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## Series Editor's Preface

The Case Studies in TESOL Practice series offers innovative and effective examples of practice from the point of view of the practitioner. The series brings together from around the world communities of practitioners who have reflected and written on particular aspects of their teaching. Each volume in the series covers one specialized teaching focus.

### **CASE STUDIES**

Why a TESOL series focusing on case studies of teaching practice?

Much has been written about case studies and where they fit in a mainstream research tradition (e.g., Nunan, 1992; Stake, 1995; Yin, 1994). Perhaps more importantly, case studies also constitute a public recognition of the value of teachers' reflection on their practice and constitute a new form of teacher research—or teacher valuing. Case studies support teachers in valuing the uniqueness of their classes, learning from them, and showing how their experience and knowledge can be made accessible to other practitioners in simple, but disciplined ways. They are particularly suited to practitioners who want to understand and solve teaching problems in their own contexts.

These case studies are written by practitioners who are able to portray real experience by providing detailed descriptions of teaching practice. These qualities invest the cases with teacher credibility, and make them convincing and professionally interesting. The cases also represent multiple views and offer immediate solutions, thus providing perspective on the issues and examples of useful approaches. Informative by nature, they can provide an initial database for further, sustained research. Accessible to wider audiences than many traditional research reports, however, case studies have democratic appeal.

### **HOW THIS SERIES CAN BE USED**

The case studies lend themselves to pre- and in-service teacher education. Because the context of each case is described in detail, it is easy for readers to compare the cases with and evaluate them against their own circumstances. To respond to the wide range of language environments in which TESOL functions, cases have been selected from EFL, ESL, and bilingual education settings around the world.

The 12 or so case studies in each volume are easy to follow. Teacher writers describe their teaching context and analyze its distinctive features: the particular demands of their context, the issues they have encountered, how they have effectively addressed the issues, what they have learned. Each case study also offers readers practical suggestions—developed from teaching experience—to adapt and apply to their own teaching.

Already published or in preparation are volumes on

- academic writing programs
- action research
- assessment practices
- bilingual education
- community partnerships
- content-based language instruction
- distance learning
- English for specific purposes
- gender and TESOL
- grammar teaching in teacher education
- interaction and language learning
- international teaching assistants
- journal writing
- literature in language learning and learning
- mainstreaming
- teacher education
- teaching English as a foreign language in primary schools
- teaching English from a global perspective
- teaching literature
- technology in the classroom

## **THIS VOLUME**

For teachers, this volume offers a range of creative ways to link learning English with the subjects students study at school. Content-based instruction, a widely respected approach in TESOL, is here extended successfully to implementing ESOL standards-based teaching, subject team and school partnerships, and professional development.

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