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Language Learner Autonomy

Theory, Practice and Research

This is the first book on language learner autonomy to combine comprehensive accounts of classroom practice with empirical and case-study research and a wide-ranging engagement with applied linguistic and pedagogical theory. It provides a detailed description of an autonomy classroom in action, focusing on Danish mixed-ability learners of English at lower secondary level, and reports the findings of a longitudinal research project that explored the learning achievement over four years of one class in the same Danish school. It also presents two learner case studies to show that the autonomy classroom responds to the challenges of differentiation and inclusion, and two institutional case studies that illustrate the power of autonomous learning to support the social inclusion of adult refugees and the educational inclusion of immigrant children. The concluding chapter offers some reflections on teacher education for language learner autonomy. Each chapter ends with discussion points and suggestions for further reading.

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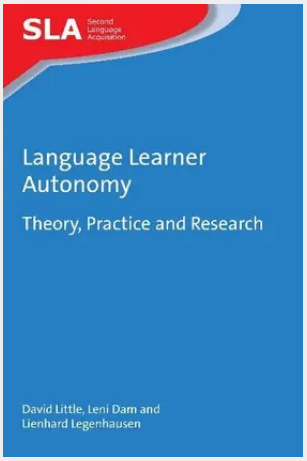

57,30 €
57,30 € (zzgl. MwSt.)

Lieferfrist: bis zu 10 Tage

Artikelnummer: 9781783098583
Medium: Buch
ISBN: 978-1-78309-858-3
Verlag: Multilingual Matters
Erscheinungstermin: 01.09.2017
Sprache(n): Englisch
Auflage: Erscheinungsjahr 2017
Produktform: Kartoniert
Gewicht: 430 g
Seiten: 266
Format (B x H): 156 x 234 mm

Kundenservice Verlag Dr. Otto Schmidt KG
Neumannstraße 10, 40235 Düsseldorf | kundenservice@otto-schmidt.de | 0221-93738-997 (Inland)