

LEARNING ENGLISH THROUGH CASE STUDY



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Аннотация

Кейслар банки машхур ва интерактив методлардан биридир. Кейс банки талабаларга ўрганган билимлари ижодий интерпретациясини мантиқий фикрлаш орқали амалга оширишни ўргатади. Кейсларга жавоб топиш жараёнида талабалар ўз билимларини ҳаётий вазиятларда синаб кўрадилар.

Аннотация

Деловая игра как один из самых популярных интерактивных методов учит критическому мышлению и является творческой интерпретацией знаний, полученных студентом. В процессе деловой игры студенты совершенствуют свои знания иностранного языка и используют их в реальных ситуациях.

Abstract

A case study is one of the most useful interactive methods. A case study means creative interpretation of what has been learnt by the students. While studying a case the students go through all the communicative skills and practice them in reality. It teaches critical thinking and involves the students into creative work.

Калит сўзлар: кейс стади, интерфаол мулоқот қобилиятлари, ҳаётий вазиятлар, муаммони ҳал қилиш, яхши билиш қобилиятлари.

Ключевые слова: кейс стади, интерактивный, коммуникативные навыки, реальные ситуации, решение проблемы, совершенствование языка.

Keywords: case study, interactive, communication skills, life situations, problem solving, to better language skills.

While teaching our students English for specific purposes we have included a case study as one of the most useful interactive methods. It creates a working field when the students discuss their preparation for newsreading on TV, radio, for a round-table talk and others. It creates the atmosphere of generating ideas for doing the task from the very start to the needed result. A case study means creative interpretation of what has been learnt by the students. While studying a case the students go through all the communicative skills and practice them in reality. Case studies teach them to carry the acquired skills onto new life situations and involve the participants into actual problem solving. The case study method helps improve English language skills and master the material. It leads to real knowledge of handling the business problems and practices. A case study promotes critical

thinking while discussing the case and urges the students to drive into action the store of the passive vocabulary.

Before starting the discussion we make a review of the whole process with the students: distribute the roles, discuss the tools, shape the model of the officials' characteristic behavior, clarify the vocabulary to use, the way the discussion must go. All the discussion questions must be followed step by step.

Our students may simulate case studies in preparing newsreading on TV or radio, preparing round-table talks, taking interviews and others.

The purpose of this work is to help the teachers in using such an effective teaching technique and to help the students learn to communicate in English and feel confident doing so. Each time a case is being studied the students learn new vocabulary, listen to each other and work at different ways of considering the same problems and coming to solving the problem. A case may contain discussion, reading and writing activities. Particular attention may be given to developing such skills as quickly gathering and interpreting the data from a variety of sources (interviews, press reports, photos, colleagues), using appropriate cultural strategies, participating in effective meetings, writing clear concise proposals and reports, making intelligent decisions.

My teaching experience shows that the use of case studies requires active participation of all the students and you only need some professional guide in analyzing the situation and keeping the students involved in the process. The students should know the event on discussion and it is very important for them to be in the thick of the events of their native country and of the world. Teachers should encourage students to read and listen to the news.

I think that case studies may be used on all the levels. The case materials are flexible. They can be used with small and larger groups of students. The students may have a great deal of or very little speaking experience.

We usually use case studies with the educational aim. The educational task is training the vocabulary and grammar learned before. Case study helps to develop creative and critical thinking, develop problem solving skills, improve the students' speaking skills. It usually helps the student to enhance communication skills and encourage collaborative learning and team-working skills. (1, 2, 4). During the classroom discussion students carry out analytical work of explaining the relationships among events in the case, identify options, evaluate choices and predict the effects of actions.

It is good for the pre-intermediate and intermediate levels to make the students write the analysis of a case study and then present it in class. But the students should know that a case is not a problem. Describing and analyzing the situation we have several alternatives that must be proved by a logical argument.

I would like to give a sample of a case study on global education following the UN report in October 2017. “Six out of 10 children and teenagers in the world are falling basic levels of proficiency in learning. The UN describes the findings as “staggering” and representing a “learning crisis”. Much of the focus of international aid in education has been on the lack of access to schools, particularly in poorer countries in sub-Saharan Africa or in conflict zones. It was also highlighted by the World Bank that the quality and teaching needs much more scrutiny. The World Bank reported it as the problem of “schooling without learning”.

The World bank study examined the factors that in the poorest countries many pupils arrived at school in no condition to learn. Many had suffered from malnutrition and ill health. They begin school physically and mentally underdeveloped. There were also concerns about the quality of teaching. Too many teachers are not particularly well educated themselves. There was also a problem of teacher absenteeism in some countries in sub-Saharan Africa, which has been linked to teachers not being regularly paid. (9)

That’s the problem.

How are we to study the case?

1. The background about the situation is that education all over the world is very low; there is a learning crisis particularly in sub-Saharan Africa and conflict zones.

2. The situation is that about half the number of children all over the world don’t have a basic level or a very low level of education.

3. Chronology of events may be enlarged via studying the situation in particular countries.

4. The main problems are lack of access to schools, physical and mental underdevelopment of children, teachers’ poor knowledge of sciences, teachers’ absenteeism, etc.

The students may prepare discussing the situation at home by themselves and analyse it in class. Or after reading the report in class they can look into the situation and discuss it trying to find the possible ways of solving the problem and choosing the most appropriate decision.

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Another case study may be applied to “Why Is Snowden in Russia?”. He says “Ask the State Department”.

1. The background is Snowden’s escape to Hong Kong from the USA in 2013. Mr Snowden is the former National Security Agency contractor. He would like to go home to the USA, but his first priority is to see that vast government espionage programs he helped are “reformed”. He gained notoriety for releasing thousands of classified documents that revealed mass phone and internet surveillance put in place after the 9/11 attacks. He thinks it’s important to remember that people don’t set their lives on fire.

2. The chronology of events is Snowden has moved to Russia. He intended to fly from Russia to Cuba and on to Latin America, but the US government cancelled his passport. The House of Representatives intelligence committee heavily criticized his activities. Two right groups launched a campaign for President Obama to pardon Mr Snowden. The White House has rejected the possibility of a presidential pardon.

3. The dialogue serves the purpose of adding some more factual information. (The House committee released a summary of its 36-page investigation into the case, saying that Mr Snowden had fallen out with his colleagues and lied about his background while at the NSA. It says that most of the material he leaked related to military secrets that had nothing to do with Americans’ privacy but were to “protect American troops overseas and ... provide vital defenses against terrorists and nation-states”).

Amnesty International and the American Civil Liberties Union launched their ‘Pardon Snowden’ campaign on Wednesday, urging President Obama to do so before he leaves office in January 2017. Amnesty said no-one should be prosecuted for exposing human rights violations, which is what “indiscriminate mass surveillance of communications” amounts to. The American Civil Liberties Union acts as Snowden’s legal adviser, and called him “a great American who deserves clemency for his patriotic acts” ([www.bbc.co.uk>news](http://www.bbc.co.uk/news)).

When studying the case we had some unexpected difficulties like lack of information on the topic in discussion, lack of vocabulary, or lack of communication skills. It prevented from studying the case smoothly(5, 6, 8). Sometimes it seemed to be chaos, but it was not. The teacher’s interference should be brought to a minimum. We only guide the process, but the teacher must be very informative and make the students sure they are doing right. After studying the case we always analyse the result of the students’ work. I didn’t attract the students’ attention to their mistakes. Error correction is more effective in the post-case study.

The students acquire confidence in speaking English and overcoming the language barrier. They get experience in debating and learning to find the way out in quite unpredictable situations.

When you analyse a case study it permits students to step into the shoes of decision-makers in real organizations, and deal with the issues managers face, with no risk to themselves or the organization involved; to think over the situation as if they were solving a real problem of their own; to learn a lot of facts and study events they have never come by (1, 3, 4, 7).

It may provide them with confidence to deal with a variety of tasks and responsibilities in their future work. It will make them more accurate in actual situations of the real life and find the best decision. Cases reflect the reality of life and helps students to understand and deal with different viewpoints and perspectives of the other members in their team. Studying cases serve to improve students' language, communication and interpersonal skills. A classroom case discussion is usually guided by the supervisor. Students are expected to participate in the discussion and present their views. The interaction among students and between the students and the teacher must take place in a constructive and positive manner.

The article was written to provide material and activities for developing the use of case studies on language teaching. The examples given are used to illustrate the issues discussed. The method of case study is basically inductive and experiential. In addition, students are encouraged to generate their own analysis of the problems under consideration, to develop their own solutions, and to apply their own knowledge of theory to these problems.

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