners hold about learning a language before or during the learning process can both facilitate or stand in the way of their success. According to Lightbrown et al. (2013), “virtually all learners, particularly older learners, have strong beliefs and opinions about how their instruction should be delivered” (p. 90). Certain beliefs, however, may turn out to be erroneous and may even discourage the students from language learning in the long run. For instance, if a student believes that making mistakes is not acceptable or is frowned upon by other speakers of the target language, he/she will probably remain taciturn, which may result in experiencing failures, and ultimately giving up learning. “If these beliefs are not challenged, the learner's progress may be hindered” (Cottarral, 1995, p. 196). This factor must be emphasized because it is possible that these erroneous beliefs are not discussed between the student and the teacher, which can both lead to poisoned student-teacher relationships or may become a cause for the student to look for alternative learning opportunities. The chances of miscommunication are obviously higher in bigger groups where the teacher cannot pay undivided attention to every student, and therefore, misconceptions nurtured by some students may not come to the surface, or they emerge relatively slower than they would on a one-to-one course.

As we can see, both motivation and learner beliefs can affect the language learning process. Language classes should be interesting in group settings as well, and the tasks personally relevant to the students in order to sustain their intrinsic motivation. Moreover, the teacher should be alert to spot erroneous beliefs held by the students in order to clear the way for their language learning in both settings.

## 2.4. Conclusion

In the first half of the review we have established that one-to-one teaching is a growth area in language education, yet it is rather underrepresented in the field of applied linguistics and language pedagogy. More and more learners choose one-to-one courses both independently, to fulfill special needs, and as supplementary tutoring. We have also seen that as opposed to school-based education, one-to-one lessons can be provided by anyone from qualified teachers to enthusiastic people who are proficient in the language and interested in teaching it. Subsequently, we have looked at differences between group and one-to-one lessons with regard to teacher roles. We have concluded that there are a list of roles teacher can and have to take on during group lessons, e.g. controller, organizer or observer, but these roles do not apply to one-to-one lessons to the same extent. Moreover, a set of new roles appear when it comes to one-to-one teaching, such as the conversation partner and the therapist roles. Afterwards, the advantages and disadvantages of one-to-one teaching have been discussed from a student perspective. We have seen that there are numerous factors that make one-to-one lessons different from group lessons. For instance, students receive undivided attention from the teacher, the lessons can be fully adjusted to the student's needs, and the context may substantially reduce the student's anxiety, which may promote learning. Also, such courses offer teachers the opportunity to nurture their student's autonomy. However, the advantages can be disadvantages at the same time. Opinions are divided on whether the lack of group in one-to-one settings has a negative effect on the process of language learning. It is also controversial whether a group or one-to-one lesson is more conducive to authentic communication. The final section of the review has shown what an important role intrinsic motivation and—sometimes erroneous—learner beliefs play in the process of language learning. While discussing the results of the present research, all of the previously mentioned aspects of one-to-one and group learning will serve as a basis for

understanding the learners' motivation for choosing either type of course, and for interpreting some of the emerging tendencies in Hungary's language education.

### **3. Research design and method**

As a response to the apparently growing popularity of one-to-one learning in Hungary and around the world, the present research sets out to answer three questions. Firstly, it aims to determine the position of one-to-one teaching in Hungary, that is, whether it is more common for students to attend one-to-one courses for the purpose of receiving supplementary tutoring or rather learning independently. Secondly, it seeks to reveal the most frequent reasons among learners for choosing the one-to-one path. Finally, the third intent of the research is to obtain a complex picture of what types of activities and teacher attitudes characterize group and one-to-one courses to see how these may contribute to students' motivation for choosing the latter.

#### **3.1. Research method and participants**

The research was conducted online using a survey (See App. 1.) The quantitative approach was preferred due to the fact that the present research aims to obtain statistical data in order to reveal general tendencies in Hungary's language education. The survey was originally written in Hungarian and was spread via social network and email. The reason for choosing Hungarian was to exclude foreign respondents, and thus making it possible to narrow down the focus of the research to foreign language education in Hungary. Social network and email proved to be an effective way to reach as many learners as possible within a relatively short period of time. Moreover, given the characteristics of the survey, a web-based solution seemed to be more convenient.

The survey was addressed to Hungarian language learners who have participated in both group and one-to-one courses with the goal of learning the same language. Through 8 questions the participants were asked to report on their related experiences. The responses were anonymous, which was emphasized in the introduction of the survey so as to encourage students to answer the questions honestly.

## **3.2. The structure of the survey**

### 3.2.1. General information

The first half of the survey was a general inquiry. In Question 1 the participants had to enter manually what languages they had learned both in a group and on a one-to-one basis. There was no limit on how many languages they could list. Question 2 and 3 are identical in form. In this part the respondents had to specify the duration of learning in both settings with the help of a drop-down list. Options range from “a few weeks/months” up to “more than 10 years”. In Question 4 they were asked to choose from four alternatives to indicate in what order they had participated in the two forms of education, and whether they did so one after the other or simultaneously.

The first question was used for statistical purposes only—to find out what the most frequently chosen languages were among the respondents. Questions 2-4 were included in order to find out how much time the students had generally spent learning on a one-to-one basis compared to learning in a group, and also whether students generally used one-to-one courses as a supplement to their ongoing language studies or rather independently. These questions were intended to show the general position of one-to-one courses in Hungary.

### 3.2.2. The reasons for choosing the one-to-one course

In Question 5 the respondents were presented with a list of reasons as to why they chose to learn on a one-to-one basis. Such reasons were “I didn’t like the tasks in the group lesson.” or “I liked the group lesson, but I would have liked to attend one-to-one lessons, too, to make my learning faster.” The list attempted to cover as many frequent reasons as possible, and the respondents were allowed to choose as many as they wished. For the sake of those who could not find their reasons on the list, an “other” field was included where an unlimited number of characters could be entered. This question bears crucial importance in mapping the students' primary motivation for choosing a one-to-one course.

An important note needs to be made here. When it comes to deciding between a group and a one-to-one course, the question of money can be a defining factor. However, this issue was not addressed in the present research due to the fact that every respondent has already participated in both types of courses.

### 3.2.3. Group lesson vs. one-to-one lesson

The longest and most complex question of the survey is Question 6, which is a table. It consists of a list of 16 different statements that are likely to occur in both forms of education—such as “I felt anxious when I had to speak in the target language” or “We did writing tasks (e.g. writing a letter, essay, or story)”. The respondents were offered six options of which they were allowed to choose only one per statement. The first five options make up a scale. The leftmost option had to be chosen if a particular statement was true exclusively for the group lesson. The rightmost option was for the one-to-one lesson respectively. The sixth option, independent of the scale, had to be selected if a certain statement was true for neither. There are obvious differences between the two settings which partly originate from the number of students present. For instance, it can be taken for granted that no teacher can dedicate sixty minutes of undivided attention to only one student in case of a group lesson. It can also be accepted as true that it is physically impossible to initiate group activities during a one-to-one lesson that require more than two participants. Therefore, the table of Question 6 contains statements that can equally be applied to both types of lessons. The purpose of this question is to obtain a relatively complex picture of what types of activities are generally incorporated into group and one-to-one courses in Hungary, and also to shed light on differences in teacher attitudes on the two types of courses.

### 3.2.4. Overall impression vs. learner type

The last two questions are interrelated, although both of them may hold interesting findings on their own. In Question 7 the respondents could decide which form of education

they had found generally more satisfying. They could choose from five options ranging from “undoubtedly the group lesson” to “undoubtedly the one-to-one lesson”. In the final question (Question 8) the focus from lesson-related experiences shifted to the student itself. On a scale of ten the respondents had to determine whether they think they were closer to an “analytical” or a “practical” type of language learner. They were provided with a clear explanation for both at the two ends of the scale. This question was inspired by a distinction made by Ellis and Sinclair. They explain that “analytic” learners may prefer grammar exercises and aspire to be accurate at all times. Conversely, “relaxed” learners “seem to ‘pick up’ languages without really making too much effort and [they] usually enjoy communicating with people” (Ellis & Sinclair, 1989, p. 9). In the survey “relaxed” was replaced with “practical” due to the assumption that the word relaxed might appear more positive and favorable than analytical, thus pushing respondents towards the latter.

The primary aim of these two questions is to determine whether there is correlation between learner types and their language course preferences. This part of the research is based on the hypothesis that analytical learners may not find group settings satisfying, as they are extremely conscious of their mistakes, and therefore it can be discouraging for them to speak in front of others. They may also need more time and in-depth explanations, as well as a more intimate environment so as not to be afraid of making mistakes. Therefore, the findings of this final section also contribute to the research question regarding students' motivation for choosing a one-to-one course.

### **3.3. Limitations**

Before presenting and interpreting the results of the research, three limitations have to be clarified. Firstly, the survey was spread on the Internet randomly, targeting any person who met only one requirement: having studied the same language in both a group and a one-to-one setting. Therefore, on no account can the sample be regarded as representative.



Secondly, no questions were asked concerning the age of the respondents. Consequently, there may be respondents who studied a language decades ago under completely different circumstances, which means that the conclusions pertaining to current tendencies in Hungary's foreign language education may be misleading. Finally, each and every respondent has participated in both types of courses. Those who chose, for instance, a one-to-one course because they were not satisfied with the group course are likely to have a more positive opinion about the one-to-one course. Therefore, if there were two surveys targeting group and one-to-one learners separately, it is possible that the results would indicate different tendencies.

## **4. Results and discussion**

The online survey was administered on February 7th via social network and email, and the data collecting process lasted until March 22nd. During this period, 204 responses were collected. The data were subsequently processed with the help of a spreadsheet application. In the following, the findings will be presented and discussed in a way that the survey questions will be organized into sections, and each section will be subdivided into a Results and a Discussion subsection.

### **4.1. The language(s) studied in both group and one-to-one settings**

#### 4.1.1. Results

In Question 1 (See App. 1.) twelve different languages were listed by the 204 respondents. (See. App. 2.) The three most popular languages were English (68%), German (17%), and French (6%). As can be seen, by the third item the percentage had already dropped significantly, and English was undoubtedly the predominant choice. There were only five respondents who listed two languages, and there was one extreme example with five languages listed. (See App. 3.)

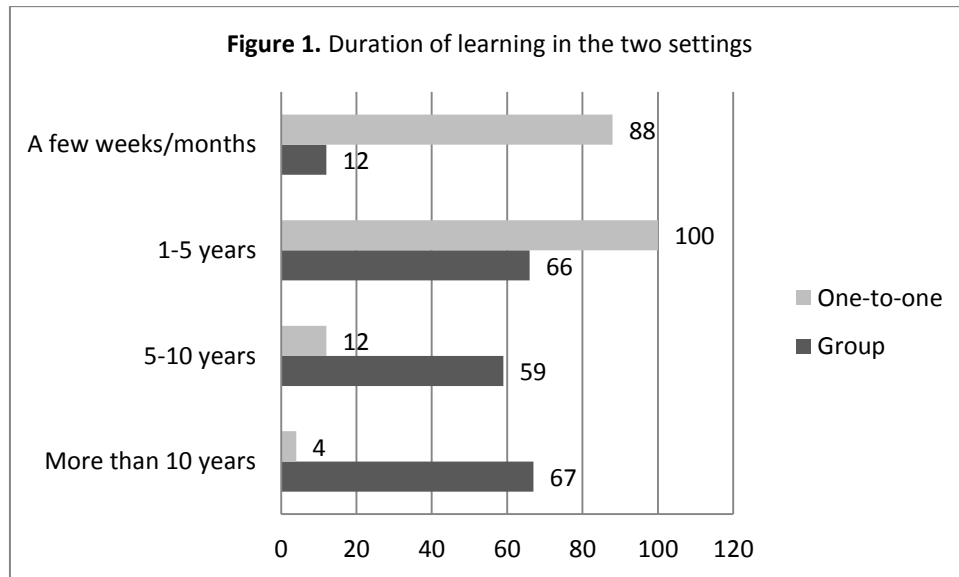
#### 4.1.2. Discussion

Based on the percentages we may conclude that English and German are the two most popular foreign languages studied by Hungarian students. However, the above results may not show the actual distribution of languages among students for two reasons. Firstly, the survey was spread randomly on the Internet. It is therefore possible that the higher percentages originate from the same online communities. Secondly, the survey is confined to those who have studied one or more languages in both group and one-to-one settings.

## 4.2. The duration of learning on group and one-to-one courses

### 4.2.1. Results

Question 2 and 3 will be discussed together because they are identical in form, and their results will be compared. Figure 1 shows for how long students have studied in a group and on a one-to-one basis. Instead of percentages, the bars indicate the actual number of respondents choosing a particular answer.



We can see that one-to-one courses have generally been chosen for shorter periods of time, whereas the majority of the students have studied in a group for 5 or more years.

### 4.2.2. Discussion

When interpreting the results, an important note has to be made: the case of group courses is not as straightforward as that concerning one-to-one courses. While one-to-one courses basically work by the same principle—one student meets one teacher wherever and whenever they prefer—, a group course can have different meanings. For instance, it can mean a series of mandatory lessons at elementary/secondary schools or universities, but it can also be a course for adults offered by a language school. As no question was asked about what type of group course was attended by the respondents, only assumptions can be made on

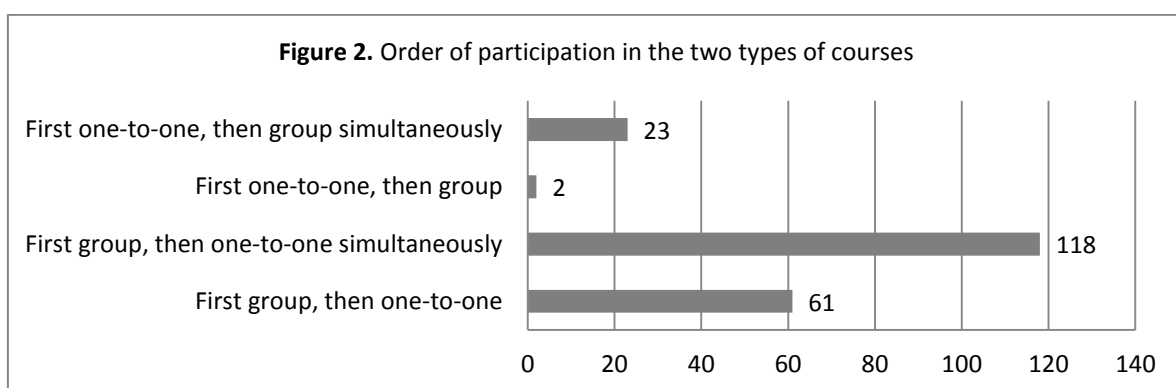
the basis that participation in language school courses generally do not span over years, unlike compulsory language education at elementary or secondary schools.

Based on the results shown in Figure 1, it is evident that students rarely study on a one-to-one basis for more than five years. This fact may lead us to the false assumption that one-to-one courses are so efficient that all learners achieve their language-related goals within five years. However, the above figure does not tell us whether the group and one-to-one courses were taken simultaneously or separately. There is no way to compare the efficiency of a group and a one-to-one course objectively in case one of them serves as a supplement to the other.

### 4.3. Was the one-to-one course supplementary or independent?

#### 4.3.1. Results

In Question 4 the students were asked whether they have taken the group and one-to-one courses simultaneously or one after the other, and in what order they have done so. Figure 2 shows the distribution of students among the four options. It seems that almost all of the students (88%) started a one-to-one course after or while studying in a group. Furthermore, the majority (69%) have attended the two types of courses simultaneously.



#### 4.3.2. Discussion

If we consider the average prices of language school and one-to-one courses, it seems highly unlikely that a student starts both types of courses at the same time. Thus, we can conclude that most of those who began their studies in a group, then on a one-to-one basis

simultaneously, are probably students of elementary/secondary schools or universities. Those who have studied first in a group, and subsequently on a one-to-one course may belong to two groups. They may be elementary/secondary school or university students who chose to continue language learning after graduation, but they may also be students who were dissatisfied with a group course and decided to hire a private teacher instead. The third most frequent choice was studying first one-to-one, and then in a group simultaneously (11%), which raises a question: why would a student need to attend group courses, too, if he/she has the opportunity of attending an entirely tailor-made course? The answer may be trivial. For example, the parents decided to hire a private teacher so that their child could learn a foreign language before starting elementary school, where it would be compulsory, and they later decided to keep the private lessons too. Besides, the reason may also be connected with the issue of sociability, that is, the students in this category may not have enjoyed talking to only one person during a whole lesson. Apart from these reasons, the one-to-one course may simply have proven to be insufficient for them.

The fact that the majority of the students started a one-to-one course while studying in a group may lead us to the conclusion that group courses are less efficient than one-to-one courses. We should nonetheless take into consideration that elementary/secondary school and university students usually have mandatory language classes. They do not have the opportunity to decide which form of education they prefer. Therefore, the above results are not conclusive in this regard. They provide evidence, however, that the majority of language learners need supplementary tutoring besides their ongoing group courses for certain reasons.

#### **4.4. The reasons for choosing a one-to-one course**

##### **4.4.1. Results**

In Question 5 all of the 12 preset reasons were selected by the respondents, although some of them were chosen fairly infrequently. (See App. 6.) Table 1 presents the three most

frequent choices among the preset reasons along with the number of students selecting them.

**Table 1.** The three most frequently chosen reasons for starting a one-to-one course

I felt I wasn't advancing at the right pace in the group.	122
I looked for a course entirely tailor-made to my needs.	90
I liked the group lesson, but I wanted to attend one-to-one lessons, too, to make my learning faster.	81

In addition, 35 respondents added their specific reasons to the list. Out of the 35 individual reasons, 12 expressed the need to prepare for regular or special language proficiency exams, school-leaving exams, or academic competitions. The rest of these reasons were diverse, ranging from the need for practicing oral skills to supposedly incompetent teachers. (See App. 7.)

#### 4.4.2. Discussion

First and foremost, it is paramount to note that the three reasons above may be interrelated. A student who seeks to make his/her learning faster may have felt that he/she wasn't advancing at the right pace in the group, and thus looks for an entirely tailor-made course. Whether or not a respondent selected all three of the reasons, an interesting question arises: do these students hold any erroneous beliefs about language learning in general or their own language learning process? We have established earlier that virtually all students have certain beliefs about how their learning should take place. We have also discussed that a part of these beliefs may turn out to be erroneous. Consequently, it might be the case that a part of those students who selected any of the first three reasons did in fact have misconceptions, which were never discussed with the teacher (or anyone else). For instance, a student may have thought that because one of his/her friends managed to achieve a particular level of proficiency in a given period of time, he/she should be able to accomplish that, too, and in case of failure, it is evidently due to the inefficiency of the group course. Given this possibility, the results of Question 5 may not reflect the quality of group courses whatsoever,

yet they call our attention to the potential problem of erroneous beliefs, which is not any less important regarding language education.

#### 4.5 Tasks in group and one-to-one settings

##### 4.5.1. Results

16 statements were listed in Question 6. Out of these statements, 7 were considered to be equally true for both group and one-to-one courses by most of the respondents, while another 2 were said to be true for neither of the settings. (See App. 8.) Table 2 presents three of the most unbalanced results. The cells show the actual number of students choosing a particular option.

**Table 2.** Which of the two settings is characterized best by each statement?

	Only group	Rather group	Both	Rather one-to-one	Only one-to-one	Neither
We did oral tasks (e.g. conversation on a topic)	3	7	68	118	7	1
We designed the course plan together with the teacher	0	2	7	46	88	61
The teacher aspired to adjust to my needs	0	0	15	82	103	4

As can be seen, the deployment of oral tasks was more likely to occur in one-to-one settings. Cooperating with the student in designing the course plan appears to be a rarity on group courses, although 30% claimed it did not occur in either of the settings. Moreover, teachers did not seem to take their students' needs into consideration on group courses, as only 7% of the students said it did happen.

##### 4.5.2 Discussion

The above findings are in conflict with many of the fundamental principles laid down earlier with regard to the possibility of oral practice in a group as well as the cooperation with students in designing the course according to their needs. We have established that by using pair or group work in the classroom even a relatively large number of students can enjoy the benefits of speaking in the target language. Nevertheless, only 38% of the students reported

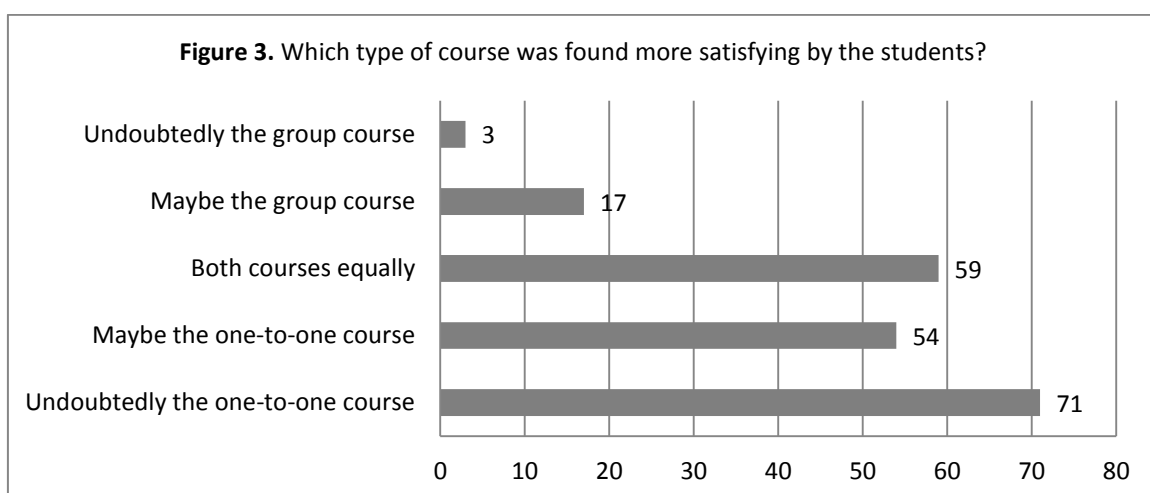
that they did any sorts of oral tasks in the group. In relation to the other two statements, which can be dealt with as one, we have discussed that it is not a possibility but an essential part of the teacher's job to assess the needs of a group and use all resources available to adjust the course plan accordingly. Of course in case of a group it will rather be a compromise than a full adjustment, as the teacher cannot pay undivided attention to every student.

One limitation needs to be clarified concerning the results of the second and third statements. To some students “designing the course plan together with the teacher” and “adjusting to my needs” might have meant that they would have full control of what to be done during the course, which is obviously not possible in a group. With this in mind, however, the figures pertaining to group courses in these two regards are still extremely low.

#### 4.6. General impressions

##### 4.6.1. Results

Figure 3 shows which of the two types of courses the respondents found generally more satisfying. 90%, that is, the vast majority of students were satisfied with the one-to-one course, whereas the group course was far less popular with only 39%. Interestingly, there were 20 students (10%) altogether that seem to have preferred the group course.





#### 4.6.2. Discussion

Based on the results it may appear as if group courses were less efficient or enjoyable than one-to-one courses. However, before jumping to conclusions, one factor should be considered. As we have seen earlier, 58% of the students started a one-to-one course while already attending a group course. (See Figure 2.) This means that they, for some reason, did not find the group course sufficient for their needs, and therefore they are likely to evaluate the one-to-one course more positively.

### **4.7. Learner types**

#### 4.7.1. Results

The results of Question 8, in which the respondents had to determine on a scale of 1-10 whether they were closer to an “analytical” or a “practical” type of learner, show that the different types of learners are equally distributed across the scale. (See App. 10.) No outstanding figures have been found. Furthermore, the correlation test indicated no connection whatsoever between learner types and course preferences. (See App. 11.)

#### 4.7.2. Discussion

The equal distribution across the scale implies that the participants did take the effort to think over how they would categorize themselves, instead of “staying on the safe side” by choosing one of the extremes. As far as the correlation test is concerned, the hypothesis that analytical learners are more likely to prefer choosing one-to-one course remains unsupported.

## 5. Conclusion

204 Hungarian language learners who have studied the same foreign language both in a group and on a one-to-one basis reported on the related experiences through an online survey. The research aimed to answer three questions. The first question was whether the students generally attended one-to-one courses as a supplement to their ongoing group course, or rather independently. The results have shown that the majority of students in this survey used the one-to-one course to receive supplementary tutoring. The second question concerned the most common reasons among students for choosing the one-to-one path. In two of the most frequent answers, the students expressed that they did not consider the group course to be sufficient for their needs. The findings have raised the issue of learner beliefs, that is, there is a possibility that the students held certain erroneous beliefs about their language learning process, which may have resulted in leaving the group course or starting a one-to-one course simultaneously. Therefore, no conclusions could be drawn concerning the general quality of group courses from this perspective. The third question of the research was what types of activities and teacher attitudes characterize group and one-to-one courses. Based on the results, it appears that the amount of oral practice was generally lower in group lessons than that in one-to-one lessons. Furthermore, cooperation with the students in designing the course plan according to their needs was a rarity in case of group courses.

In addition to the above findings, the results have also shown that most of the students were satisfied with the one-to-one course, whereas less than half of the students reported so about the group course. Furthermore, students were equally distributed across the ten-scale spanning between the “analytical” and the “practical” learner types. No correlation has been found between learner types and language course preferences, which leaves the hypothesis that analytical learners may prefer studying on a one-to-one basis unsupported.

### **5.1. Limitations of the research and implications for future research**

The findings have shown that there is room for further research in three respects. First of all, as it has been pointed out earlier, the survey was spread randomly on the Internet. In order to ensure the validity of the data, more extensive research is needed which includes such factors as the age, gender, and place of residence of the respondents, as well as more specificity regarding the circumstances of the one-to-one and group courses. Furthermore, in Question 6 (See App. 1) the students were forced to compare the two types of courses since they were asked to determine which of the two settings was characterized best by a particular statement. In case they had a strong preference for either of them, their choices may reflect their inevitable bias regarding, for instance, tasks they believed would be favorable to occur in a language class. To eliminate this factor, group and one-to-one courses should be evaluated separately by two different groups of students. The data should subsequently be compared with the results of Question 6, and the conclusions should be drawn based on to what extent the two data sets coincide. Ultimately, having examined all the findings of the research, an intriguing question arises: is there a direct connection between the frequency of certain activities in the two types of courses and which course students find more satisfying in the end? Further research concerning this question may hold crucial findings as to how to improve the efficiency of language courses.

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## Appendices

### Appendix 1/a

#### Nyelvtanulás csoportban és egyénileg magántanárral

Üdvözöllek! Váczi Zsombor vagyok, végzős BA-s hallgató az ELTE anglisztika szakán. Rövid (kb. 7-8 perces) kérdőívemben szeretnék megkérdezni arról, hogy milyen volt egy adott nyelvet csoportban (általános-, közép-, nyelviskolában stb.) és kettesben magántanárral tanulni. Fontos kikötés, hogy mindkét esetben UGYANARRÓL A NYELVRŐL legyen szó. A kitöltés névtelen, úgyhogy itt bátran elmondhatod a véleményedet. A kérdőív végeredménye fényt derít arra, hogy általánosságban melyik oktatási formát kedvelik jobban a diákok és miért.

1. Elsőként írd le, melyik volt az a nyelv, amelyiket csoportban és magántanárral is tanultad:

.....

2. Mennyi ideig tanultad / Mióta tanulod a nyelvet csoportban?

- Néhány hét/hónap
- 1-5 év
- 5-10 év
- Több mint 10 év

3. Mennyi ideig tanultad / Mióta tanulod a nyelvet magántanárral?

- Néhány hét/hónap
- 1-5 év
- 5-10 év
- Több mint 10 év

4. Milyen sorrendben vettél részt a két oktatási formában?

(A kérdés a jelenlegi tanulmányaidra is vonatkozik.)

- Először csoportban tanultam, utána pedig magántanárral.
- Először magántanárral tanultam, utána pedig csoportban.
- Először csoportban tanultam, majd párhuzamosan elkezdtem magántanárral is.
- Először magántanárral tanultam, majd párhuzamosan elkezdtem csoportban is.

5. Miért választottál magántanárt? [Bármennyi válasz adható.]

- Nem tetszett a tanár tanítási stílusa a csoportos órán.
- Nem tetszettek a feladatok a csoportos órán.
- A tanár túl gyakran javította a hibáimat a csoportos órán.
- A tanár túl ritkán javította a hibáimat a csoportos órán. Szükségem van visszajelzésre.
- Túl kevés volt a csoportmunka, a tanár nem hagyott minket érvényesülni.
- Túl sok volt a csoportmunka, a tanár magunkra hagyott minket.

- Úgy éreztem, nem haladok az igényeimnek megfelelő tempóban a csoportos órán.
- Nem éreztem jól magam a csoportban, mert magasabb szinten voltam, mint az átlag.
- Nem éreztem jól magam a csoportban, mert alacsonyabb szinten voltam, mint az átlag.
- Tetszett a csoportos óra, de szerettem volna kiegészíteni magánórával is párhuzamosan, hogy gyorsabban haladjak.
- Szerettem volna teljesen személyre szabott oktatást.
- Nem tudtam összeegyeztetni a csoportos óra időpontjait az időbeosztásommal.

Egyéb: .....

6. Az alábbi táblázatban jelöld be, hogy a felsorolt dolgok melyik oktatási formában voltak inkább jelen.

	<b>Kizárólag csoportban</b>	<b>Inkább csoportban</b>	<b>Mindkettőben egyformán</b>	<b>Inkább magántanárral</b>	<b>Kizárólag magántanárral</b>	<b>Egyiknél sem</b>
Tankönyv szerint haladtunk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szóbeli feladatokat csináltunk a célnyelven (pl. beszélgetés egy témáról)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szorogtam, amikor meg kellett szólalnom a célnyelven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hallgattunk anyanyelvi beszédet (pl. hallott szövegértés feladatokkal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Célnyelvi szövegeket olvastunk és dolgoztunk fel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A tanár világos nyelvtani magyarázatokat adott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Szavakat kellett tanulnunk és felmondanunk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Íráskészség-feladatokat csináltunk (pl. levélírás, esszéírás, történetírás)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Játszottunk, csináltunk játékos feladatokat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Néztünk videót vagy hallgattunk zenét a célnyelven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Végeztünk projektmunkát órán kívül (pl. tablókészítés, naplóírás)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A tanár ösztönzött az önálló munkára (pl. szótárhasználat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A tanárral közösen terveztük meg a tanmenetet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A tanár igyekezett alkalmazkodni az igényeimhez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A tanár segítőkész volt órán kívül is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A tanár ajánlott órán kívüli nyelvtanulással kapcsolatos tevékenységeket (rendezvények, filmnézés, zenehallgatás stb.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Összességében melyik tetszett jobban a két oktatási forma közül?

- Egyértelműen a csoportos óra
- Talán a csoportos óra
- Mindkettő egyformán tetszett
- Talán a magánóra
- Egyértelműen a magánóra

8. Egy tízes skálán jelöld be, hogy szerinted melyik típusú nyelvtanulóhoz állsz közelebb!  
(Példa: Ha teljes mértékben analitikus nyelvtanulónak érzed magad, akkor az 1-est jelöld be.  
Ha teljesen gyakorlatias nyelvtanulónak, akkor a 10-est. Bátran jelölj be egy számot a két  
véglet között aszerint, hogy melyikhez érzed közelebb magad.)

ANALITIKUS:

Szeretek nyelvtant  
tanulni, rendszerezni  
a megtanult  
dolgokat. Fontos,  
hogy hibátlanul  
beszéljek; aggódni  
szoktam a hibák  
miatt. Olvasás  
közben zavar, ha  
nem értek bizonyos  
szavakat. Nehezen  
szólalok meg a  
célnyelven.

1	2	3	4	5	6	7	8	9	10

GYAKORLATIAS:

Nem érdekel a  
nyelvtan. Nem zavar,  
ha pontatlanul  
beszélék, a lényeg,  
hogy megértsék a  
mondanivalómat.  
Nem zavar, ha  
olvasás közben nem  
értek bizonyos  
szavakat. Könnyedén  
tanulok hallás után.  
Nem okoz gondot  
beszélni a célnyelven.



## Appendix 1/b

### Language learning in a group and on a one-to-one basis

Welcome! My name is Zsombor Váczi. I'm a final-year English major at ELTE University. In my short survey (approx. 7-8 minutes) I would like to ask you about your language learning experiences both in a group (classroom, language school etc.) and on a one-to-one basis (with a private teacher). It is important that we are talking about the SAME language in both cases. The survey is anonymous, so feel free to speak your mind. The results will shed light on which form of education students generally prefer and why.

1. What language have you learned both in a group and on a one-to-one basis?

.....

2. For how long did you learn / have you been learning the language in a group?

- A few weeks/months
- 1-5 years
- 5-10 years
- More than 10 years

3. For how long did you learn / have you been learning the language on a one-to-one basis?

- A few weeks/months
- 1-5 years
- 5-10 years
- More than 10 years

4. In what order have you participated in the two types of courses?

(Including your current studies)

- First I learned in a group, and then one-to-one.
- First I learned one-to-one, then in a group.
- First I learned in a group, and then I started learning one-to-one simultaneously.
- First I learned one-to-one, and then I started learning in a group simultaneously.

5. Why did you choose to learn on a one-to-one basis?

- I didn't like the teacher's teaching style in the group.
- I didn't like the tasks in the group.
- The teacher corrected my mistakes too frequently in the group.
- The teacher corrected my mistakes too rarely in the group. I need feedback.
- There was too little group work. The teacher was in the center of attention.
- There was too much group work. The teacher left us alone.
- I felt I wasn't advancing at the right pace in the group.
- I didn't feel comfortable in the group because I was at a higher level than the others.
- I didn't feel comfortable in the group because I was at a lower level than the others.

- I liked the group course, but I wanted to attend one-to-one lessons, too, to make my learning faster.
- I looked for a course entirely tailor-made to my needs.
- I couldn't fit the group course into my schedule.

Other: .....

6. In the following table, indicate which setting is characterized best by a given statement:

	Only on the group course	Rather on the group course	On both courses equally	Rather on the one-to-one course	Only on the one-to-one course	Neither of them
We used a course book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We did oral tasks (e.g. conversation on a topic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt anxious when I had to speak in the target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We listened to the target language (e.g. listening tasks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We did reading tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher gave us clear grammar explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We had to memorize and recite words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We did writing tasks (e.g. essays, letters, short stories)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We played games, did playful tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We watched videos or listened to songs in the target language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We did home assignments (e.g. making posters, keeping diaries)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher encouraged us to work autonomously (e.g. using a dictionary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We designed the course plan together with the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher aspired to adjust to my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher was helpful out of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher recommended out-of-class activities (clubs, listening to songs, watching films etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. All in all, which type of course have you found more satisfying?

- Undoubtedly the group course
- Maybe the group course
- Both courses equally
- Maybe the one-to-one course
- Undoubtedly the one-to-one course

8. On a scale of 1-10, indicate which type of language learner you think you are closer to. (Example: If you think you are a completely analytical learner, select 1. If you are a completely practical learner, select 10. Feel free to select any number between the two extremes based on which learner type you think you are closer to.)

**ANALYTICAL:**  
I like learning grammar and organizing the things I've learned. It is important for me to speak correctly; I usually worry about my mistakes. When I'm reading, unknown words bother me. It is not easy for me to speak in the target language.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PRACTICAL:**  
I don't care about grammar. Inaccurate speech doesn't make me feel uneasy. The point is to make myself understood. Unknown words don't bother me when I'm reading. I learn easily by listening. It's not difficult for me to speak in the target language.

## Appendix 2

The results of Question 1

What language have you learned both in a group and on a one-to-one basis?

Language	Number of respondents
English	139
German	34
French	12
Spanish	10
Italian	8
Russian	3
Japanese	2
Finnish	1
Czech	1
Polish	1
Latin	1
Turkish	1

## Appendix 3

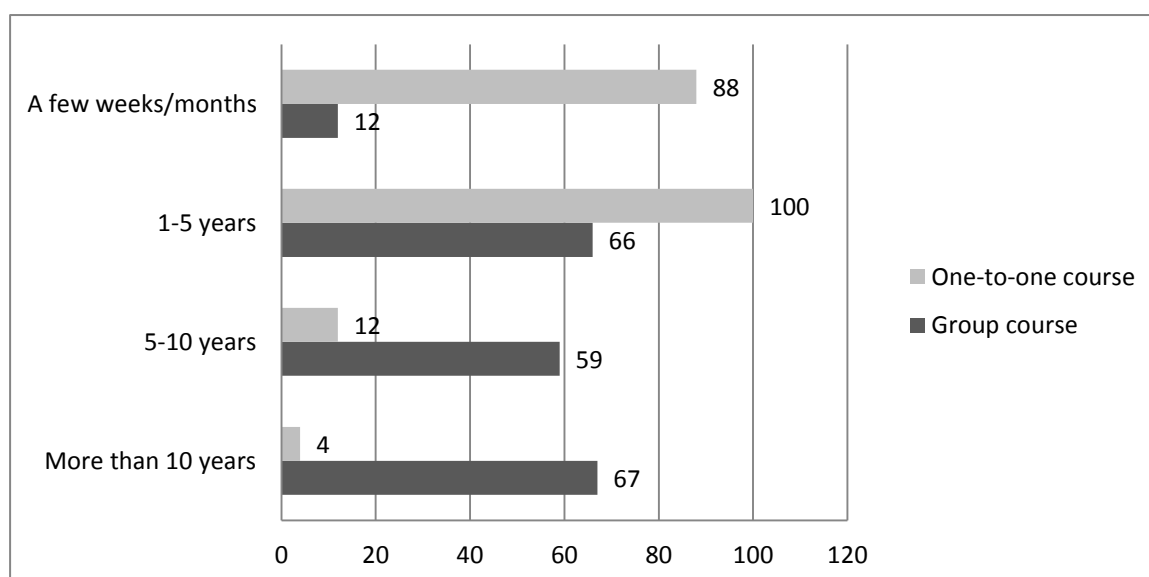
Respondents who listed more than one language

Date and time of response	Languages
2.7.2015 17:48:21	English, French
2.8.2015 14:28:32	English, German
3.6.2015 18:51:55	English, German
2.7.2015 21:41:18	English, German, French, Russian, Latin
2.9.2015 16:46:53	English, Italian
2.17.2015 12:02:29	French, Spanish

## Appendix 4

The results of Questions 2 and 3

The figure shows the duration of learning on group and one-to-one courses based on the number of respondents.



## Appendix 5

The results of Question 4

*In what order have you participated in the two types of courses?*

<b>Order of participation</b>	<b>Number of respondents</b>
First I learned in a group, and then one-to-one.	61
First I learned one-to-one, then in a group.	23
First I learned in a group, and then I started learning one-to-one simultaneously.	118
First I learned one-to-one, and then I started learning in a group simultaneously.	2

## Appendix 6

The results of Question 5

*Why did you choose to learn on a one-to-one basis?*

<b>Reason</b>	<b>Number of respondents</b>
I felt I wasn't advancing at the right pace in the group.	122
I looked for a course entirely tailor-made to my needs.	90
I liked the group course, but I wanted to attend one-to-one lessons, too, to make my learning faster.	81
I didn't feel comfortable in the group because I was at a higher level than the others.	51
I didn't like the teacher's teaching style in the group.	35
The teacher corrected my mistakes too rarely in the group. I need feedback.	23
I didn't like the tasks in the group.	19
I didn't feel comfortable in the group because I was at a lower level than the others.	13
I couldn't fit the group course into my schedule.	13
There was too much group work. The teacher left us alone.	12
There was too little group work. The teacher was in the center of attention.	9
The teacher corrected my mistakes too frequently in the group.	1

## Appendix 7

The number of manually entered reasons for choosing a one-to-one course, listed by categories

Preparing for a language exam or academic competition	12
The need for oral practice	4
Group course found insufficient	2
Parental advice	2
Miscellaneous reasons	15

## Appendix 8

The results of Question 6 based on the number of respondents

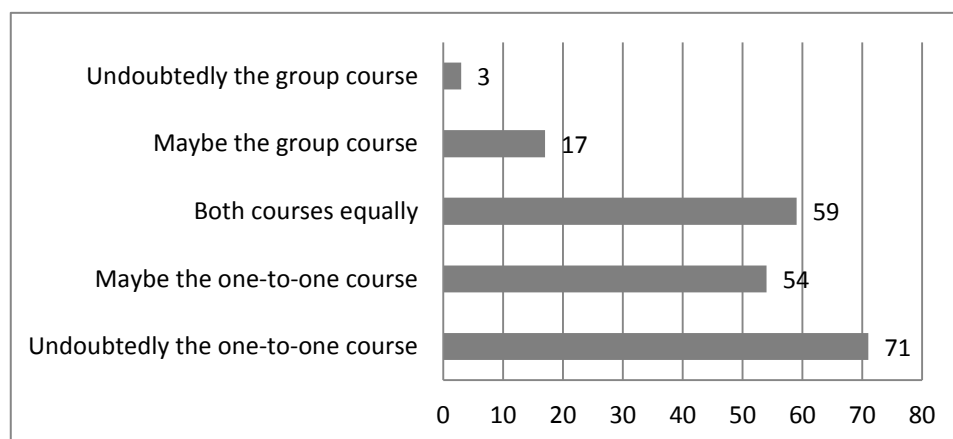
*In the following table, indicate which setting is characterized best by a given statement*

	Only on the group course	Rather on the group course	On both courses equally	Rather on the one-to-one course	Only on the one-to-one course	Neither of them
We used a course book	60	93	42	4	0	5
We did oral tasks (e.g. conversation on a topic)	3	7	68	118	7	1
I felt anxious when I had to speak in the target language	18	57	25	12	1	91
We listened to the target language (e.g. listening tasks)	11	41	101	44	5	2
We did reading tasks	4	38	131	28	3	0
The teacher gave us clear grammar explanations	3	10	104	73	13	1
We had to memorize and recite words	51	70	48	16	4	15
We did writing tasks (e.g. essays, letters, short stories)	10	28	99	50	12	5
We played games, did playful tasks	31	69	50	15	6	33
We watched videos or listened to songs in the target language	38	59	42	26	13	26
We did home assignments (e.g. making posters, keeping diaries)	36	32	6	9	6	115
The teacher encouraged us to work autonomously (e.g. using a dictionary)	2	19	96	57	21	9
We designed the course plan together with the teacher	0	2	7	46	88	61
The teacher aspired to adjust to my needs	0	0	15	82	103	4
The teacher was helpful out of class	2	3	129	44	21	5
The teacher recommended out-of-class activities (clubs, listening to songs, watching films etc.)	3	13	89	34	36	29

## Appendix 9

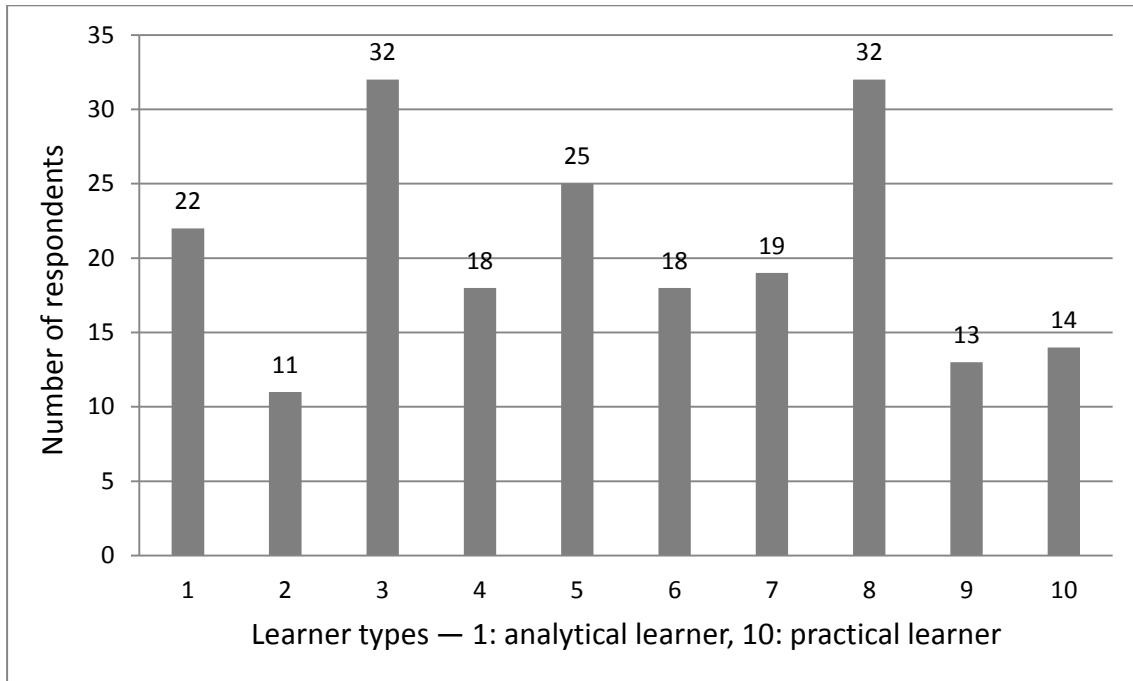
The results of Question 7 based on the number of respondents

*All in all, which type of course have you found more satisfying?*



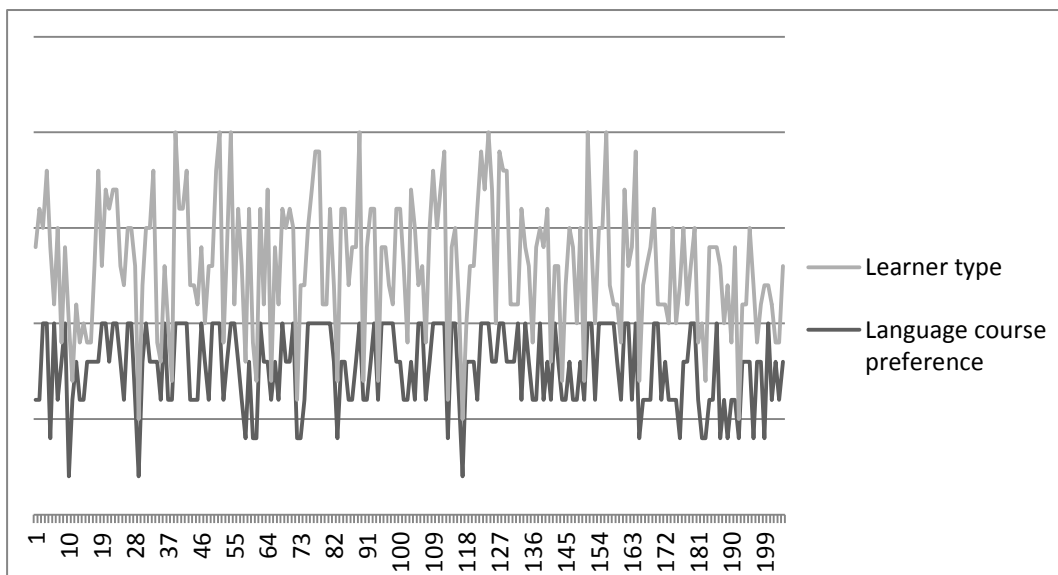
### Appendix 10

The distribution of respondents across the scale of learner types



### Appendix 11

The correlation test between the language course preferences of students (See App. 9) and learner types (See App 10.)



**Correlation coefficient:** 0,022158