

Innovation In Language Teaching And Learning Hku

This reader provides both theoretical perspectives and practical tools for analysing and understanding how ELT classroom curricula can be analysed, developed and evaluated. The commissioned and classic texts place curriculum change in a philosophical framework and also explore the political and institutional considerations. A series of case studies are provided to highlight both the role of the teacher in curriculum innovation and various processes of planning and implementation. The final section deals with evaluating curriculum and syllabus change.

This book reignites discussion on the importance of collaboration and innovation in language education. The pivotal difference highlighted in this volume is the concept of team learning through collaborative relationships such as team teaching. It explores ways in which team learning happens in ELT environments and what emerges from these explorations is a more robust concept of team learning in language education. Coupled with this deeper understanding, the value of participant research is emphasised by defining the notion of 'team' to include all participants in the educational experience. Authors in this volume position practice ahead of theory as they struggle to make sense of the complex phenomena of language teaching and learning. The focus of this book is on the nexus between ELT theory and practice as viewed through the lens of collaboration. The volume aims to add to the current knowledge base in order to bridge the theory-practice gap regarding collaboration for innovation in language classrooms.

As technological innovation continues to affect language pedagogy, there is an increasing demand for information, exemplars, analysis and guidance. This edited volume focuses on international perspectives in Computer-Assisted Language Learning (CALL) in all of its forms, including Technology Enhanced Language Learning, Network-Based Language Learning, Information and Communication Technologies for Language Learning.

Technology use has become increasingly popular in education. Due to cultural influences and access issues, advances in digital teaching and learning in Chinese education have been slow; however, certain regions have been able to successfully integrate technology into their curriculum and instruction techniques. Digital Transformation and Innovation in Chinese Education is an essential reference source featuring the latest scholarly research on utilizing technology in Chinese learning and instruction, and it provides insights to classroom transformations within the context of Chinese culture. Including coverage on a broad range of topics and perspectives such as MOOCs, blended learning, and e-learning, this publication is ideally designed for academicians, researchers, and students seeking current research on technological innovation in Chinese education.

The Innovative Language Pedagogy Report presents new and emerging approaches to language teaching, learning, and

assessment in school, further education, and higher education settings. Researchers and practitioners provide 22 research-informed, short articles on their chosen pedagogy, with examples and resources. The report is jargon-free, written in a readable format, and covers, among others, gamification, open badges, comparative judgement, translanguaging, translation, learning without a teacher, and dialogue facilitation. It also includes technologies such as chatbots, augmented reality, automatic speech recognition, digital corpora, and LMOOCs, as well as pedagogical innovations around virtual exchange, digital storytelling, technology-facilitated oral homework, and TeachMeets. Language teaching approaches, methods and procedures are constantly undergoing reassessment. New ideas keep emerging as the growing complexity of the means of communication and the opportunities created by technology put language skills to new uses. In addition, the political, social and economic impact of globalisation, the new demands of the labour market that result from it, the pursuit of competitiveness, the challenges of intercultural communication and the diversification of culture have opened new perspectives on the central role that foreign languages have come to play in the development of contemporary societies. This book provides an insight into the latest developments in the field and discusses the new trends in foreign language teaching in four major areas, namely methods and approaches, teacher training, innovation in the classroom, and evaluation and assessment.

Computer-based technologies can enhance language learning and help students embrace the complexities of an additional language. Due to rapid technological changes, innovative teaching approaches and strategies are necessary in order to successfully integrate new technologies within language teaching. Explorations of Language Teaching and Learning with Computational Assistance provides cutting-edge research which evaluates, improves, and applies effective pedagogy in the fields of computer-assisted language learning (CALL) and foreign language learning. It expands on the principles, theories, design, and implementation of computer-assisted language learning programs.

"Innovations and Challenges in Language Learning Motivation provides a cutting-edge perspective on the latest challenges and innovations in language learning motivation, incorporating numerous examples and cases in mainstream psychology and in the field of second language acquisition. Drawing on over three decades of research experience as well as an extensive review of the latest psychological and SLA literature, Dèornyei provides an accessible overview of these cutting-edge areas and covers novel topics that have not yet been addressed in L2 motivation research, such as: fundamental theoretical questions such as mental time travel, ego depletion, psychological momentum and passion, and how the temporal dimension of motivation can be made consistent with a learner attribute; key challenges concerning the notion of L2 motivation, ranging from issues about the nature of motivation (e.g. trait, state or a process?) and questions surrounding unconscious versus conscious motivation, the motivational capacity of vision, and long-term motivation and

persistence; highly practical classroom-specific challenges such as how technological advances could be better integrated in teachers' repertoires of motivational strategies. This distinctive book from one of the key voices in the field will be essential reading for students in the field of TESOL and Applied Linguistics, as well as language teachers and teacher educators"--

This innovative, much-needed book shares powerful wisdom and practical strategies to help language teachers, teacher educators and peace educators communicate peace, contribute to peace and weave peacebuilding into classrooms and daily life. The clear, six-part Language of Peace Approach underlies more than 50 creative activities that can promote peacebuilding competence in secondary and post-secondary students, current and prospective educators and community members outside of academia. Chapters span the spectrum from cross-cultural peace education to the positive psychology of peace, from nonverbal peace language to transformative language teaching for peace, and from the needs of language learners to the needs of language educators. The book makes a unique and valuable contribution to the discussion of how we can live together peacefully in a changing world.

An overview of the theory and practice of instituting change in language education programs.

This book uses fifteen grounded research projects to explore innovative self-reflexive approaches to autonomy in language education. It emphasizes the multi-voiced and contradictory complexity of pursuing autonomy in language education and includes commentary chapters to help readers engage with key issues emerging from the research.

A book for the curious and passionate 21st century language teachers and teacher trainers. Tired of reading about the wonders of technology enhanced project-based learning but not knowing where to seek inspiration to start to adopt this teaching approach? A team of in-service teachers, teacher trainers, pre-service teachers and researchers have worked together to present a simple, engaging and practical book to offer fellow education professionals stimulating ideas for their teaching practice. Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century offers: Inspiring classroom projects and innovative teaching experiences. A compilation of digital tools and resources for the foreign language classroom. Pioneering proposals to open up the classroom doors. Problem-solving and inquiry-based tasks that promote team work. Honest reflections from practitioners on their classroom practices. This book includes accessible examples of teacher-led classroom research small-scale studies. calls for teachers to do research in their classrooms. personal accounts on the importance of school internships for pre-service teachers. This book is an invitation for practicing teachers and teacher trainers to be creative and to develop learning skills, literacy skills and life skills. Are you ready to become an innovative 21st century educator?

This edited collection presents a study of innovation in teaching, learning, assessment and teacher development practices in the Middle East and North Africa (MENA). The thirteen research-based chapters in this collection examine recent innovations in English language teaching, drawing on classroom, administrative and learning experiences from seven of the countries in the region. The major trends analyzed across the volume include the language skills of reading and writing and the prevalence of

technology and technology-enhanced instruction. It highlights that innovative teaching, learning and assessment practices that are now in place in virtually all levels of English language teaching and learning from primary school to university to adult education sectors, and reflects on possible ways forward for innovation in the field of ELT. This book will provide valuable insight for scholars of applied linguistics and practitioners working in language policy,

This volume focuses on innovative approaches to teaching foreign language courses offered to non-language degree students. It includes essays related to the innovative use of ICTs, new developments in methodology, approaches to course and materials design, and the contribution of language theory to foreign language teaching. As the book brings together researchers and practitioners working in a variety of contexts, it provides detailed insight into ways the same challenges are dealt with in different educational environments. The ideas and experiences analysed in this collection of essays will appeal to anyone interested in the current trends in foreign language teaching and learning, particularly educationalists. The best practices in FLT that the book offers will be a source of inspiration for in-service teachers and course designers, while the theoretical backgrounds provided in each chapter will be valuable to pre-service teachers and stimulating to researchers.

This book examines a wide range of innovations in language learning and teaching in Japan. Each of the chapters describes the impetus for a change or new development in a particular context, from early childhood to adult learning, details its implementation and provides an evaluation of its success. In doing so, they provide a comprehensive overview of best practice in innovating language education from teaching practice in formal classroom settings, to self-directed learning beyond the classroom, and offer recommendations to enhance language education in Japan and beyond. The book will be of interest to scholars of applied linguistics and language development, and in particular to those involved in managing change in language education that attempts to mediate between global trends and local needs.

English language teaching methods and language learning styles have changed dramatically over the past decade in Asia and the surrounding regions. Huge efforts are being made by teachers from the K-12 system, as well as at the tertiary level, to move away from the traditional Grammar-Translation Method towards more communicative approaches to teaching and learning, including the use of project – and task-based learning and technology-enhanced language learning, just to name a few of the more frequently used methodologies. In this book, the authors shed light on the changes in ELT in Asia and the region over the past 10 years or so as seen in the wider context of language policy, which puts greater value on the acquisition of English and the new directions in learner-centered classrooms which encourage student autonomy and voice and place students as active decision-makers in the learning process. With the title of “Departing from Tradition: Innovations in English Language Teaching and Learning”, this book showcases some of the innovations in ELT that are currently happening in this rapidly growing field. Given the growing importance of English and the enormous energy and enthusiasm in the region for learning the language in both formal and informal contexts, ELT will continue to flourish. This volume will offer insights into the tremendous changes that have been made in secondary and university English language classrooms across the region.

This book offers an accessible overview of the emerging trends in the domain of English language teaching across India. The book concentrates primarily on language pedagogical techniques followed in different classroom environments, technological advancements to add innovation to the existing classroom, and various case studies.

Innovations and Challenges in Grammar traces the history of common understandings of what grammar is and where it came from to demonstrate how 'rules' are anything but fixed and immutable. In doing so, it deconstructs the notion of 'correctness' to show how grammar changes over time thereby exposing the social and historical forces that mould and change usage. The questions that this book grapples with are: Can we separate grammar from the other features of the language system and get a handle on it as an independent entity? Why should there be strikingly different notions and models of grammar? Are they (in)compatible? Which one or ones fit(s) best the needs of applied linguists if we assume that applied linguists address real-world problems through the lens of language? And which one(s) could make most sense to non-specialists? If grammar is not a fixed entity but a set of usage norms in constant flux, how can we persuade other professionals and the general public that this is a positive observation rather than a threat to civilised behaviour? This book draws upon both historical and modern grammars from across the globe to provide a multi-layered picture of world grammar. It will be useful to teachers and researchers of English as a first and second language, though the inclusion of examples from and occasional references to other languages (French, Spanish, Malay, Swedish, Russian, Welsh, Burmese, Japanese) is intended to broaden the appeal to teachers and researchers of other languages. It will be of use to final-year undergraduate, postgraduate and doctoral students as well as secondary and tertiary level teachers and researchers in applied linguistics, second language acquisition and grammar pedagogy.

The Routledge Handbook of Heritage Language Education provides the rapidly growing and globalizing field of heritage language (HL) education with a cohesive overview of HL programs and practices relating to language maintenance and development, setting the stage for future work in the field. Driving this effort is the belief that if research and pedagogical advances in the HL field are to have the greatest impact, HL programs need to become firmly rooted in educational systems. Against a background of cultural and linguistic diversity that characterizes the twenty-first century, the volume outlines key issues in the design and implementation of HL programs across a range of educational sectors, institutional settings, sociolinguistic conditions, and geographical locations, specifically: North and Latin America, Europe, Israel, Australia, New Zealand, Japan, and Cambodia. All levels of schooling are included as the teaching of the following languages are discussed: Albanian, Arabic, Armenian (Eastern and Western), Bengali, Brazilian Portuguese, Chinese, Czech, French, Hindi-Urdu, Japanese, Khmer, Korean, Pasifika languages, Persian, Russian, Spanish, Turkish, Vietnamese, and Yiddish. These discussions contribute to the development and establishment of HL instructional

paradigms through the experiences of “actors on the ground” as they respond to local conditions, instantiate current research and pedagogical findings, and seek solutions that are workable from an organizational standpoint. The Routledge Handbook of Heritage Language Education is an ideal resource for researchers and graduate students interested in heritage language education at home or abroad.

This book introduces a new framework for analyzing second language (L2) learners’ written texts. The authors conducted a major study on changes and differences in English L2 learners’ writing performance to advance understanding of the nature of L2 writing development over time, in relation to L2 instruction and testing, and to offer a model that professionals and researchers can use in their own longitudinal and cross-sectional studies of L2 writing development. Grounded in research, data, theory, and technology, this will be a welcome how-to for language test developers, scholars, and graduate students of (L2) writing and assessment.

This book investigates the ways in which new developments in areas of language teaching practice, such as policymaking, planning, methodology and the use of educational technology spread globally and are adopted, rejected or adapted locally.

Assessing English Language Proficiency in U.S. K–12 Schools offers comprehensive background information about the generation of standards-based, English language proficiency (ELP) assessments used in U.S. K–12 school settings. The chapters in this book address a variety of key issues involved in the development and use of those assessments: defining an ELP construct driven by new academic content and ELP standards, using technology for K–12 ELP assessments, addressing the needs of various English learner (EL) students taking the assessments, connecting assessment with teaching and learning, and substantiating validity claims. Each chapter also contains suggestions for future research that will contribute to the next generation of K–12 ELP assessments and improve policies and practices in the use of the assessments. This book is intended to be a useful resource for researchers, graduate students, test developers, practitioners, and policymakers who are interested in learning more about large-scale, standards-based ELP assessments for K–12 EL students.

This book presents a critical analysis and investigation of current developments and debates in the use of information technology (IT) in English language teaching (ELT) internationally. The first section of the book provides an overview of the key issues in IT and innovation in English language education such as the complex nature of IT and its use in ELT, both in the present and future, and the often problematic nature of innovation in relation to IT and ELT. It focuses primarily on the level of programs and curricula, looking at the way organizations and educational systems in different countries respond to the so-called “IT imperative.” The second section adopts a more overtly social constructivist

perspective to explore examples of innovative practice in IT use in ELT around the world. It tackles issues arising from classroom implementation and pedagogy, looking at the way learners and teachers can and do use IT in their everyday practice. The final section investigates the problems of building a community of professional practice in IT in English language education. It focuses on the level of professional development and teacher education and in doing so, demonstrates how the implementation of IT in schools and classrooms can be enhanced through taking into account key aspects of teachers' existing contexts and professional practices. Throughout the book, the contributors adopt a constructive but critical perspective on the use of IT in English language education, often challenging its role in developing learner autonomy, its effectiveness in developing language learning and its capacity to enhance pedagogic practice in the language teaching classroom, at the same time suggesting effective models and guidelines for good practice.

Managing Evaluation and Innovation in Language Teaching focuses on the connections to be made between evaluation and change in language education with a specific focus on English Language Teaching. The book demonstrates the central importance of evaluation in relation to language projects and programmes, the management of change and innovation, and in improving language teacher development. The introductory chapter provides an overview of the present trends in evaluation as well as offering examples of recent evaluation projects. Subsequent chapters identify contemporary issues in evaluation and their relevance to language teaching, covering a number of cultural and ethnographic studies in evaluation management in different world-wide contexts, as well as drawing insights from other related disciplines. The editors seek to draw attention to the possibilities of inter-disciplinary exchange to inform the reader of current practice, and highlight emerging issues in the expanding field of evaluation in language teaching, especially in ELT. The contemporary nature of the studies presented here will be relevant to both post graduate students following language education programmes as well as to professionals involved in language teaching. It will be of particular interest to those involved in the management of innovation and the evaluation of projects and programmes, such as curriculum developers, Director of Studies, and professionals with a special responsibility for bringing about change in language teaching contexts.

The present volume collects papers from InnoConf19, which took place at the University of Southampton on the 28th of June 2019. The theme of the conference was 'Treasuring languages: innovative and creative approaches in HE'. The contributions collected in this peer-reviewed volume aim to reflect on best practice in higher education. They showcase innovative approaches to support the multiple skills needed in our society whilst fighting a decline in students wanting to learn languages. The short papers selected for this volume display examples of innovative curriculum design;

enhancement of critical thinking, creative skills, and intercultural awareness; the use of digital tools and technology-enhanced learning, employability, innovative assessment, and collaborative and independent learning. We believe this volume will be of use to language teachers and practitioners in higher education and beyond.

Questions about what to teach and how best to teach it are what drive professional practice in the English language classroom. Innovation and change in English language education addresses these key questions so that teachers are able to understand and manage change to organise teaching and learning more effectively. The book provides an accessible introduction to current theory and research in innovation and change in ELT and shows how these understandings have been applied to the practical concerns of the curriculum and the classroom. In specially commissioned chapters written by experts in the field, the volume sets out the key issues in innovation and change and shows how these relate to actual practice offers a guide to innovation and change in key areas grounded in research relates theory to practice through the use of illustrative case studies and examples brings together the very best scholarship in TESOL and language education from around the world This book will be of interest to upper undergraduate and graduate students in applied linguistics, language education and TESOL as well as pre-service and in-service teachers, teacher educators, researchers and administrators keen to create and manage teaching and learning more effectively.

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

The second volume in this series of papers dedicated to innovative language teaching and learning at university focuses on enhancing employability. Throughout the book, which includes a selection of 14 peer-reviewed and edited short papers, authors share good practices drawing on research; reflect on their experience to promote student engagement, inclusivity, and collaboration; and foster a successful learning environment while developing employability skills.

Whatever the language – or the subject we teach – there are a number of skills, behaviours, attributes and attitudes which staff and students should be aware of in order to enhance teaching and learning so as to maximise student potential and their employability prospects.

Professional development of educators is a complex process through which teachers strive continuously for pedagogical improvement. In that sense, professional growth benefits learners and teachers while also promoting the quality of the schools, colleges, and academic departments where it takes place. Innovative Professional Development Methods and Strategies for STEM Education is an authoritative publication featuring the latest scholarly research on a wide range of professional advancement topics in STEM education with special emphasis on content, process, implementation, and impact, as well as on the implications for teachers, educators, and administrators. Highlighting comprehensive research across a broad scope of relevant issues including, but not limited to, teacher training, development models, and the implementation of leadership practices, this book is a seminal reference source for STEM professionals working in schools, colleges, and various science and mathematics departments at secondary and post-secondary institutions.

This volume sheds light on Creativity and Innovation in Language Education as key issues for the development of personal, professional and social competences and aims at highlighting the relevance of such concepts which education at any level, in any sector and at any time should continuously stimulate and enhance. The prefaces and the interrelated sections explore the concept of creativity linked with issues such as cultures and language use, language teaching, business settings, technology. This is carried out following theoretical and practical perspectives which integrate with each other. The volume is published in a historical moment in Europe in which the European Commission is celebrating the 10th Anniversary of the Barcelona Agreement (2002-2012), which emphasized the importance of learning two languages in addition to the mother tongue. The volume reflects on strategies for achieving these objectives, while underlining the belief that creativity is a skill which needs to be identified, stimulated and nurtured for the benefit of the entire society.

Rethinking Languages Education assembles innovative research from experts in the fields of sociocultural theory, applied linguistics and education. The contributors interrogate innovative and recent thinking and broach controversies about the

theoretical and practical considerations that underpin the implementation of effective Languages pedagogy in twenty-first-century classrooms. Crucially, *Rethinking Languages Education* explores established understandings about language, culture and education to provide a more comprehensive and flexible understanding of Languages education that responds to local classrooms impacted by global and transnational change, and the politics of language, culture and identity. *Rethinking Languages Education* focuses on questions about ways that we can develop farsighted and successful Languages education for diverse students in globalised contexts. The response to these questions is multi-layered, and takes into account the complex interactions between policy, curriculum and practice, as well as their contention and implementation. In doing so, this book addresses and integrates innovative perspectives of contemporary theory and pedagogy for Languages, TESOL and EAL/D education. It includes diverse discussions around practice, and addresses issues of the dominance of prestige Languages programs for 'minority' and 'heritage' languages, as well as discussing controversies about the current provision of English and Languages programs around the world.

Measuring innovation in education and understanding how it works is essential to improve the quality of the education sector. Monitoring systematically how pedagogical practices evolve would considerably increase the international education knowledge base. We need to examine whether, and how ...

Heritage language (HL) education has as its primary aims to help learners regain, develop, or maintain their HL while gaining deeper understanding of their cultural heritage. The topic has gained traction in recent years, as the interest in bilingual education and the numbers of people speaking English as a second language have grown. Teachers play a vital role in advancing HL learning (HLL). This edited volume presents them with the knowledge and tools necessary to overcome common obstacles in HLL based on cutting-edge research. In twelve chapters, contributors address the various types of challenges faced in trying to transfer research findings into new teaching approaches and encourages teacher innovation. Part I reviews fundamental issues in curricular, teacher, and program development, while Part II addresses pedagogical strategies, techniques, and approaches. The book seeks to answer questions such as, What are the best ways to help HLL acquire language for use in professional settings? How should HL learners' skills be assessed? How should new HL programs be designed? How do we define HL learners? How do we prepare teachers to meet their needs? While many HLL books focus on Spanish, information on multiple languages is included in this book.

A seminal work in the field, this book shows how transformative education can be applied to world language programs.

This book investigates new English language policies and initiatives which have been introduced and implemented across Argentina, Brazil, Chile, Colombia, Ecuador, Uruguay and Venezuela. Chapters are organized around three themes. Chapters in the first section critically examine newly-implemented English language policies, as well as factors that contribute to and prevent the implementation of such policies. Chapters in the second section describe and analyze current teacher preparation and teacher development initiatives, in addition to the challenges and opportunities associated with such initiatives. Finally, the third section features school- and classroom-based research designed to investigate the status of English language teaching and the implementation of innovative programs. All authors have a first-hand

understanding of the South American context and draw on references and resources which originate beyond Inner Circle countries. The book showcases examples of innovation and success in a variety of complex contexts and will serve as a starting point for researchers, as well as being of interest to students, policymakers and stakeholders.

This book evaluates the origins of processes of change in language teaching in China, and the factors influencing their success. Examining diverse experiences and drawing on the perspectives of academics from the top institutions in the country, the authors analyse the complex interplay between global and local influences on language policies. Encouraging discussion of the significant education reforms that have taken place in China in recent years, this work will be of interest to students and scholars of language education, English as a Second Language and applied linguistics.

How do great educators bring about real change to make a difference in students' lives? In this first volume of the Routledge Great Educators Series, 10 of education's most inspiring thought-leaders come together to share their top suggestions you need right now to innovate in your school or classroom. You will gain fresh insights and practical strategies on these essential topics: Personalizing professional learning (Jeffrey Zoul) Promoting a positive school culture (Todd Whitaker) Improving our hiring practices (Jimmy Casas) Designing spaces that maximize learning (Thomas C. Murray) Empowering students in their learning and assessments (Starr Sackstein) Flipping the classroom to reach each student (Kirk Humphreys) Positioning libraries as learning hubs (Shannon McClintock Miller) Helping others embrace technology changes (Katrina Keene) Developing personal, not just professional, skills (Dwight Carter) Embracing each student's passions and strengths (LaVonna Roth) Filled with inspiring stories throughout, the book will leave you feeling motivated to take risks and try new things in your own school or classroom. As the authors say, if we want to make a real difference, it's not enough to do the things we do better; we must also do new and better things!

Teachers of Chinese as a foreign language in many international contexts are searching for pedagogic solutions to promote effective learning. Models of innovative and successful approaches are urgently needed. This volume presents a collection of compelling and empirically rich research studies that showcases innovative developments in the practice of teaching Chinese as a foreign language. The studies focus on three interrelated areas: learners, teachers, and applications of new technologies. Specifically, the studies explore methods for fostering learner-centred classrooms, autonomous learners, intercultural learning, the role of teacher views and identities, the nature of a 'middle ground' approach, and technologies that accommodate the unique aspects of the Chinese language, with new options for mobile and interactive learners. Providing both inspiration and practical models for language practitioners and researchers, it offers a vital resource for teachers' professional development, and for pre-service teacher education.

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