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Challenges in Teacher Development: Learner Autonomy and Intercultural Competence

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Book synopsis

No one graduating from school can any longer have the illusion to have completed her or his learning career, nor to live in a monocultural society. Quite on the contrary, learning will be the major business of the professional future of anyone who now leaves school. Moreover, the multicultural nature of current societies constitutes an additional major dimension of any person’s life and requires growth in intercultural competence along the lifespan. This is a book, in which various pathways toward the development of teacher competencies in promoting learner autonomy and intercultural competence are discussed. It focuses on the potential of action research, self-reflection, constructive learning and self-report activities for teacher development, offering a number of more theoretically oriented chapters on teacher beliefs, intercultural competence, learner autonomy, action research and eLearning. It also documents a number of case studies in which teacher educators have tried to support teachers in exploring and, possibly, developing their own attitudes and beliefs regarding learner autonomy and intercultural competence, and regarding ways to promote learner autonomy and foster intercultural competence amongst their students and in themselves as professionals in teaching.

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About the author(s)/editor(s)

The Editor: Manuel Jiménez Raya is a Senior Lecturer at the University of Granada where he lectures on second language acquisition and foreign language teaching methodology. His research interests focus on learner autonomy, learning strategies, and teacher education. He has published several articles and co-authored several books on various aspects of foreign language teaching methodology.
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