INTRODUCTION AND HOW TO USE THIS BOOK

Because teaching English to speakers of other languages (TESOL) is an exciting and complex challenge, the realities of the classroom reach far beyond what can be presented in a typical teacher education program. Several years ago, we began noticing and discussing common situations and dilemmas that arise in the post-secondary ESOL classroom. We especially became interested in those issues that do not involve linguistic knowledge (i.e., phonology, morphology, syntax, semantics, or pragmatics) or other content typically covered in teacher education programs like pedagogy, basic classroom management, testing, or use of technology. We became interested in issues that go beyond the curriculum and, in contrast, are seldom presented systematically or in much depth in teacher education classes. Nonetheless, these issues affect instructors and their classrooms on a daily basis. How instructors handle them affects their success and effectiveness as educators and contributes to their feelings of self-worth.

The types of issues we are referring to are situations such as when a student gives a teacher a gift or asks for permission to submit a paper late or where a student exhibits suicidal behavior. These dilemmas are not limited to student-instructor interactions but include all the interactions among faculty, students, and administrators, both inside and outside the classroom. Colleagues and former students tell us of situations they were unprepared for and surprised by, dilemmas that they grappled with on an emotional and intellectual level.

Once we began noticing such dilemmas, we were surprised by their frequency and variety. In a given week, an instructor might be confronted with several dilemmas, some that had to be dealt with immediately and others that could be reflected on and discussed with colleagues and confidantes. This book features cases that confront ethical issues, a subject prevalent today in society and in education (e.g., Ethical Standards of the American Educational Research Association [AERA], 1992; Hafernik, Messerschmitt, & Vandrick, 2002; Johnston, 2003; NAFSA Code of Ethics, 1989; National Educators

Association [NEA] Code of Ethics, 1975). In this textbook, we view ethics and ethical practice broadly and do not confine it to codes of behavior; instead we link it to pedagogy, belief systems, and how members of a community treat each other. Although not interchangeable, other terms commonly used include *values* and *morals.*

In this book, we adopt Cohen's (2003) understanding of "right conduct" and his approach to ethics as problem solving. Cohen argues that "one way to understand right conduct is to imagine it on a continuum of etiquette-ethics-politics" (p. 20). He argues that the difference in each is a matter of scale, "that etiquette is small-scale ethics" (p. 48). Viewing ethics as problem solving, Cohen outlines his set of principles that he holds profoundly moral and upon which he operates.

> These values include honesty, kindness, compassion, generosity and fair-ness. I embrace actions that will increase the supply of human happiness, that will not contribute to human suffering, that are concordant with an egalitarian society, that will augment individual freedom, particularly freedom of thought and expression. (p. 10)

Cohen contends that all these values must be considered and that deciding upon a course of action requires "diplomacy among the competing principles" (p. 10).

Other cases included do not have a clear ethical dimension. However, even those that can be identified as non-ethical in nature tend to speak to social responsibility, professionalism, and humanity. Thus, cases allude to ethical aspects of issues throughout the book.

Our interest in these dilemmas and the issues they raise has continued to grow, along with our interest in how faculty members decide to address and respond to these situations. We also believe that faculty self-examination, reflection, and discussion of such dilemmas can help when issues do arise and, thus, can lead to reasoned and thoughtful action. Indeed, this is the premise on which we have based the book.

This book is an outgrowth of our interest in these often overlooked situations. It is meant to help novice, less experienced, and experienced faculty better understand their own values as well as the perspectives of others, within the context of the post-secondary and adult ESOL classroom in the United States.

Reflection Matters

The concept of reflection is central to this book: reflection on situations used as examples, on contexts, on diverse perspectives, on one's belief system, and on one's social responsibilities. Dewey (1910) defines *reflective thinking* as

> always more or less troublesome because it involves overcoming the inertia that inclines one to accept suggestions at their face value; it involves willingness to endure a condition of mental unrest and disturbance. Reflective thinking, in short, means judgment suspended during further inquiry; and suspense is likely to be somewhat painful. . . . To maintain the state of doubt and to carry on systematic and protracted inquiry—these are the essentials of thinking. (p. 13)

Dewey makes a distinction between action that is routine and action that is reflective, stating that reflective action "involves active, persistent and careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it leads" (cited in Zeichner & Liston, 1996, p. 9). He stresses the need for balance between routine action and thought and action (i.e., reflection). Integral to reflective action are three attitudes: (1) open mindedness—willingness to listen carefully and accept weaknesses of one's own and others' perspectives; (2) responsibility—careful consideration of the personal, academic, and social and political consequences of an action; and (3) wholeheartedness—willingness to examine one's own assumptions and beliefs and to approach all situations as learning situations (Dewey, cited in Zeichner & Liston, 1996, pp. 10–11).

Schön (1983) argues that reflective teaching helps individuals think about and make more conscious tacit knowledge; in this process, they can examine, criticize, and improve their knowledge and practice. He also stresses the importance for reflective educators to "frame and reframe problems in light of information gained from the settings in which they work" (p. 16). The disposition to reinterpret and reframe problems and experiences, Schön says, is an almost Zen-like "mindfulness" (p. 17). In fact, in Tremmel's classic article (1993) "Zen and the Art of Reflective Practice," he discusses Schön's idea of "reflection-in-action," with its emphasis on the present moment and the Zen concept of mindfulness, paying attention, and being in the present. Tremmel argues that paying attention is an important element in mindfulness and in reflective teaching. Tremmel notes that "Schön's notion of action focuses attention on the artistry of the practitioner in the present moment,

simultaneously doing and learning and coming to know" (p. 438). This creates a paradox in that there are no solutions or certain methods, so "the paradox is that of the practitioner acting as if she knew, but being willing not to know until she acts" (Tremmel, 1993, p. 438). Schön, like Dewey (1929/1960), cautions against the "quest for certainty."

Ideally, reflection and social responsibility go hand in hand. Strike (1993) notes that virtuous and caring individuals have the potential to make the best educators, but that "character is a product of years, not credit hours" (p. 107). Therefore, he argues that in teacher education we cannot build character, but we may be able to develop "some degree of dialogical competence in the public moral language" (p. 107). By this he means that we may be able to help individuals think critically, analyze, reflect, and articulate their reasoning in acceptable civic (public) discourse—language that Strike terms "public moral language." Cases with a focus on specific contexts help individuals critically focus on their experiences and values and consider the consequences of actions and decisions with a view toward acting responsibly and professionally.

Tensions, Problems, and Conflicts

This book uses the vehicle of cases to stimulate analysis, encourage reflection, and spark discussion of numerous neglected aspects of teaching. The cases presented serve as the catalyst for reflection by presenting dilemmas in academic settings that contain tensions, problems, or conflicts and that call for action and/or resolution. Distinctions among tensions, problems, and conflicts are blurred, often cultural, and always personal. Determining when a problem becomes or will become a conflict is difficult. This book draws on the literature of conflict and often uses the word *conflict* as shorthand for a continuum that ranges from minor tensions to outright hostilities.

Conflict is part of life and is a complex, socially constructed concept. Each of us defines a situation as a conflict or not based on our experiences, personalities, cultures, and various other factors. Conflicts occur on many levels, ranging from interpersonal and personal to national and international. Conflicts in school settings may be among students, students and faculty, faculty and faculty, faculty and supervisors, individuals and institutions, and so on. Lebaron and Pillay (2006) define conflict as

> a difference within a person or between two or more people that touches
> them in a significant way. We all constantly encounter differences within
> and between ourselves and others. Only those differences that we perceive

as challenges to something we believe in or need, or to some aspect of our
individual or shared identities, become conflicts. (p. 12)

Another definition of conflict by Perlow (2003) stresses that "conflict is
not by nature good or bad. Conflict simply means difference—difference of
opinion or interests" (p. 4).

In ESOL settings, and in the cases in this book, tensions, problems, and
conflicts are often influenced by culture. Thandis (2009) notes that "cultural
differences often cause miscommunications and conflict" (p. 18). Similarly,
Mike (2009) argues that "ignorance of cultural diversity, not cultural diversity
itself, is a source of disharmony and conflict in the global village" (p. 36).
Indeed, the cross-cultural nature of teaching ESOL sets it apart from other
instructional situations, providing numerous opportunities for miscommunica-
tion and misunderstanding and the dilemmas that go with them.

People are socialized to understand conflict in different ways. Lebaron
and Pillay (2006) argue that culture and conflict are inextricable and that
conflict occurs at three levels:

- the material level or the "what" of the conflict
- the symbolic level, the meaning of issues to the people involved,
  especially those meanings that resonate with peoples' identities,
  values, and worldviews
- and the relational level, or the dance among the parties, or the
  way in which conflict plays out (p. 19)

They argue that to resolve conflicts all three levels must be addressed and cul-
tural understanding increased. Cultural understanding, Pillay (2006) contends,
"begins with each of us committing to a process of increasing self-awareness,
curious observation, ongoing reflection, and dialogue with others" (p. 55).

In this book, readers are asked to commit to a process of reflection,
observation, and discussion: to become more aware of their own and others'
perspectives. To promote cultural understanding, readers are asked to learn
about other countries, cultures, and educational systems. Of course, each
country has many cultures, there is wide variation among individuals within
any given culture and country, and there is a danger of essentializing cultures,
countries, and peoples. The importance of faculty members understanding
each student and co-worker as an individual and each context as unique is
stressed in this book. For example, a student may fail to turn in homework or
a faculty colleague may be irritable or outright hostile for reasons unrelated
to school or work. While trying to understand each individual and his or her

perspective, learning about different cultures and countries can help place individual students and their perspectives within a broader cultural context. For example, knowing that certain educational systems foster different signs of respect for faculty or different student learning styles (e.g., Flaitz, 2003, 2006; Powell & Andersen, 1994; Reid, 1995) can help us understand students and their perspectives more fully while at the same time examining one's own perspectives. Increased cultural understanding can help prevent or resolve negative conflicts or turn them into constructive ones. Throughout his writings, Edward T. Hall called for promoting understanding of our own cultures and of the cultures of others. While we may never fully understand other cultures, Hall (1966) believes that being aware of the diversity of cultures can help us better understand our own culture and our own perspectives.

Tensions and conflict—whether they be interpersonal, intercultural, or cross-cultural—are daily occurrences. Ting-Toomey (1994) points out that intercultural conflicts often begin as miscommunication and that strategies for dealing with conflict may be influenced by culture and may vary from individual to individual. For example, what Perlow (2003) calls "silencing conflict" may be more common in some cultures and for specific individuals. In Asian cultures, students typically do not question the instructor or argue directly with classmates, whereas in other cultures questioning and arguing may be valued. In a work situation, a new employee may not tell a co-worker about the flaws he sees in a proposal for fear of disapproval or because he thinks that he cannot effect a change in the proposal. Perlow points out that once individuals silence themselves or are silenced, they are more reluctant to voice their views in the future. Perlow identifies this as the "silent spiral," which from Perlow's perspective—a Western one—is unhealthy for the individual. As a result, he or she may build up resentment of co-workers and lose interest in the project or job. This situation may ultimately be unhealthy for the organization.

Numerous books and articles, many for a popular audience, offer guidelines and methods for dealing with difficult people and situations and for handling conflict (e.g., Dana, 2001; Fisher & Ury, 1991; Scott, 2004). We offer a few general suggestions on page xvii for dealing with difficult situations whether they be minor annoyances, tensions, problems, or more extreme conflicts. These suggestions also constitute an approach we hope to foster in this book—a way of viewing situations and dilemmas using awareness, reflection, and dialogue. An overarching principle is to strive to be professional and humane in all our interactions with others.

1. Recognize that conflict (i.e., tensions and problems) is inevitable and simply a part of life.

2. Recognize that conflict can be constructive and is not always negative.

3. Recognize that individuals have different strategies for dealing with conflict, with some of these strategies influenced by culture, personality, and upbringing.

4. Cultivate self-awareness (e.g., of your feelings, perspectives, language, and behaviors).

5. Recognize that communication choices (i.e., verbal and nonverbal) are important. For example, in some cultures, refusing a request with a No threatens the face of others.

6. Cultivate awareness and understanding of others by listening without judgment and by creating an environment for open communication. Understand and respect the perspectives of others.

7. Help others save face.

8. Try to avoid taking others' comments and actions personally.

9. Recognize that with conflicts, people generally have strong feelings (such as anger, depression, and despair), and that, as Weisinger (1995) notes, it is often hard for an individual to hide emotions.

10. Recognize that the emotional state of an individual can be "caught" by others (what Weisinger, 1995, terms *emotional contagion* [p. 53]). "Emotional contagion" is especially important in group settings, so one must work to reduce and dissipate negative emotions. Often, this can be done simply by truly listening to others.

11. Recognize that an individual does not operate in a vacuum, but within a broader social context.

This last point highlights the interconnectedness of individuals, organizations, and societies. Ayers (2004) emphasizes the importance of the larger context and our interconnectedness when he writes that

> a just society creates the conditions for more of us to act more often in a moral way. . . . Everything good is not the simple result of individual virtue—there is also the matter of community ethics, of social ethics, the question of how we behave collectively, what our society assumes as normative and good. (p. 26)

Nonetheless, within the broader community, the individual is crucial to dealing with conflicts and in effecting change. Indeed, as educators, we believe that one person—an instructor—can make a difference, and we operate on that assumption each day. Educators, spiritual leaders, and activists all tell us we can change the world one person at a time (e.g., Clarke, 2003, 2007; Dalai Lama, 1999; Dalai Lama & Cutler, 2003; Freire, 1972). Each individual's actions matter.

Why Cases Are Useful

We were drawn to the issues presented in the cases in this book because of our experiences in the classroom; because of our interactions with colleagues, students, and supervisors; and because these issues are underrepresented in the TESOL literature. As we began to share our stories with others, colleagues and friends quickly related to our experiences and responded by telling us stories about dilemmas and conflicts in their own ESOL classrooms and academic institutions. Discussions of broad issues relating to conflict and culture in these contexts developed. We found stories to be powerful and an avenue into serious, frequently overlooked issues. Stories are compelling and help us make sense of our lives and work (e.g., Bruner, 1991). For all these reasons, cases are the core of this book, and we use them as a concrete way to deal with important educational issues.

Our belief in the value of using cases and stories is not unique. In fact, case methodology has a long history in law, medicine, business, and education. Christensen's two books (1981, 1987), presenting arguments for and guidance on using case methodology and actual cases for use, are perhaps best known, but there are those specific to education and TESOL (e.g., Egbert & Petrie, 2005). In addition to serving as instructional tools, case studies and personal narratives are used as qualitative research in fields such as anthropology, composition studies, and applied linguistics (e.g., Braine, 1999; Casanave & Schecter, 1997; Casanave & Vandrick, 2003; Yin, 2003, 2004).

No one case methodology exists; rather the pedagogical use of case studies takes many forms and can serve many purposes even within a single discipline. Similarly, the terminology also varies within and across fields. For the purpose of this book, we use the terms *case* and *case study* interchangeably to refer to a third person narrative of an event or sequence of events that is contextualized in time and place. In each case, human agency and intention are central. Our cases are based on true situations, but we have changed some details such as names and places. The cases are set in a variety of post-secondary ESOL settings in the United States, though many share similarities with other teaching situations. Each case, like situations that instructors encounter, is context-specific (i.e., local), complex, and multilayered. There is sometimes no right or easy answer to the dilemma presented.

Just as the definition of *case study* varies, so do the purposes for employing cases in teacher education and professional development. Cases have commonly been employed to teach (1) principles and theory, (2) precedents as practice, (3) morals or ethics, (4) strategies, dispositions, and habits of the mind, and (5) visions or images of the possible (Shulman, 1992, pp. 2–9). Whereas Shulman's classification of cases helps us explore their possible uses, the categories are not mutually exclusive; in fact, cases often can be used for multiple purposes.

The uses and advantages of using cases for professional development often overlap. In this book, cases serve as vehicles to address issues and situations that are underrepresented in the literature yet commonly encountered. Cases and stories are engaging and can be used to examine specific situations, important educational issues, and multiple perspectives. Cases present multiple levels of abstraction, promote the connection of theory with practice, lend themselves to the examination of literature in the field, and encourage personal and community reflection. Whereas teaching is a fundamentally cognitive act, a multitude of things go on in a classroom, many of which involve neither book knowledge nor intellectual approaches solely. Carter (1992) describes cases as "pedagogical puzzles." Kleinfeld (1992) argues that it is important to prepare teachers emotionally as well as intellectually for the kinds of situations they encounter in the classroom. Drawing on Dewey (1910), Zeichner and Liston (1996) emphasize that reflective action requires more than logic, problem-solving, and routine action when they say:

> When we reflect about students in our classrooms, we need to listen to and accept many sources of understanding. We need to utilize both our heads and our hearts, our reasoning capacities and our emotional insights. . . . In reflective action, in contrast to routine action, reason and emotion are engaged. (pp. 10–11)

Cases can provide such preparation for reflective action. Cases can never substitute for class observations, student teaching, practicum, or other professional experiences, but they provide identifiable experiences and snapshots of an instructor's work life.

Through critical thought and focused discussion of cases, individuals can create a discourse community where they can see, hear, and better understand others' perspectives, explore their own beliefs, analyze various approaches to a situation, and consider the consequences of various actions. Cases can help individuals be more open and mindful, can help them develop reasoning skills, and can help them begin to "think like a teacher."

With a focus on teaching professional ethics, Strike (1993) argues that examining case studies can develop skills in ethical reasoning, characterized as the ability to articulate moral reasoning in what he terms *public moral language*. He argues that gaining and improving such linguistic skills (what he terms *dialogical competence*) requires public forums dominated by ethical, not strategic, concerns. He also notes that although individuals may not initially articulate moral principles in examining a case, "they do recognize the importance of such considerations once they are pointed out" (p. 103) and can learn to analyze and articulate these considerations.

How to Use This Book

The primary perspective through which most of the cases in this book are presented is that of the classroom instructor yet, most cases also call for a wider perspective, involving views from students, administrators, institutions, and communities. Classroom instructors cannot operate in isolation but are connected to larger contexts. As Clarke (2007) says in describing an ecological perspective to teaching:

> In order to work effectively, the teacher-as-ecologist recognizes that the problems encountered on one level—the classroom, for example—are inextricably intertwined with elements of school policy and community politics. The ecologically minded activist realizes that problems are rarely solved at the level they are encountered. (p. 24)

Therefore, readers are encouraged to think about the broader perspectives in each case, and we have included some cases that explicitly involve an administrative perspective.

The cases are independent and can be read in any order; however, they are loosely ordered, beginning with classroom concerns and then progressing

into concerns that move beyond the classroom into the larger world of students, colleagues, institutions, communities, and society. The cases typically introduce multiple issues, and the same or related issues may appear in several cases.

Cases present situations at the post-secondary level, including Intensive English Programs (IEPs), university-level instruction for matriculated students, community college programs, proprietary programs, and adult education classes. At first it may seem that these situations differ dramatically. In an IEP, students are generally full-time, either preparing to enter a degree program in a U.S. institution or studying English for professional or personal reasons. Students in these programs are generally in the United States on F-2 student visas and are well educated in their native languages. In addition, they may be more privileged (i.e., from upper middle- or upper-class families). This student profile also fits many of the matriculated students in undergraduate and graduate programs at U.S. universities who take English courses while they begin their degree programs. These are all full-time students whose main focus and obligation is studying. On the other hand, students enrolled in community colleges and adult courses tend to be immigrants or refugees who generally hold down one or two jobs and have family obligations. Unlike international students, they may have few opportunities to practice English outside of class and seldom have the same amount of time and energy to devote to learning English.

Despite these general differences, there are obvious connections among the situations that offer insight into the complexity of the teaching task. All of the students in these programs are adults who want to improve their English to better their circumstances, whether that entails getting a better job, understanding a child's English-speaking doctor, or getting a post-doctoral fellowship. In addition, all students are coping with a new environment, even those who have been in the country for several years. They bring very different cultural behaviors and expectations to the classroom. Moreover, many of us teach and work in these various environments at different points in our careers and often at the same time, for example, teaching classes at an IEP during the day and then teaching night classes at the local adult school.

These cases are based on our experiences and on stories we have heard from colleagues in post-secondary and adult mixed-language teaching situations in the United States. (Names, places, and other identifying details have been changed.) Even though the cases are drawn from educational environments in the United States, this book could also be used in post-secondary and adult English situations in other English-speaking countries such as the United Kingdom, Ireland, Australia, Canada, and New Zealand, as well as in classrooms in non–English speaking countries.

The primary audience for this book is individuals in teacher education classes, especially the practicum class or a methodology course. It can also benefit novice and experienced ESL faculty, volunteers, and instructional aides and be used in pre-service and in-service workshops for these groups. Although individuals can work through the cases independently, the best use of the book is as a springboard for discussion, thus allowing participants to benefit and learn from each other's research, experience, and thinking. The cases lend themselves to either small- or large-group face-to-face discussion or online discussion.

Each case is described and features several related extensions. A Matrix of Cases, delineating each case, title, and related issues follows this introduction. The featured case is followed by Questions for Discussion that ask the reader to examine the case from each stakeholder's perspective, focusing on the specific context in which the situation occurs. The next section, Extending the Case, presents several shorter cases that address similar issues with slight variations. Questions for Further Reflection raise broader questions about the general topic of the case. These are intended to stimulate both reflection and discussion that place the cases in broader social and cultural contexts. Delving Deeper contains suggested activities that require readers to go beyond the text, gathering information and resources in order to explore issues in greater depth. A list of resources is included following each case section. These resources may be helpful in working with the suggested activities in the Delving Deeper section. Finally, the actual resolution to the featured case is given followed by a prompt for reader reflection on that resolution.

The Nature of Cases

In working with the cases, readers are asked to keep several premises in mind. First, there is seldom one solution to a case. Multiple possibilities often exist, all seemingly valid and arguably good. At other times, there is no good resolution to a given case, with each possible action having many negative and few positive outcomes. This becomes evident when the resolution to the featured case is given. Some were resolved in what would be a positive manner. Other resolutions seem to present questionable choices, given available options, and a few cases actually seem to pose the poorest resolution possible. Perhaps, for this reason, numerous cases remain enigmatic. Sometimes there was no satisfactory resolution to the dilemma, and the problem continued or was ignored.

Readers are encouraged to think critically about each case and to reflect on the situation and case and evaluate the resolution. Differences of opinion related to the resolution are possible.

Part of the reality of teaching is that there are situations where the best course of action is not clear. This is true for any type of teaching but is especially relevant for situations where students come from a variety of different cultures. Few of us are well-versed in the cultural and educational mores of each student in our classes or are able to know each student's experiences, personality, and unique situations. Occasionally, after we have dealt with a dilemma, we must acknowledge that we did not handle it well. If we have made an obvious error, we need to remedy it as quickly as we can. In that case, it can be helpful to discuss the incident with colleagues to learn from the experience and to gain insights that can benefit us as well as other instructors. If time allows for reflection and discussion with others before dealing with a dilemma, we may be able to resolve the situation to benefit everyone.

Second, there are few hard-and-fast rules that dictate what one should do in all situations. Handling educational dilemmas cannot be learned by applying a checklist or following a set of prescribed rules. Gathering more information and reflecting carefully on a situation is often the best way to approach a classroom problem or crisis, but sometimes decisions need to be made on the spot. For example, a situation in which a student walks into class drunk is quite different from one in which an instructor feels that a particular female student is not participating in class because her culture does not encourage women to speak out. The first example requires immediate action while the other allows and calls for fact-finding, discussion with others, and longer reflection. Some situations seem to have only one or two possible immediate resolutions, while others may present several possible paths of action.

Finally, the cases included in this book are uneven in nature. Some reflect a relatively minor incident that could likely be resolved with appropriate dialogue and small adjustments in behavior. Others are microcosms of much larger issues in the field. For example, in Case 11 (Classroom Visitors), and its extension about an instructor who frequently brings a dog to class, there are obvious human relations problems and issues to be resolved, but they can probably be worked out amicably. In contrast, Case 37 (Linguistic Competence) raises several serious issues within the profession, such as the question of who can claim to be a native speaker, the advantages and disadvantages of having a native speaker as an instructor, and the increasing reality of English as a world language. The unevenness of the cases simply reflects the realities of teaching.

Suggestions for Instructors and Facilitators

The cases in this book are designed to foster discussion. Discussions can occur face-to-face in large classroom situations, in small groups, in pairs, or online. With large groups, there is an advantage in dividing into small groups because several different cases can be studied simultaneously, with each small group then reporting back to the larger group. This allows for everyone to be exposed to and think about more cases. Online discussions can occur in either a synchronous or asynchronous mode. Such online work can also serve as preparation for later face-to-face discussions, thus creating a blended learning environment. In all of these modes, participants need to agree to certain ground rules. First, everyone is an equal participant whose ideas are to be carefully listened to and respected. Second, participants reserve judgment and are open to new ideas and points of view. Third, participants use the opportunity to reflect on their own personal value systems and how they shape their reactions to the case. Fourth, participants need to articulate their reasoning by using respectful and civil discourse, what Strike (1993) terms *ethical reasoning*, characterized as the ability to articulate moral reasoning. Ideally individuals bring both heart and mind to the discussion. Edge (2002) asserts that "we learn by speaking, by working to put our own thoughts together so that someone else can understand them" (p. 19). In speaking as in writing, the act of articulating our thoughts and reasoning helps us to clarify them and gain insights into our values. The process of examining, reflecting on, writing about, and discussing and thereby learning from the cases, is the goal. Less important is arriving at complete agreement about what action or resolution is appropriate. Indeed, participants may never agree on the best way to deal with a given situation.

Before outlining possible approaches to using the cases either online or in class, we provide a few suggestions for instructors and facilitators.

1. View the learning environment as a laboratory where you and your students gain knowledge and insight.

2. Build an open, safe environment where individuals trust each other and are respected.

3. Be open to uncertainty in yourself and in your students. Allow yourself and others space to explore ideas.

4. Be prepared with ideas, additional questions, and more, but be willing to drop your plans to follow uncharted routes and free-flowing discussion.

5. Listen to each other with your heart and mind.

6. Focus on learning from your students and encouraging them to learn from one another. Keep in mind Alfred North White-head's comment, "What is really essential in your develop-ment you must do for yourselves" (cited in Christensen, 1987, p. 5).

It is important to emphasize participant preparation because it is far too easy to merely say or write, "This is what I think," with little or no reflection on the issues at hand. Here we outline possible approaches to using these cases, beginning with pre-discussion work. We give consideration to the different types of readers using this book and their instructional contexts. Through use and experimentation, you may modify or find other approaches that meet the needs of your specific audiences. We list numerous possibilities and do not envision all of them being used for any particular case. Indeed, you may wish to only focus on the featured case or the accompanying other components. We encourage you to be creative and adventuresome in utilizing the book's cases and accompanying apparatus. These suggestions apply to a group setting such as a class or workshop, an online community, or a blended community with online and face-to-face components.

Pre-Discussion Work

1. Give participants time to think, study, and ponder a featured case.

2. In a group setting or online, participants can be given time to read the case and look over the questions, make notes, or write out longer answers to the questions. For example, participants could be assigned a featured case and come to class ready for discussion. If it is a workshop setting, participants can be given time to do this on the spot or beforehand.

Possibilities for Discussion of a Featured Case

1. In a group setting, ask participants to role-play the situation.

2. In a group setting or online, ask individuals to take on the persona of specific characters and explain their feelings, views, and actions from their persona's perspective.

3. In a group setting or online, divide individuals into small groups and assign each group a few of the discussion questions. Each group can then post or orally explain their responses to the larger group.

4. In online settings, individuals can be asked to respond to one or more postings by their colleagues so that there is a discussion.

5. Advise students not to look at the resolution to the featured case until all the work has been completed.

Possibilities for Extending the Case

1. Participants need time to read, study, and ponder the cases before discussing them. Participants should consider how the extended cases relate to the featured case.

2. Online or in group settings, groups or individuals can be assigned specific cases to present to the larger community (online or face-to-face). Others can then discuss the case.

3. Participants can be asked to respond to one or more cases in a written reflection. This reflection can be shared with others or simply submitted to the facilitator.

4. The cases can be role-played or individuals can take on the persona of different characters and explain their feelings and views.

Possibilities for Questions for Further Reflection

1. Facilitators, instructors, or individual readers can pick and choose which questions to focus on. The goal here is to place the issues in a broader context and increase understanding of the complexity of the issues.

2. Some of the same activities listed can be used. Individuals need to articulate their views and their reasoning online, in writing, or in face-to-face discussions. The interaction with others is important. These questions provide the opportunity to focus previous discussions and activities and place them in a larger context.

Possibilities for Using Delving Deeper

1. Keep in mind that these activities are designed to broaden readers' knowledge of the situations and help them revisit their earlier thoughts and reflections.

2. Initial work on these activities in most cases will need to be done outside the classroom or in group settings because they require research.

3. Online or in group settings, divide the activities among the participants, assigning specific groups to report back to the larger group.

4. Written group or individual reports may be assigned. With written work, the facilitator needs to give specific guidelines as to general format, length, and documentation form. For example, for an M.A. TESOL practicum class, the instructor may require that responses be double-spaced, be three to four pages, and be in APA format with a reference list. For less-structured situations, participants may be asked to simply give the author, title, and date of a specific reference.

5. In short workshops or informal situations, the facilitator may wish to bring in the necessary material or modify the activities to suit a given situation.

Resolution to the Case

To initiate readers' thoughts on the resolution, a small space after the resolution is provided where users can make notes about the implications of what did happen and/or list what they would have done. This makes the book a handy reference once teachers are practicing.

An additional activity to consider is having participants write their own cases based on their own experiences or based on interviews with practicing teachers. We suggest that individuals work through several of the cases before attempting to write their own. We also advise instructors and facilitators to provide guidelines for developing cases, including (1) basing the case on something that has actually happened; (2) avoiding real names; (3) not revealing a resolution; and (4) avoiding personal prejudices in the case.

Finally, while these suggestions assume that there is an instructor or a facilitator and groups of individuals who use this book together, this book and these suggestions can benefit individuals. We encourage individual readers to

form a discussion group that meets in person or online to informally discuss the cases in a less structured setting such as in the office, while commuting to work, or over lunch. We also encourage readers to connect the cases to their own experiences and knowledge, to consider writing their own stories, and to share their ideas with others.

This book explores the gray areas and dilemmas of teaching ESOL in post-secondary and adult contexts, largely in the United States. Although ethical issues are only one aspect of this book, Daniel Terris's (2005) argument is apropros: "By its nature, ethics resists completion and closure. Rules and codes and cases tend to reduce ethics to a checklist, rather than a process of self-examination that explores grey areas and intractable dilemmas" (p. 153). Exploring these gray areas and situations through cases will not necessarily bring closure to the issues, tensions, and conflicts that they raise, nor will it teach readers how to handle all dilemmas, tensions, and conflicts encountered in ESOL contexts. Grappling with these cases will, however, actively involve readers in the process of reflection and honest discussion, teach us about ourselves, broaden perspectives, and enhance our ability to handle dilemmas with thought, professionalism, and social responsibility.

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