

## Featured Presentation

# Portraits of teaching and learning: Teachers using action research to support English learners

Saturday, November 4

10:00-10:45

Jefferson Room



Beverly Troiano

**Abstract:** As schools become more culturally and linguistically diverse, teacher education programs are incorporating ESL/bilingual endorsement coursework into pre-K through 12th grade licensure programs. This type of coursework is invaluable to all teachers and the students they serve. However, with the always-evolving nature of education and the increasingly diverse needs of students, teachers need the tools to be able to study their own practices, understand the specific needs of their English learners, and evaluate and transform their practices based on these needs. In this talk the presenter shows ways in which teachers have conducted action research in their classrooms to support of English learners. In particular, she shows how pre-K- through 12th grade teachers have used action research methods to study their efforts to implement bilingual and/or ESL instructional practices.

**Biography:** Dr. Beverly Troiano is an Assistant Professor in the Department of Education at Elmhurst College in Illinois. She developed and directs the undergraduate and graduate Teaching English Learners program, an ESL/bilingual endorsement program. Prior to joining the faculty at Elmhurst, she taught for over ten years in P-12th grade settings in Germany and Chicago. She taught German as a second language in Berlin. In Chicago, she taught all levels of ESL in Chicago Public Schools, including creating and coordinating a Newcomer Center for immigrants and refugees and creating and directing ESL programs in a community high school. For six years, she served as the project coordinator of Project LSciMAct (Transforming Literacy, Math, and Science through Action Research) at the University of Illinois at Chicago (UIC), where she earned her PhD in Curriculum & Instruction. Presently, she consults on Project ELMSA (English Learning through Math, Science, and Action Research) at UIC with K-8 in-service teachers on action research projects and curriculum development for English learners. Her research interests include teacher education and action research grounded in sociocultural theories of language and learning. She studies how in-service and preservice teachers use discourse analysis as an action research tool to reflect on their practice with English learners.

Sponsored by CoTESOL and the Teacher Education and Action Research SIG (Co-chairs: Lena Karabushin, Olivia Livneh)