

1. Record Nr.	UNINA9910910492703321
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Titolo	Innovation in Language Learning and Teaching : The Case of England, Northern Ireland, Scotland, and Wales / / edited by Sin Wang Chong, Hayo Reinders
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2024
ISBN	9783031662416 3031662415
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (346 pages)
Collana	New Language Learning and Teaching Environments, , 2946-2940
Altri autori (Persone)	ReindersHayo
Disciplina	418.00710941
Soggetti	Language and languages - Study and teaching Education and state Education - Curricula Language Teaching and Learning Language Education Education Policy Curriculum Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1- Introduction -- Part I: England -- Chapter 2 - Course design through innovation and iteration: developing a flipped and blended EAP course to outlast the pandemic. - Chapter 3: Sustainable language programme design and management at a widening participation university -- Chapter 4 - Through the lens of culture: The transformative value of a Content and Language Intercultural Learning approach in England -- Part II: Northern Ireland -- Chapter 5 - The evaluation of the Young Persons' Stepping-Stone Programme, a pilot ESOL 16+ course for newcomers in Northern Ireland -- Chapter 6 - Content and Language Integrated Learning: A Comparative Study in Northern Ireland. - Chapter 7 - Developing the pedagogical rationale for teaching local languages to young language learners: A case study of teaching and learning Chinese language and culture in a Scottish primary school. - Chapter 8 -Student perceptions of the effectiveness

of technology enhanced learning in blended learning contexts during the COVID-19 pandemic. - Chapter 9 - Assessing doctorateness in the professional doctorate portfolio for language practitioners: from publishability to impact -- Chapter 10 - To test or not to test? Assessing the English proficiency of international applicants to a Scottish university with reference to educational background -- Part IV: Wales. -Chapter 11 - Teaching Teaching: Challenges and Opportunities in the MFL Classroom -- Chapter 12 - Explicit teaching of English morphology and etymology: Innovative solutions to developing children's word decoding and comprehension skills in Wales . - Chapter 13 - Language education for people seeking asylum in Wales: A Nation of Sanctuary approach . - Conclusion: Chapter 14 - Innovating language education in partnership: The less-treaded path.

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## Sommario/riassunto

This book investigates the ways in which new developments in areas of language teaching practice, such as policy-making, planning, methodology and the use of educational technology are locally adopted, adapted, and initiated and implemented in the four nations of the United Kingdom: England, Northern Ireland, Scotland, and Wales. By looking at the drivers, stakeholders, obstacles, and affordances in particular regional contexts, it is possible to gain a deeper insight into the ways in which change processes occur. This will help anyone involved in language development, from curriculum reform to materials development, and from programme evaluation to the setting of assessment standards. The chapters in this book cover all aspects of language education in England, Northern Ireland, Scotland, and Wales, from the primary to tertiary levels in both private and public settings, as well as innovations at local, regional and national levels. The book will be of particular interest to those involved in managing change in language education that attempts to mediate between global trends and local needs. Sin Wang Chong is Director of Impact and Innovation at the International Education Institute, University of St Andrews, UK. Concurrently, he is Professor, Head of Evidence Synthesis, and Chair of Research Ethics at the National Institute of Teaching in England. He founded and co-directs TESOLgraphics to facilitate research-practice partnership. Hayo Reinders is TESOL Professor and Director of Research at Anaheim University, USA and Professor of Applied Linguistics at KMUTT in Thailand. He founded the Institute for Teacher Leadership to empower teachers and learners with research and leadership skills .

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