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Titolo	Autonomy in Second Language Learning: Managing the Resources // edited by Mirosaw Pawlak, Anna Mystkowska-Wiertelak, Jakub Bielak
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Collana	Second Language Learning and Teaching, , 2193-7648
Disciplina	418.0071
Soggetti	Applied linguistics Language and education Applied Linguistics Language Education
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Formato	Materiale a stampa
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Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Part 1 Developing learner autonomy -- A goal-setting logbook as an instrument fostering learner autonomy -- Educating towards learner autonomy in early education -- Fostering adult learners' autonomy through three pedagogical principles and social interactions -- Fostering autonomous behavior in adult learners of English: Report form action research -- Learner autonomy: Educational materials facilitating self-evaluation of language communicative competence elements -- Linguistic autonomy with recourse to the concept of critical language awareness -- a practical proposal for evaluating students' political autonomy in foreign language learning -- Student generated vocabulary tests as a way of fostering autonomy -- Simulation as a strategy for enhancing learner autonomy in development communicative language skills in English for specific purposes -- Developing learners' intercultural competence through autonomous learning -- Part 2 Language learning strategies -- Investigating the relationship between the use of vocabulary learning strategies and English language attainment -- Exploring the relationship between intelligence and the use of language learning strategies -- Fostering learner autonomy through vocabulary strategy training -- Part 2 Teacher autonomy -- Pre-service teachers'

perceptions of teacher autonomy -- Possible Selves and Teacher Learners' Autonomous Identity -- The potential of telecollaborative projects for teacher training programmes -- Fostering learner and teacher autonomy with the aid of online technology.

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## Sommario/riassunto

The present volume brings together papers devoted to the role of learner and teacher autonomy in the process of second and foreign language learning, which have been contributed by scholars from Poland and abroad. The book has been divided into three parts in accordance with the topics that the individual contributions touch upon. The first part includes papers dealing with different ways in which learner autonomy can be fostered and evaluated. The papers contained in Part Two are connected with the role of language learning strategies in the development of learner independence. Finally, Chapter Three focuses on developing teacher autonomy, which, in the opinion of many specialists, is indispensable if learner autonomy is to be promoted. Thanks to its wide-ranging focus, this edited collection will be of interest not only to second language learning specialists interested in the role of learner autonomy, but also to undergraduate, graduate and postgraduate students working on their BA, MA and PhD theses, as well as practitioners wishing to promote learner independence in their classrooms.

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