Preliminaries

- Foreword by Carmel Mary Coonan
- Preface and acknowledgements by Marcella Menegale
- Notes on the 2019 edition
- Introduction by Marcella Menegale

Section One: Researching Language Learner Autonomy

- **Chapter 1:** Lienhard Legenhausen: *Researching autonomous language learning: Issues and some findings*
- **Chapter 2:** Donna Clarke: *Exploring autonomous learning*: *A teacher's experience and learners' perceptions*
- **Chapter 3:** Irina Minakova: *Action research based on fostering learner autonomy principles in English classes of the Czech secondary school*
- **Chapter 4:** Luc Geiller: *Turning input into intake: Autonomous reading and its impact on writing*
- **Chapter 5:** Hideo Kojima: *Developing autonomy in EFL learning and teaching: A portfolio program under collaborative and reflective supervision*

Section Two: Language Learner Autonomy in the Curriculum

- **Chapter 6:** Leni Dam: *Developing learner autonomy: From theory to classroom practice*
- **Chapter 7:** Anna Uhl Chamot: *Developing autonomous language learners: The roles of learning strategies and differentiated instruction*
- **Chapter 8:** Luciano Mariani: *Intercultural communication strategies for learner autonomy*
- **Chapter 9:** Naghamana Ali: *Learner autonomy in a multicultural Middle Eastern context: A curricular interpretation*

Section Three: Tools for Self-reflection in Language Learner Autonomy

- **Chapter 10:** David Little: *Tools to develop learner autonomy: A Vygotskian perspective on the language learning process*
- **Chapter 11:** Fabrizia Del Vecchio: *Scaffolding autonomous competence in the ESP tertiary classroom: An analysis of learners' perceived effects*
- **Chapter 12:** Andrés Canga Alonso: *Students' portfolios to foster autonomy in translation learning*
- **Chapter 13:** Luisa Bozzo: *Developing advanced language learners' autonomy in blended learning*
- **Chapter 14:** Christine Tiefenthal: *Feedback, evaluation and grading in the autonomous foreign language classroom. An overview based on a teacher's experiences*

Section Four: Connecting In and Out-of-Class Language Learner Autonomy

- **Chapter 15:** Tanya McCarthy: *Re-defining the learning space: Advising tools in the classroom*
- **Chapter 16:** Marcella Menegale: *A study on knowledge transfer between in and out-of-school language learning*
- **Chapter 17:** Annamaria Cacchione: *Smart (and autonomous) as a phone? Mobile language learning testbed through two trials within the European SIMOLA project*