

Roleplay as Tool in Teacher Education: Making Policy and Curricula Come Alive

By Professor Francis M. Hult

Teachers are on the front lines of educational language policy and planning (LPP). Without training in conceptual tools for reflection and engagement, there is a risk that educators become uncritical implementers of top-down government initiatives. As contemporary LPP research has shown, well-trained teachers have the potential to act as active agents in policy processes. A key consideration in teacher education, then, is to guide pre-service educators towards an understanding of LPP principles and how those principles can be applied in practice. In this talk, I present a project that draws upon roleplay to engage pre-service English teachers with language policy. Roleplay, as imaginative by nature, allows participants to take on new positions and navigate real-world challenges. As such, it has the potential to make otherwise abstract ideas in policy and curricular documents concrete and clearly connected to practice. I describe here the design of the project and its implementation as part of an educational sociolinguistics course for pre-service English teachers. The outcomes of the project, documented through reflective journaling, show that pre-service teachers gained an appreciation for policy-practice connections as well as the complexities of interpreting policy documents with colleagues.

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Francis M. Hult works at the crossroads of education, sociolinguistics, and discourse studies. He is known for his discourse analytic research about the sociopolitics of national language policies, language teacher engagement with educational policies, and the visual use of language in multilingual communities. Professor Hult has lectured widely on these topics in Asia, Europe, and North America. He is currently a professor at the Jönköping University School of Education and Communication as well as director of studies for English at Lund University where he also coordinates the English teacher education program. His recent books include *Research Methods in Language Policy and Planning* (with Johnson) and *Language Policy and Language Acquisition Planning* (with Siiner and Kupisch).