
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 who understand the need to create an inclusive classroom. 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. As classrooms grow increasingly diverse in K–12 and post-secondary settings, teachers need to consider inclusive practices to meet the demands of a range of learners, including culturally and linguistically diverse students, learners with trauma and anxiety, SLIFE (students with limited or interrupted formal education), newcomers and refugees, heritage language learners, and students with cognitive and physical disabilities.

This casebook is designed to broaden L2 teacher knowledge, thinking, and practice with regard to making language and learning accessible to **all** students. Language teachers are especially accountable for promoting socially just, inclusive, decolonizing, and multicultural pedagogical practices and curricula; at this critical juncture in history, this book is intended to raise language teachers' awareness of the importance of critically examining and reflecting on the intersectionality of language education and inclusive pedagogical practices from what Waitoller and Thorius (2016) refer to as a “cross-pollinated perspective.”

As presented in Gooden and Zlateva (2018), case-based pedagogy is an innovative sociocultural approach to second language teacher education (SLTE) 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 to explore the context, characters, issues, options, criteria, and solutions (Ellet, 2007).

With a cumulative experience of two decades teaching language using the case-based method at Harvard University and other universities, I have productively applied 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 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 Modern Foreign and World Language teachers
- graduate TESOL education programs
- in-house faculty development in English for Academic Purposes (EAP) and intensive English programs

This *Casebook* offers written representations of actual language classroom and inclusive education dilemmas from private, charter, and public schools, and 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); world language (WFL); 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 but can also be used in other disciplines such as Disabilities Studies and Special Education courses, as well as general teacher preparation courses:

- Practicum or Student Teaching Seminars for language educators
- Methods of Teaching Modern Foreign or World Languages, TESOL, and Bilingual Education courses
- Issues in Bilingualism
- Language and Literacy
- Sociolinguistics and Education
- Applied Linguistics
- ESL and SEI Endorsement
- Intercultural Education
- Special Education and Disability Studies

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 inclusive language teaching and learning 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, while a smaller number of post-secondary cases address key aspects of teaching academic English in the global higher education context. A primary selection criterion for the cases was alignment with national and state subject matter knowledge standards for language teachers. Even though 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. Based on my teaching and research, I am confident that the issues in the cases present topics that are generalizable.

A Few Important Notes

One important point I would like to make clear: In some situations, readers may detect stereotypical thinking and implicit bias about culture, race, ethnicity, ability, and socioeconomic conditions in the case apparatus. This is a conscious decision because my 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 in the narrative **is intended to hone sensitivity to the cross-cultural dimension of language teaching**. **It is imperative for the case facilitator to model inclusive teaching and establish ground rules for respectful, inclusive, and meaningful conversations as part of the initial introduction to case learning and as part of the pre-case discussion orientation process.**

In the spirit of the Harvard Business School case structure, **the cases here 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 to stimulate further investigation and reflection. The narrative style is **purposefully neutral** and, at times, deliberately includes seemingly irrelevant information or redundant detail that serve as distract-

tors 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.

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.

Even though the use of the case method does not presuppose familiarity with key theoretical underpinnings in linguistics or second language education methods, I would encourage participants with limited formative training in these subjects to consult the recommended readings that accompany the 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) provided for each case outlines the specific objectives of each case and is designed to assist professors, professional development leaders, as well as anyone who teaches with the *Casebook for Second Language Teacher Education* (Gooden & Zlateva, 2018). The Commentary features:

- additional background information on 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 Inclusive ESL/SEI/Bilingual Education cases with accompanying discussion questions and problem sets.

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

Chapter 4 includes Inclusive World Language Education cases with accompanying discussion questions and problem sets.

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

Table I.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. For highlights of other issues, teachers may refer to the online Commentary.

Table I.1
Chart of Cases and Pedagogies

Case	Language Teaching Objectives	Inclusive Teaching Objectives
Inclusive Elementary		
Mountain Ridge Elementary School	<ul style="list-style-type: none"> ▪ Support students' development of Basic Interpersonal Communications (BICS), or social language, to promote peer relations and Cognitive Academic Language Proficiency (CALP) or academic language to make content comprehensible ▪ Engage and communicate effectively with linguistically and culturally diverse families and foster home-school connections 	<ul style="list-style-type: none"> ▪ Develop cultural competence and awareness by recognizing collectivistic vs. individualistic norms and expectations at home and school (e.g., nonverbal communication, haptics, gender norms, sleeping patterns) ▪ Avoid stereotyping and ethnic/racial microaggressions as well as neutrality when such comments are made in professional settings ▪ Distinguish among behavioral outbursts that result from lack of comprehension due to input that is inaccessible vs. those that are due to behavioral disorders ▪ Support immigrant families with the individualized education plans (IEPs) process and adopt a culturally affirming approach
Birch Elementary School	<ul style="list-style-type: none"> ▪ Support the literacy and academic development of SLIFE ▪ Consider the socioemotional needs of SLIFE separated from family ▪ Differentiate instruction for limited English proficient SLIFE and integrate level-appropriate supports ▪ Consider effective push-in models that promote access and engagement for SLIFE in the mainstream classroom 	<ul style="list-style-type: none"> ▪ Assess educational backgrounds of SLIFE ▪ Integrate students with limited prior schooling experiences ▪ Distinguish between disability and language-based needs of SLIFE

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

<p>Spawlding Public School</p>	<ul style="list-style-type: none"> ▪ Use strategies for supporting newcomers in the classroom ▪ Build background knowledge and oral language ▪ Support contextualized vocabulary instruction ▪ Acquire best practices for working with limited English proficient students in the mainstream classroom 	<ul style="list-style-type: none"> ▪ Support the learning needs of dual-diagnosed emerging bilingual learners who have physical disabilities (hearing impaired) and significant language disorders ▪ Provide scaffolds for promoting active engagement, comprehension, and vocabulary development for students with dual diagnoses
<p>Inclusive Secondary</p>		
<p>College First High</p>	<ul style="list-style-type: none"> ▪ Scaffold learning for English learners with Universal Design for Learning (UDL) strategies to make content accessible ▪ Create a welcoming, safe, and nurturing context that lowers the affective filter ▪ Support learners' intrinsic and extrinsic motivation ▪ Promote listening comprehension and note-taking skills ▪ Support academic access and comprehension for English learners in a charter school, "no-excuses," rigorous academic context 	<ul style="list-style-type: none"> ▪ Incorporate trauma-informed strategies in the classroom for English learners ▪ Assess and support the socioemotional, acculturation, and educational needs of students who have experienced torture and trauma ▪ Understand the disproportionate discipline, retention, and achievement data between emerging bilinguals and their English-speaking peers ▪ Apply UDL approaches
<p>South Bay Middle School</p>	<ul style="list-style-type: none"> ▪ Use WIDA language standards and Can Do Descriptors to develop level-appropriate curriculum ▪ Understand linguistic transfer and interlanguage in student writing ▪ Differentiate instruction to promote comprehension 	<ul style="list-style-type: none"> ▪ Assess newcomer students' socioemotional and acculturation needs and promote an inclusive teaching and learning context ▪ Liaise with community and families to support acculturation to the learning context and provide outreach and resources for families ▪ Structure newcomer and ELL success through inclusive curriculum and pedagogy ▪ Promote equitable educational opportunities for all

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

Forest Hills High School	<ul style="list-style-type: none"> ▪ Scaffold reading and writing for elementary English learners in the mainstream classroom ▪ Differentiate instruction for emerging bilingual learners in the mainstream classroom 	<ul style="list-style-type: none"> ▪ Distinguish between learning disability and language acquisition ▪ Be aware of and support the needs of sociocultural backgrounds and needs of undocumented students ▪ Avoid the over-identification of English learners in Special Education by making informed assessments ▪ Know how to effectively use Response to Intervention and Progress Monitoring Systems
Inclusive World Language		
Timberland High	<ul style="list-style-type: none"> ▪ Make curricular and instructional connections for heritage language learners ▪ Promote oracy with inclusive practices ▪ Teach formal vs. informal language ▪ Use appropriate, balanced, and culturally responsive error correction 	<ul style="list-style-type: none"> ▪ Recognize and avoid microaggressions and linguistic racism and engage in inclusive practice for heritage learners ▪ Celebrate the diversity in the varieties of language and avoid linguistic discrimination ▪ Engage in culturally responsive teaching
Whittier Mountain High School	<ul style="list-style-type: none"> ▪ Select and use authentic materials effectively ▪ Promote listening comprehension skills 	<ul style="list-style-type: none"> ▪ Make language learning accessible for students with ADHD and anxiety disorders
Adelesu High School	<ul style="list-style-type: none"> ▪ Incorporate alternative formative and summative assessments in the foreign language classroom so students can demonstrate learning via multiple modalities (e.g., portfolios; project-based, real-world activities; demonstrations) 	<ul style="list-style-type: none"> ▪ Promote access to foreign language instruction for students with disabilities with differentiated teaching and assessment ▪ Embrace a strengths-based perspective of learners with disabilities in the world language classroom

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

Inclusive Post-Secondary EAP		
Northwood University	<ul style="list-style-type: none"> ▪ Organize project-based and collaborative learning ▪ Thoughtfully group students 	<ul style="list-style-type: none"> ▪ Use inclusive teaching strategies for international students in core classes ▪ Pre-assess learners' profiles ▪ Avoid implicit bias ▪ Build inclusive learning environments via explicit ground rules
Fort Crimson Global Pathways	<ul style="list-style-type: none"> ▪ Provide scaffolds for promoting academic writing in post-secondary settings for dual-diagnosed English learners in higher education 	<ul style="list-style-type: none"> ▪ Promote access to learning for visually impaired learners with UDL approaches ▪ Make course content accessible to dual-diagnosed learners in higher education ▪ Promote high expectations, inclusion, accessibility, and engagement for dual-diagnosed English learners in higher education
Shoreham English Language Institute	<ul style="list-style-type: none"> ▪ Integrate strategies for promoting academic oral language development through equitable oral participation and sentence starters in EAP courses ▪ Use authentic texts to promote higher-order and critical thinking in EAP contexts ▪ Promote links between reading and speaking ▪ Include peer-to-peer feedback as a metacognitive support and inclusive assessment 	<ul style="list-style-type: none"> ▪ Incorporate inclusive teaching strategies such as establishing ground rules for respectful conversations in intercultural contexts ▪ Identify the needs of refugee students and other survivors of torture and trauma and tailored instructional and curricular decisions with cultural sensitivity ▪ Infuse culturally responsive teaching techniques such as multicultural texts and perspectives to promote cultural and linguistic competence ▪ Do not tolerate discrimination based on race, culture, or religion; navigate difficult conversations and be aware of implicit and explicit discrimination ▪ Embrace an openness to learning intersectional theories in the field of language learning that consider sociocultural aspects of language learning

References

Ellet, W. (2007). *The case study handbook*. Boston: Harvard Business School Press.

Gooden, A. B., & Zlateva, M. N. (2018). *A casebook for second language teacher education: Reflecting on the language classroom*. Ann Arbor: University of Michigan Press.

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