



paragraph Second paragraph Second paragraph Second paragraph  
Second paragraph Second paragraph Second paragraph Second  
paragraph Second paragraph Second paragraph Second paragraph  
Second paragraph Second paragraph Second paragraph Second  
paragraph Second paragraph Second paragraph (Smith 2012: 45).

Third paragraph Third paragraph Third paragraph Third paragraph  
Third paragraph Third paragraph (Krawiec 2016: 34). Third paragraph  
Third paragraph Third paragraph Third paragraph (Taylor 2002: 213).  
Third paragraph Third paragraph Third paragraph Third paragraph  
Third paragraph Third paragraph Third paragraph Third paragraph  
(Smith 2012: 57).

As Smith (2012: 61) notes, ...

## **2. Section title**

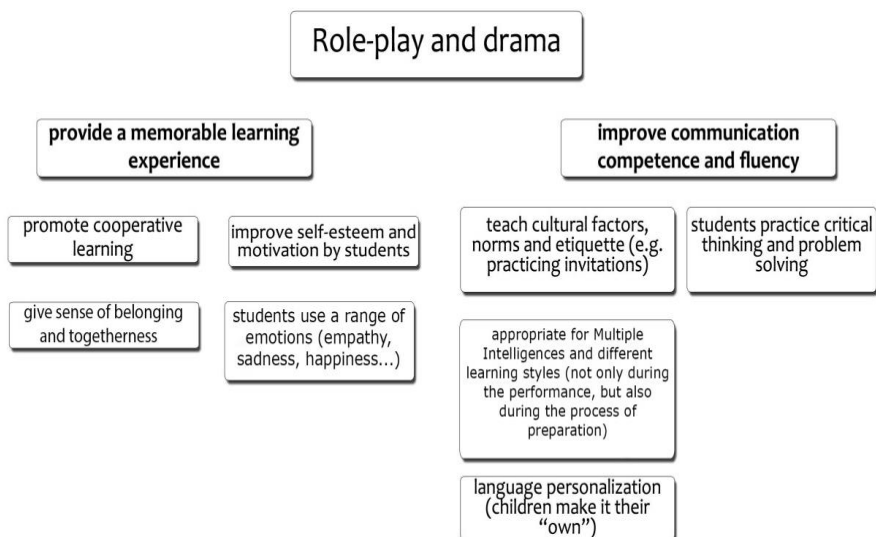
First paragraph First paragraph First paragraph First paragraph First  
paragraph First paragraph First paragraph First paragraph First  
paragraph First First paragraph First paragraph First paragraph First  
paragraph First First paragraph First paragraph First paragraph First  
paragraph First First paragraph First paragraph First paragraph First  
paragraph First First paragraph First paragraph First paragraph First  
paragraph First First paragraph First paragraph First paragraph First  
paragraph First.

Second paragraph Second paragraph Second paragraph Second  
paragraph Second paragraph Second paragraph Second paragraph  
Second paragraph Second paragraph Second paragraph Second  
paragraph Second paragraph Second paragraph Second paragraph  
Second paragraph Second paragraph Second paragraph Second  
paragraph Second paragraph Second paragraph Second paragraph  
Second paragraph Second paragraph Second paragraph Second  
paragraph Second paragraph Second paragraph Second paragraph  
Second paragraph Second paragraph Second paragraph Second  
paragraph Second paragraph Second paragraph (Smith 2012: 45-47).

## **3. Section title**

First paragraph First paragraph First paragraph First paragraph First  
paragraph First paragraph First paragraph First paragraph First





**HIGH QUALITY FIGURES WILL BE ACCEPTED**

*Figure 1: Benefits of using role-play and drama in the EFL preschool classroom (Zero 2014: 12).*

Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
 Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
 Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
 Paragraph

*Table 1: Teachers' perceptions of two types of action research (Wiśniewska 2011: 267-271).*

**HIGH QUALITY TABLES WILL BE ACCEPTED**

INDIVIDUAL ACTION RESEARCH	COLLABORATIVE ACTION RESEARCH
<p><b>Advantages:</b>                      It helps to reflect upon one's teaching.                      It helps to become autonomous.                      It focuses on students and their needs.                      It gives great satisfaction.                      You can find out how theory works in practice.                      You learn more about students and teaching.</p>	<p><b>Advantages:</b>                      It provides an opportunity to share ideas.                      Identifying problems and looking for solutions with other teachers.                      It is easier to plan and analyse data than individual AR.                      Cooperation and support.                      More ideas and solutions.</p>





Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph

Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph  
Paragraph Paragraph Paragraph Paragraph Paragraph Paragraph

### Bibliography

- Benson, Phil. 2000. Autonomy as a learners' and teachers' right. In: Barbara Sinclair, Ian McGrath, Terry Lamb (eds.), *Learner Autonomy, Teacher Autonomy: Future Directions*. Harlow: Pearson Education Limited, 111-117.
- Bourdieu, Pierre. 1986. The forms of capital. In: John Richardson (ed.), *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood, 241-258.
- Breen, Michael P., Sarah J. Mann. 1997. Shooting arrows at the sun: Perspectives on a pedagogy for autonomy. In: Phil Benson, Peter Voller (eds.), *Autonomy and Independence in Language Learning*. Harlow: Longman, 132-149.
- Byram, Michael, Bella Gribkova, Hugh Starkey. 2002. *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Strasbourg: Council of Europe.

- Freeman, Donald. 2002. The hidden side of the work: Teacher knowledge and learning to teach: A perspective from north American educational research on teacher education in English language teaching. *Language Teaching* 35 (1), 1-13.
- Gebhard, Jerry G., Robert Oprandy (eds.). 1999. *Language Teaching Awareness: A Guide to Exploring Beliefs and Practices*. Cambridge: Cambridge University Press.
- Harrison, Jennifer. 2012. Professional learning and the reflective practitioner. In: Sue Dymoke (ed.), *Reflective Teaching and Learning in the Secondary School*. London: Sage, 6-46.
- Krawiec, Marek. 2012. A virtual tour of EFL students to the world of art – theoretical and practical implications. In: Marek Krawiec (ed.). *Od języka do kultury, literatury, sztuki i mediów*. Wałbrzych: DTP Service, 89-101.
- Mróz, Jan. 2009. Społeczno-kulturowe uwarunkowania tożsamości szkoły – wczoraj, dziś i jutro. In: Krystyna Chałas (ed.), *Kreowanie tożsamości szkoły. Tom 2. Konteksty historyczne, społeczno-kulturowe, edukacyjne*. Lublin: Wydawnictwo KUL, 119-136.
- Puppel, Stanisław. 2009. Remarks on the sustainability of natural languages in the cultural-institutional perspective. In: Stanisław Puppel, Marta Bogusławska-Tafelska (eds.), *New Pathways in Linguistics. Vol. II*. Olsztyn: Instytut Neofilologii UWM, 275-286.
- Schwartz, Seth. 2001. The evolution of eriksonian and neo-eriksonian identity theory and research: A review and integration. *Identity: An International Journal of Theory and Research* 1 (1), 7-58.
- Taack Lanier, Judith. 1997. Redefining the role of the teacher: It's a multifaceted profession. <http://www.edutopia.org/defining-role-teacher> (date of access: 10<sup>th</sup> March 2013).
- Turner, Ralph. 1960. Sponsored and contest mobility and the school system. *American Sociological Review*, Vol. 25, No. 6 (Dec., 1960), 855-867.
- Wiśniewska, Danuta. 2011. Individually or collaboratively? – Action research from EFL teachers' perspective. In: Camilla Badstubner-Kizik (ed.), *Linguistik anwenden. Posener Beiträge zur Angewandten Linguistik Band 1*. Frankfurt am Main: Peter Lang, 261-274.



**Full name** (Academic Degree) – author’s biographical note 7-10 lines  
author’s biographical note 7-10 lines author’s biographical note 7-10  
lines author’s biographical note 7-10 lines author’s biographical note 7-  
10 lines author’s biographical note 7-10 lines author’s biographical  
note 7-10 lines author’s biographical note 7-10 lines author’s  
biographical note 7-10 lines author’s biographical note 7-10 lines  
author’s biographical note 7-10 lines author’s biographical note 7-10  
lines author’s biographical note 7-10 lines author’s biographical note 7-  
10 lines author’s biographical note 7-10 lines author’s biographical  
note 7-10 lines