
Introduction

The 21st century's multicultural and multilingual world has spurred the need for competent second language (L2) teachers in a range of K–12 and post-secondary contexts. L2 teachers have the immense responsibility of equipping future global citizens with the gift of communication in another language so they can voice their needs and ideas across linguistic and cultural boundaries.

Case-based pedagogy is an innovative sociocultural approach to second language teacher education, sometimes referred to as **SLTE** (pronounced like “slate”), that forces participants to grapple with exactly the kinds of dilemmas and decisions teachers confront every day. In doing so, it redefines the traditional educational dynamic in which the professor dispenses knowledge and students passively receive it. One key characteristic of case-based pedagogy is the case method, a teaching approach that consists of presenting students with a case that puts them in the role of a decision-maker facing a problem. In a case method classroom, the instructor and students are actively engaged in dissecting the information in order to explore the context, characters, issues, options, criteria, and solutions (Ellet, 2007).

With more than two decades of experience teaching language using the case-based method at Harvard University, we have productively continued to apply this approach in these settings:

- pre-service undergraduate and graduate ESL/TESOL/
Bilingual K–12 teacher licensure programs
- pre-service undergraduate and graduate Modern Foreign
Language and World Language K–12 licensure programs
- in-service professional development workshops with teachers
across content areas who are interested in supporting the
language needs of diverse learners
- in-service professional development workshops for those
in Modern Foreign Language and World Language
departments
- graduate TESOL education programs
- in-house faculty development in English for Academic
Purposes (EAP) and intensive English programs (IEPs)

This *Casebook* offers written representations of actual language classroom dilemmas from private, charter, and public schools in urban and suburban contexts. It also offers a range of language program designs at elementary, secondary, and tertiary levels: K–12 English as a second language (ESL)/bilingual education/sheltered English immersion (SEI); modern foreign language (MFL); and post-secondary EAP contexts.

This innovative casebook can be used successfully as a stand-alone text in the typical courses in language teacher preparation programs in schools of education, such as:

- Practicum or Student Teaching Seminars
- Methods of Teaching Modern Foreign Language, TESOL, and Bilingual Education courses
- Issues in Bilingualism
- Language and Literacy
- Sociolinguistics and Education
- Applied Linguistics
- ESL and SEI Endorsement
- Intercultural/Multicultural Education

The book can also be used as a supplementary text in any of these courses and as a resource in professional development programs for in-service language teachers in K–12 and post-secondary contexts.

Language teacher educators can use this text in their courses and workshops to build on and extend theoretical foundations, while making critical practical connections. All the cases are based on real-life dilemmas faced by practitioners in the field and have been informed by discussions with pre-service and in-service student teachers.

The 12 cases presented here cover a range of issues that practitioners are likely to face in their respective teaching contexts. All the cases deal with hot topics and trending issues that will resonate with readers. Most of the cases reflect authentic situations in K–12 language teaching, while a smaller number of post-secondary cases address key aspects of teaching academic English in the global higher education context. A primary criterion for selecting which cases would be included was alignment with national and state subject matter knowledge stan-

dards for language teachers. Although all the names of schools and individuals are pseudonyms, in some of the cases, readers will notice references to specific state and local regulations and policies. However, based on our teaching of this material, we are confident that the issues presented are generalizable.

The cases are accompanied by pre- and post-problem sets and in-class discussion questions. Each case is designed to promote specific language learning and teaching goals. Broadly defined, learning with cases involves an instructional and curricular blend of individual reflection and group analysis of authentic cases.

A Few Important Notes

One thing we would like to state up front: In some situations, readers may detect stereotypical thinking about culture, race, ethnicity, and socioeconomic conditions in the case apparatus. This is a conscious choice because our experience with case discussions shows that including such perspectives and attitudes **generates critical analysis of the real issues in contemporary multicultural and multilingual contexts**. In the same vein, rather than fueling stereotypes, the provocative—and sometimes extreme—language is **intended to hone readers' sensitivity to and awareness of the cross-cultural dimension of language teaching**.

In the spirit of the Harvard Business School case structure, the cases included are **not intended as exemplars of practice to be emulated or illustrations of existing theories**; instead, they are **problem-based narratives** that resist clear-cut answers or solutions and remain open-ended in order to stimulate further investigation and reflection. The narrative style is **purposefully neutral** and, at times, deliberately includes seemingly irrelevant information or redundant details, there to serve as distractors from the core issues. The goal is to **mimic the complexity of the classroom** where teachers confront a range of pedagogical and learning challenges, and the ensuing experience is one of being steeped like a teabag in a hot cup of reality where critical, real-time decisions depend on keen professional discernment.

Even though the use of the case method does not presuppose familiarity with key theoretical underpinnings in linguistics or second language education methods, we would encourage participants with limited formative training in these subjects to consult the recommended readings that accompany the online Commentary before reading each case. This will ensure richer and more informed discussion and analysis of the issues in the case.

The Commentary (available online) for each case outlines the specific objectives of each case and is designed to assist professors, professional development leaders, and anyone who teaches with the *Casebook*. The Commentary features:

- additional background information for the case
- overarching implications of the case in terms of teacher knowledge, praxis, and thinking
- specified language teaching and learning outcomes
- suggestions for best-practice instruction

Overall Structure of the Book

The case chapters are organized as follows:

Chapter 2 includes Elementary ESL/SEI/Bilingual Education cases with accompanying discussion questions and problem sets.

Chapter 3 covers Secondary ESL/SEI/TESOL cases with accompanying discussion questions and problem sets.

Chapter 4 includes Secondary Modern Foreign Language cases with accompanying discussion questions and problem sets.

Chapter 5 presents Post-Secondary English for Academic Purposes cases with accompanying discussion questions and problem sets.

Table 1.1 charts the primary pedagogical issues of each case for quick reference and to allow users to find a synthesis of the issues and objectives by case or setting.

Table I.1
Chart of Cases and Pedagogies

Case	Language Teaching Objectives	Other SLTE Objectives
Stoney Hill	<ul style="list-style-type: none"> ▪ Weave language and content objectives and shelter ESL instruction across content areas ▪ Meet rigorous content standards ▪ Make content meaningful, engaging, and relevant to learners to promote engagement ▪ Establish home-school connections to reinforce learning 	<ul style="list-style-type: none"> ▪ Stimulate curricular creativity in high-stakes testing environments ▪ Manage a multilevel classroom ▪ Embrace problem-solving orientations, including all stakeholders
Dean School	<ul style="list-style-type: none"> ▪ Support students' literacy development ▪ Integrate the four domains of language ▪ Build learner background knowledge ▪ Design varied and differentiated tasks ▪ Use appropriate supplementary materials ▪ Design effective lessons 	<ul style="list-style-type: none"> ▪ Develop culturally responsive curriculum
Hanlen School	<ul style="list-style-type: none"> ▪ Develop English learner support for emerging bilinguals/newcomers ▪ Teach tiered vocabulary ▪ Incorporate ongoing formative assessments 	<ul style="list-style-type: none"> ▪ Cultivate relationships with students' families ▪ Involve all specialists to distinguish between language and cognitive needs
Reddington High	<ul style="list-style-type: none"> ▪ Use best practices to promote reading comprehension ▪ Connect reading and writing tasks ▪ Differentiate instruction for varying reading proficiency levels 	<ul style="list-style-type: none"> ▪ Hone sensitivity to the sociocultural worlds and needs of multicultural, multilingual learners

Table I.1 (continued)
Chart of Cases and Pedagogies

Case	Language Teaching Objectives	Other SLTE Objectives
John Cassidy High	<ul style="list-style-type: none"> ▪ Contextualize grammar and vocabulary instruction ▪ Scaffold learning to make content accessible ▪ Encourage cooperative learning ▪ Adopt research-based approaches to vocabulary instruction 	<ul style="list-style-type: none"> ▪ Create a welcoming and inclusive learning environment ▪ Encourage teacher motivation and collaboration
Rose Hall High	<ul style="list-style-type: none"> ▪ Promote extrinsic and intrinsic motivation ▪ Contextualize language instruction ▪ Design task-based/project-based language lessons and follow up ▪ Encourage broad-based participation 	<ul style="list-style-type: none"> ▪ Consider the impact of sociocultural factors on academic success
Oxford High	<ul style="list-style-type: none"> ▪ Conform to ACTFL standards ▪ Contextualize grammar instruction ▪ Employ task-based and communicative approaches to language teaching ▪ Set rigorous standards for all students 	<ul style="list-style-type: none"> ▪ Avoid teacher burnout ▪ Encourage professional development ▪ Capitalize on teacher aids
Charles Watson High	<ul style="list-style-type: none"> ▪ Promote listening comprehension skills and sequence tasks productively ▪ Use technology effectively ▪ Incorporate authentic materials ▪ Bridge listening to speaking activities 	<ul style="list-style-type: none"> ▪ Develop higher-order thinking skills ▪ Vary instruction, content, and format

Table I.1 (continued)
Chart of Cases and Pedagogies

Case	Language Teaching Objectives	Other SLTE Objectives
Decartes Immersion School	<ul style="list-style-type: none"> ▪ Teach in a language immersion model ▪ Respond to the needs of heritage language learners ▪ Develop a differentiated, multicultural curriculum ▪ Scaffold speaking tasks ▪ Lower the learners' affective filter 	<ul style="list-style-type: none"> ▪ Consider theories of acculturation ▪ Engage in reflective practice
Morell Community College	<ul style="list-style-type: none"> ▪ Design explicit lesson plans, with clear purpose, goals, and tasks ▪ Provide scaffolding for the language component in an EAP context ▪ Balance receptive and productive skills ▪ Develop formative and summative assessment strategies 	<ul style="list-style-type: none"> ▪ Cultivate cross-cultural sensitivity among students ▪ Develop student autonomy and agency
Greenview University	<ul style="list-style-type: none"> ▪ Teach both disciplinary and linguistic knowledge ▪ Demystify and promote academic integrity ▪ Model and monitor the writing process ▪ Assess style in writing 	<ul style="list-style-type: none"> ▪ Clarify cultural notions of academic success ▪ Coordinate institutional goals and policies
Lakeborough College	<ul style="list-style-type: none"> ▪ Build academic literacies ▪ Practice critical thinking and analysis ▪ Model academic discourse moves ▪ Distinguish among subject, procedural, content, and language knowledge ▪ Select objective-driven teaching materials 	<ul style="list-style-type: none"> ▪ Extend teaching beyond the classroom ▪ Negotiate students' varied positions and opinions ▪ Encourage metalinguistic awareness