

1. Record Nr.	UNINA9910137775303321
Titolo	Sylvan : czasopismo miesieczne dla leników i wacicieli ziemskich // organ Galic. Towarzystwa Lesnego [[electronic resource]]
Pubbl/distr/stampa	Lwów, : Nakadem Galicyjskiego Towarzystwa Lenego
Descrizione fisica	1 online resource
Disciplina	634.9
Soggetti	Forests and forestry Forests and forestry - Poland TIMBER FORESTRY RESEARCH POLAND Electronic journals. Periodicals. Poland
Lingua di pubblicazione	Polacco
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed

2. Record Nr.	UNINA9910720070903321
Titolo	Contemporary Issues in Foreign Language Education : Festschrift in Honour of Anna Michoska-Stadnik // edited by Magorzata Baran-ucarz, Anna Czura, Magorzata Jedynak, Anna Klimas, Agata Sowik-Krogulec
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2023
ISBN	9783031286551 9783031286544
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (298 pages)
Collana	English Language Education, , 2213-6975 ; ; 32
Disciplina	418.0071
Soggetti	Language and languages - Study and teaching Language acquisition Sociolinguistics Language Education Language Teaching and Learning Language Acquisition and Development
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Chapter 1 : Introduction -- Part I: Focus on the teacher -- Chapter 2: Conflict prevention and management in language education -- Chapter 3: Reflexivity-Becoming: Lessons from reflective tasks -- Chapter 4: Verbal and nonverbal teacher affectivity in an EFL classroom: A pre-service teachers' perspective -- Chapter 5: Teacher identity (re) construction in the process of EFL teacher education -- Chapter 6: Teacher feedback to writing of secondary school learners of English in the Polish classroom context -- Chapter 7: Exploring teacher engagement on the example of Polish FL teachers -- Chapter 8: The challenge of implementing CLIL in the Polish EFL educational context -- Part II: Focus on the learner -- Chapter 9: Current issues in FL learning and teaching in the context of the visually impaired learners -- Chapter 10: Fostering learner autonomy and intercultural learning through face-to-face mobility and Virtual Exchange – PluriMobil

resources -- Chapter 11: Investigating the link between L2 WtC, learner engagement and selected aspects of the classroom context -- Chapter 12: Dynamic relationships between lexical frequency levels in English L2 writing at secondary school - a learner corpus analysis -- Chapter 13: Empirical verification of the relationship between personality traits and EFL attainments -- Chapter 14: Language anxiety of older adults in an online and in-class EFL course: Results of a pilot study -- Chapter 15: Digital language learning strategies subject to change or not – post pandemic reflections -- Chapter 16: Lights and shadows of studying online: University students' perspective.s and self-perceived FL attainment.

Sommario/riassunto

This edited volume offers an insightful theoretical conceptualization of issues central to 21st century foreign language learning and teaching. Drawing on research results obtained in the fields of pedagogy, social psychology and sociology of education, this book provides a comprehensive practical exploration of issues experienced by researchers in Poland and in Europe, and which can easily find far-reaching implications in other educational contexts. Part I, Focus on the Teacher, includes seven texts discussing topics relevant to teacher initial and in-service education, as well as the functioning of foreign language instructors in educational systems. The eight contributions included in Part II, Focus on the Learner, explore learner-internal and learner-external factors that affect the effectiveness of the language learning process. The exploration of key contemporary topics and the wide range of methodologies applied make this book of high relevance to Second Language Acquisition scholars, teacher educators, teachers, and language education policy makers.
