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This volume explores the challenges involved in facilitating student learning of second languages at university level. Easy access to information and communication technologies inside and outside the classroom, alongside an increasing tendency for students to play an active role in shaping their own learning, are having a significant impact on second language learning and teaching in the twenty-first century. Although several recent publications have focused on technologies in education and student-centred learning, there has been very little previous research into how second languages are learnt within universities. This book aims to support teachers of second languages in higher education by setting out practical ideas that can be implemented in everyday contexts, as well as ensuring that pedagogical practice is underpinned by relevant theoretical frameworks.



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Editorial Review

About the Author

Rosario Hernández is a senior lecturer in the School of Languages and Literatures at University College Dublin, where she teaches Spanish and second language studies. Her research interests include second language teaching and learning, assessment of student learning and the professional development of teachers. Paul Rankin has been teaching Spanish language and literature at university level for fifteen years, most recently at University College Dublin. His research interests lie primarily in translation studies, with a secondary focus on problem-based learning (PBL) in language learning.

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