
"КЕЙСОВЕ НАВЧАННЯ" У ВИКЛАДЕННІ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ

УДК 371.315:811.11

Шляхтіна О.С. (Shlyakhtina H.S.)

Національний університет кораблебудування ім. адмірала С.О. Макарова

Розкрито суть методу "кейсового" навчання, проаналізовано ставлення студентів до вказаної методики, розглянуті етапи аналізу "кейсового" методу та запропоновані шляхи розв'язання проблеми матеріального забезпечення курсу вивчення іноземної мови за "кейсовим" методом.

Ключові слова: кейсове навчання, англійська мова для спеціальних цілей, спілкування, ситуація, метод.

Core ideas of case study method have been specified. Students' attitude to the mentioned method has been analyzed. Also there have been considered steps for case analysis. Ways of solving the problem of materials supply for foreign language case method study have been suggested.

Key words: case study, English for Specific Purposes (ESP), communication, situation, method.

The case study method has been widely used in education as a learning vehicle with specific educational objectives. It has been highly popular in many disciplines such as economics, social sciences and engineering, where the skills of unstructured and complex problem solving are involved. Case studies have also been welcomed by EFL professionals, especially by those who are involved in teaching ESP. This article aims to describe how case studies are used when teaching ESP.

The word "case" comes from Latin *casus*. The dictionary definition of this word is "a detailed account of the development of a particular person, group, or situation that has been studied over a period of time" [3, 213].

Case studies used in particular educational institutions describe problems of individuals, couples, groups and social institutions. For this reason they are highly popular in ESP.

Why case studies?

Case studies provide students with the opportunity of reading, understanding, and discussing a specific problem area. Students are expected to propose logical solutions to the problem presented. Each case is written to leave the student at a decision point with the manager in the case confronted. It will usually describe how the current position developed and what problems key personalities in the case are currently facing. Tables of data, diagrams, and photographs may be added to help provide a more complete picture. Appendices are normally used to include large amounts of data that would otherwise clutter the text. Film, video, audiotapes, and slide sequences have all been used as vehicles for case descriptions. These all make a case more realistic to the students. They force students to decide on an action under realistic conditions. Students cannot remain passive observers, but are trained to be action-oriented and decisive.

Skills developed through case studies

Learning to listen to each other, respecting others' views on the same subject, as learning when and how to react and to handle information are some of the basic skills which are developed through case studies. As a result, students develop their analytical skills. They also practise applying concepts, techniques, and principles in analysis. They learn how to judge which techniques are appropriate and applicable, to plan communication, and to analyse values. In addition, students learn to use creativity in generating alternative solutions to the problems.

How students respond to case studies

The case method cannot be considered as either tutorial or lecturer-based. Therefore, many students find the method difficult to adapt to. Critical thinking, creativity, communication skills, as well as attitude, self-analysis, social skills, and decision-making skills are all involved.

There are several steps for case analysis [1, 57]:

1. Understanding the situation

2. Diagnosing problem areas
3. Generating alternative solutions
4. Predicting outcomes
5. Evaluating alternatives
6. Rounding out the analysis
7. Communicating the results

Students are highly recommended to follow the above steps to be able to cope well with a case study. However, they usually complain about the shortage of time and lack of information, which also applies to a real-life situation and they cannot tolerate ambiguity.

Fully understanding the situation and also diagnosing the problem is difficult for students. They have the tendency to propose only one solution to the problem instead of putting forward several. Students need to be encouraged to propose more than one solution and to learn how to tolerate or accept the solutions offered by others. Any solution may have a cumulative effect or will have some implications, which need to be considered carefully as well. When students are asked to analyse the case completely and evaluate alternative solutions, they usually get impatient and want the single right answer, which does not exist in real life. Because students fear the criticism of others, they are reluctant to communicate their results.

Case studies materials: Selection, adaptation, or creation

When deciding which materials to include in the courses, various published case study ESP textbooks were examined. However, it soon became clear that most published case studies were unsuitable for students, owing to the following issues:

- 1. Timing:** Courses provided by our unit are for either two hours or four hours per week. Many case studies appeared to be either too long or too short to fit in our timetable.
- 2. Culturally Specific:** Case study textbooks tend to be written by either British or American authors who tend to base case studies in their respective countries. As a result, case studies deal with companies, countries, and concepts that our students would have little previous knowledge of.
- 3. Level of Difficulty:** Most of the students are in the first year of their

faculty. Many case studies, however, are aimed at experienced businessmen who may possess the necessary special or technical vocabulary. In addition, case study writers often presume that students are experienced and proficient in analysing cases.

4. **Suitability of Tasks:** Case studies often contain a lot of figures and difficult mathematical calculations which may distract students from discussing the case. Students may also become demotivated by such tasks.
5. **Topic:** Topics covered in case studies may be difficult or too technical for students. It is important that students are familiar with the topic to be discussed.
6. **Course Objectives:** Where possible, case studies should be used to fulfill course objectives. They should, for example, revise or introduce relevant vocabulary.

As a result, teachers are left with two options. First, case studies from textbooks may be adapted so that the problems mentioned above can be eliminated. Alternatively, teachers may design their own cases. The difficulty of case studies may also be graded so that cases introduced at the beginning of courses concentrate on developing students' speaking skills. As students become familiar with case studies, more emphasis can be placed on designing materials which concentrate on developing students' critical and analytical thinking skills.

Література:

1. *Easton, G.* Learning from case studies.- Englewood Cliffs NJ: Prentice Hall Regents, 1982. – 83p.
2. *English for Specific Purposes (ESP).* National Curriculum for Universities.-Kyiv: Lenvit, 2005. – 108p.
3. *Longman Exams Dictionary.*- Essex: Pearson Education Ltd, 2007. – 1833p.