**The foreign language teacher trainees´ attitudes towards a digitally-supported independent language learning environment**

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An independent language learning environment (ILLE) marks the learning environment that encourages students´ learning autonomy since it allows them more control over their own learning. In practical terms, ILLE gives students freedom of choice in determining their learning objectives and the ways and tools they will use to achieve those objectives. In the context of foreign language learning, the instructor aims to create a multimodal integrative environment that encourages meaningful collaborative learning, direct interactions with peer students and a wide range of supportive resources. The paper focuses on a resource-based approach to ILLE and presents the results of the survey conducted among future teachers of English at three universities (Czech Republic, Slovakia and Poland). The students evaluated the effectiveness and practicality of various digital tools for ILLE (e.g. virtual tutors, conversational robots, online translators, text generators, audio-textbooks, video lectures with subtitles, etc.). Special attention is paid to the integrative potential of ILLE and the ways it supports the integration of students with special educational needs into mainstream educational processes.