Research Spotlight

TESOL is strongly committed to research as a way to improve professional knowledge and inform classroom practice. TESOL’s Research Professional Council (RPC) created the following sessions, which are led by experienced researchers. Anyone interested in research is encouraged to attend. Find abstracts for these sessions in the program book under the date and time for each session. All events listed here are located in the McCormick Place Convention Center.

Tuesday, 1:00 pm–5:00 pm
Ticketed Event

Research Mentoring Workshop for Novice Researchers
Designed to support novice researchers in their approach to research, a team of the Research Professional Council and two invited speakers will address different aspects of research design and TESOL Research Agenda. Participants discuss research issues and their experience with the support of the International Research Foundation (TIRF).

Lucilla Lopriore, Roma Tre University, Italy
Fares Karam, University of Nevada, USA
John Rogers, University of Hong Kong, Hong Kong
Lottie Baker, The George Washington University, USA
Deena Boraie, The American University in Cairo, Egypt
Kathleen Bailey, Middlebury Institute of International Studies, USA

Wednesday, 3:00 pm–4:45 pm
E260 (Lakeside)

Research and Practice: More Than Meets the Eye
The Research Professional Council’s aim is to highlight the relationship between research and practice, too often taken for granted but seldom unveiled. Four groups of researchers and practitioners present and discuss their collaboration and the lessons learnt on both sides as well as the implications for research and education.

Lucilla Lopriore, Roma Tre University, Italy
Peter De Costa, Michigan State University, USA
Meg Gebhard, University of Massachusetts, Amherst, USA
Margaret Hawkins, University of Massachusetts-Amherst, USA
Paula Golombek, University of Florida, USA
**Integrating Language and Content: Training ESL, EFL, and CLIL Teachers**

*Content Area: Teacher Training*

This panel explores how educators in four countries train preservice and in-service teachers to integrate language and content within different program models: sheltered instruction (ESL/SIOP), content-based EFL, and content and language integrated learning (CLIL). Panelists present methods and research findings. Discussion compares designs, examines challenges, and offers tips.

**Baburhan Uzum**, Sam Houston State University, USA  
**Lucilla Lopriore**, Roma Tre University, Italy  
**Lourdes Rey Paba**, Universidad del Norte, Colombia  
**Deborah Short**, Academic Language Research & Training, USA  
**Gabriela Kleckova**, University of West Bohemia, Czech Republic

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**Sustaining Dialogues About the Knowledge-Base of Language Teacher Education**

*Content Area: Teacher Training*

Returning to dialogues about reconceptualizing the knowledge-base of LTE, the presenters addresses how the landscape of ELT and LTE has changed over the past 20 years and what a new framework for the knowledge-base of LTE needs to address for an increasingly diverse, mobile, and globalized world.

**Karen Johnson**, Pennsylvania State University, USA  
**Donald Freeman**, University of Michigan, USA  
**Megan Madigan Peercy**, University of Maryland, USA  
**Judy Sharkey**, University of New Hampshire, USA  
**Russell Cross**, University of Melbourne, Australia  
**Paula Golombek**, University of Florida, USA  
**Lucilla Lopriore**, Roma Tre University, Italy
Redefining Classroom English Competence

Content Area: Teacher Training

Building teachers’ capacity to use English to deliver English language instruction is a challenge faced by national education ministries worldwide. This session examines an online approach implemented successfully in 24 countries. The presenters and panel members representing several countries discuss the challenges and successes of design and implementation.

Donald Freeman, University of Michigan, USA
Anne Katz, The New School, USA
Anne Burns, University of New South Wales, Australia
Deena Boraie, The American University in Cairo, Egypt
Lucilla Lopriore, Roma Tre University, Italy
Marguerite Ann Snow, California State University, Los Angeles, USA
Abdulrahman Al-furaih, Ministry of Education, Saudi Arabia
Pham Thi Hong Nhungh, Hue University of Foreign Languages, Viet Nam

Sustaining Dialogues Across TESOL: What We Know About Successful Conferences

Content Area: Personal and Professional Development

Meetings, conferences, and conventions are one means by which professions sustain dialogs. The nature of these events is changing, and the members of the TESOL Task Force on the Convention of the Future share their insights and lead attendee dialog about the assessing the elements of successful conferences

Mark Algren, University of Missouri, USA
Elena Andrei, Cleveland State University, USA
Lucilla Lopriore, Roma Tre University, Italy
Shelley Taylor, Western University, Canada
Lillian L.C. Wong, University of Hong Kong, Hong Kong