

Subject card

Subject name and code	Fostering Autonomy in Foreign Language Learning, PG_00213183						
Field of study	Applied Linguistics						
Date of commencement of studies	October 2027		Academic year of realisation of subject		2027/2028		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		English English with some elements of Polish		
Semester of study	2		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Grzegorz Grzegorzczuk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		20.0	52
Subject objectives	- To familiarise students with theories of learner autonomy (including those of Holec, Little and Benson) and models of self-regulated foreign language learning, delivered through lectures. - To develop students' ability to diagnose foreign language learning styles and strategies using diagnostic tools, delivered through practical classes. - To develop students' ability to design tools that support learner autonomy (an educational contract and a language portfolio) and to provide a sound rationale for their choice of learning strategies. - To develop students' competence in inspiring learners to engage in autonomous learning activities.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	LSMU2_U03	The student explains and classifies theories of learner autonomy (Holec, Little, Benson) and models of self-regulated language learning.	[SU4] test/exam - oral or written
	LSMU2_K02	The student develops a learning contract and a language portfolio plan to support a learner's independent study.	[SK3] text preparation/written work
	LSMU2_W05	The student assesses a learner's learning style and strategies, and provides a sound rationale for selecting tools to support learner autonomy.	[SW3] text preparation/written work
	LSMU2_U07	The student presents a tool designed to support learner autonomy and explains how it can motivate a learner to work independently.	[SU2] presentation/project/paper/report
Subject contents	• Introduction to the concept of learner autonomy in foreign language education: its origins and definitions (materials in Polish and English). • Theories of learner autonomy (Holec, Little, Benson). • Models of self-regulation and metacognition in foreign language learning. • The role of the teacher/tutor in supporting learner autonomy and the ethics of a supportive relationship. • Diagnosing learning styles and strategies (questionnaires and interviews): practical workshop. • The educational contract as a tool for supporting learner autonomy: design. • Language portfolio: design and rationale for the selection of learning strategies.Presentation and evaluation of tools developed to support learner autonomy.		
Prerequisites and co-requisites	There are no formal prerequisites. A minimum C1 level of English is recommended to enable students to work with subject-specific literature. Prior completion of <i>Language Teaching Methodology</i> (semester 2) is recommended.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	test	51.0%	50.0%
	written assignment	51.0%	25.0%
	presentation	51.0%	25.0%
Recommended reading	Basic literature	• Little, D., Dam, L., Legenhausen, L. (2017), <i>Language Learner Autonomy: Theory, Practice and Research</i>, Bristol: Multilingual Matters. • Pawlak, M. (2021), <i>Strategie uczenia się i posługiwania się językiem obcym</i>, Poznań: Wydawnictwo Naukowe UAM. • Benson, P. (2013), <i>Teaching and Researching Autonomy in Language Learning</i> (2nd ed.), Abingdon: Routledge.	
	Supplementary literature	• Michońska-Stadnik, A. (2013), <i>Rozwój dydaktycznej świadomości language learner autonomy</i>, Wrocław: ATUT. • Wilczyńska, W., Michońska-Stadnik, A. (2020), <i>Metodologia badań glottodydaktycznych</i>, Kraków: Avalon	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Assessing one's own learning style using a selected questionnaire and developing an educational contract based on the results; designing a language portfolio and justifying the selection of learning strategies; giving a brief presentation (approximately 10 minutes) of the tool developed, in English or Polish, and explaining how it can motivate a learner to work independently.		
Work placement	Not applicable		

Document generated electronically. Does not require a seal or signature.