

ЗАСТОСУВАННЯ МЕТОДУ АНАЛІЗУ СИТУАЦІЙ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ

APPLICATION OF CASE-STUDY METHOD IN TEACHING OF FOREIGN LANGUAGE

The features of the case-study method application in teaching of foreign language are considered in the article. The author shows the nature of the case-study method, proposes the classification of cases for foreign language learning, defines the ways of case presenting (as video, audio or verbal material), formulates the criteria of efficient case consideration, describes the features of in-classes and out-classes training, offers practical recommendations for foreign language instructors.

Key words: case-study, application of a method, language competence, modern/cutting-edge teaching methods.

У статті розглядаються особливості використання методу аналізу ситуацій (кейсів) під час навчання іноземної мови. Автор розкриває сутність методу; пропонує класифікацію кейсів, які можуть бути використані під час вивчення іноземної мови; визначає способи представлення ситуацій (як відео-, аудіо- чи вербальний матеріал); формулює критерії ефективного розгляду кейсів; описує особливості позааудиторної підготовки та роботи безпосередньо в аудиторії; про-

понує практичні рекомендації для викладачів щодо застосування цього методу.

Ключові слова: аналіз ситуації (кейсу), застосування методу, мовна компетентність, сучасні/інноваційні методи навчання.

В статті розглядаються особливості застосування методу аналізу ситуації (кейса) при навчанні іноземній мові. Автор розкриває сутність методу; пропонує класифікацію кейсів, які можуть бути використані при вивченні іноземної мови; визначає способи представлення ситуацій (як відео-, аудіо чи вербальний матеріал); формулює критерії ефективного розгляду кейсів; описує особливості позааудиторної підготовки та роботи безпосередньо на заняттях; пропонує практичні рекомендації для викладачів при застосуванні даного методу.

Ключевые слова: анализ ситуации (кейса), применение метода, языковая компетентность, современные/инновационные методы обучения.

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The relevance of the research is caused by the fact that modern tendencies in educational process provide the priority of language competence forming. Foreign language learning is now aimed not only to get fundamental philological knowledge but to form communicative skills in professional spheres. Students are interested more and more in looking for ways of carrying out specific duties during their professional activity and solving challenges during their service, especially when one of the sides of interaction is a foreigner or an international entity. The case-study method which applied widely in teaching in Europe and the USA and is a direct examination of specific situations appears to help such skills formation.

Previous researches of the problem. Nowadays there are two classical schools of case-study: Harvard (American) and Manchester (European). Among foreign scholars who research theory and practice of case-study are Jin R.K, Michiel R. Leenders, J Erskine, A. James [7; 10] and others. Most of foreign authors have made a great contribution into applying the case-study method in professional education. In post-soviet countries the problems of the case-study method are studied among others by Sh.I. Bobokhuzhaev, G. Kanishchenko, S.M. Kovalova, E.A. Mikhalova, O. Sidorenko, Ju.P. Surmin, V. Chuba, P. Sheremeya and others. In works of Sh.I. Bobokhuzhaev [3], E.A. Mikhalova [11], Ju.P. Surmin [13; 15] and others the issues of nature of the case-study method are considered. In researches of S.M. Kovalova [8; 9], Sh.I. Bobokhuzhaev [1], Ju.P. Surmin [14] and oth-

ers the classification of cases is fulfilled. The works by O. Sidorenko [16; 17], G. Kanishchenko [16; 17], P. Sheremeya [12; 16; 17] and others are focused on case modeling. The volume of literature about methods and techniques of development and teaching with a case-study applying is growing.

Despite the fact that the case-study method is widely used in humanities the potential of its applying in teaching of foreign languages for professional purposes has not researched enough.

The object of study is the case-study method.

The subject of study is features of the case-study method applying in teaching of foreign languages.

The aim of the article is the definition of features of the case-study method in teaching of foreign languages, criteria of efficient cases consideration; characteristics of in-classes and out-classes training with the case-study method applying.

The body. Modern teaching demands the using of techniques resulting in high level of wide information learned. Such techniques are called interactive ones as teaching is based on mutual activity and discussion when students develop skills in analytical thinking and reflective judgment by reading/watching and discussing complex, real-life scenarios and concerning alternative points of view. Among such methods are role playing, brain storming, debates, interviewing and etc.

Case-study becomes actual method in professional education due to the following tendencies [1]: a) modern education aims rather special competency

forming, intellectual activity developing, than getting some knowledge; b) one of the requirements for specialist's competency is ability to behave in optimal way in different situations, demonstration of system and effective acts in difficult conditions.

One of case study pros is involvement of students in the principles determination process through abstracting from specific examples. It develops skills of problem solving, analytical techniques using, acting in controversial situations. Another valuable feature is the implementation of problem-based learning, which is a tool for decision making in real life because of demanding not only knowledge but its usage while forming own point of view and solving the problem.

We also consider it very important that for process of finding a problem's solution students should utilize methods and strategies which are directed on their self-knowledge. They are to develop team-work abilities and skills contributing to the discipline. As the educational strategy case study is: "... a bridge between theory and practice and between education and work" [2, p. 182].

A good case study, according to Professor Paul Lawrence is: "... the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations" [4].

Cases studies are stories. They present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate. This is the method of active problem-situational analysis based on the learning through specific situations solving.

Cases range in duration and amount of information and may be considered and analyzed with the use of diverse ways depending on the case per se and the purposes defined:

- they may be long or short;
- they may be used during the lecture or in tutorial discussion;
- they may be real or just realistic;
- they may include all necessary information to be discussed for solving the main problem or only bits of data for finding the rest part (during out- classes studying);
- they may offer the students to consider all or only some, circled by the instructor, aspects of problem;
- they may demand from student to solve the problem or just define it.

There may be different sources to find the case. The material for a case study can be drawn from instructor's professional experiences, from current events, from historical sources, etc. Whatever the source, an effective case study is one that:

- tells a "real" and engaging story;
- raises a thought-provoking issue;

- has elements of conflict;
- promotes empathy with the central characters;
- lacks an obvious or clear-cut right answer;
- encourages students to think and take a position;
- portrays actors in moments of decision;
- provides plenty of data about character, location, context, actions;
- is relatively concise [5].

How an instructor uses the case study method depends on the goals as well as on the format of the course. If it is a large lecture course it is useful to use the method to illustrate and enrich the lecture material. Also in a large class an instructor might consider breaking it into small groups or pairs to discuss a relevant case. If the class is not large, so more detailed and complex cases may be used to explore the perspectives introduced in the case in greater depth, and perhaps integrate other instructional strategies, such as role playing or debate.

Regardless of the pattern in which case studies are employed, it is important for the instructor to consider all the issues involved in the case, prepare questions and prompts in advance, and anticipate where students may run into problems. And in order to enhance the discussion the instructor should consider who the students are and how he/she might productively draw on their backgrounds, experiences, personalities, etc.

There are many variations in how case studies can be used, so the experts have set up some recommendations for an instructor to provide a general structure of a case-based discussion leading:

1. Give the students full time to read and think about the case. If the case is long, assign it as homework with a set of questions for students to consider (e.g., "What is the nature of the problem the central character is facing?", "What are some possible actions?", "What are the potential obstacles?").
2. Introduce the case shortly and provide some guidelines for approaching to it. Show the students the direction you wish them to think about the case (e.g., "Approach this case as if you were the presiding judge" or "You are a consultant (in law, psychology, economics) hired by the defendant. What would you recommend?") Put down the steps you want students to take in analyzing the case (e.g., "First, identify the frames each character in the case was operating under and the opportunities she/he had. Second, evaluate the decisions each character made and their implications. Finally, explain what you would have done differently and why"). Stress important and unimportant data in the case (e.g., "I want you to ignore the political views of the characters described and simply tell apart their positions on criminal investigation").
3. Divide the students into groups and observe them to make sure everyone participates. The task of the group should be very concrete and clear (e.g., "You are to identify three potential courses of action

and outline the pros and cons of each"). Make every individual in groups has opportunities to be involved according to her/his personal traits (e.g., one individual might organize the group work in general; a second individual's role might be to work with a dictionary; a third individual's task might be in refuting the assumptions or interpretations of the group in order to enforce them for deeper analysis; a fourth individual's role might be to record the group's thoughts and report their decision to the whole class). Another format to be used in groups is when each of them gets the task to present one of the characters or report from her/his points of view without introducing their own thoughts as for the case.

4. Set as one of the aim of each group work the presentation of their solutions or reasoning. If groups know they are responsible for producing and presenting something concrete (a decision, rationale, analysis, etc.) to the whole class, they usually approach the discussion with greater focus and seriousness. Write their conclusions on the board so that you can return to them in the discussion that follows.

5. Ask questions for clarification and to move discussion to another stage. One of the challenges for a case-based discussion instructor is to guide the discussion for deeper analysis without over-directing. As the discussion unfolds, ask questions that call for students to examine their own assumptions, substantiate their claims, provide illustrations, etc.

6. Make a system from all issues raised. Be sure to bring the various strands of the discussion back together at the end, so that students see what they have learned. This process might be given to be operated to some skilled students. [6].

Some variations of this general method include students' out-classes research (individually or in groups). It might be an additional deeper examination of the case, making a list of questions for further discussion and comparing the statements concluded in class in order to find probable solutions of a real situation.

Although the case-study method is mostly used in medical schools, law schools, business schools, the social sciences, it can be employed as a useful teaching tool in course of foreign language for professional purpose. Cases might be introduced as video-, audio-material, as well as in reading. An instructor can also duplicate the forms of introduction depending on the complexity of the material and on the students' language level.

Cases usage is possible in many formats ranging from simple comprehension questions (e.g. "Who are the characters of the situation?", "Where do the events occur?", "What does every participant do?", "What would you do in this situation?") to general or detailed description of the situation with accompanying data to analyze and, finally, to choice of presentation and argumentation of the problem solution. Whether to use a simple scenario-type case

or a complex detailed one depends on the course objectives, and the students' foreign language level (the group in whole and individuals included).

In the most straightforward application, the case – study method establishes a framework for analysis. But in classes during foreign languages teaching it should be preceded by work with professional vocabulary, work on spoken language development, ear-training and professional texts translation skills improving. In order to fulfill successfully all these kinds of work the instructor should employ both traditional and cutting-edge techniques and use a wide range of tasks and exercises. It is clear, that studying the situation in the context of this discipline should not be completed during one lesson. It is better to work with the case examination during some lessons, each one focused on separate type of work. It is also necessary to offer the students tasks for out-classes period.

After the vocabulary work with the case, depending on the course objectives, the instructor may encourage students to follow a systematic approach to their analysis. For example:

- What is the problem?
- What is the goal of the analysis?
- What is the context of the problem?
- What key facts should be considered?
- What alternatives are available to the decision-maker?
- What would you recommend? Why?

The next and finishing stage of the case analysis is discussing in classes. In order to motivate the students to complete the assignment before class as well as to stimulate attentiveness during the class, the instructor should grade the participation - quantity and, especially, quality – during the discussion of the case. The complexity of the task should meet the student's level of proficiency in foreign language learned. This might be a simple check of knowing a lexical unit by its translation into native language or its interpretation in foreign language; check *True/False* as for proposed statements; answering the questions with/without proposed answers, etc.

The instructor should involve as many students as possible. The most efficient engaging is when the students are divided into groups. Each group is given a special task and limited time to complete it. The results of the work – group's answer and reasoning – might be presented by one person from each group voluntarily (a person with high level of language, as usual) or by a randomly selected person. Random selection can be accomplished through rolling of dice, shuffled index cards, each with one student's name, a spinning wheel, etc. (motivation for all students to be attentive and ready to speak).

The instructor can propose the students to start discussion from his/her own analysis of the situation or lead the discussion putting the questions. The questions should help the students complete the

stages: from determination of the problem to creation of its solution way. An experienced instructor alternates questions and discussions in order to maintain the interest of students and the pace of training.

An innovative approach to case analysis might be to have students role-play the part of the people involved in the case. It not only promotes the improvement of students' spoken language, activation of their professional vocabulary, but forces them to really understand the perspectives of the case characters. In addition, such approach helps overcome the classical disadvantage of traditional teaching associated with "dryness", not emotionality of the studying process, which in this time is turning into a performance.

Conclusion. The case-study method applying in teaching of foreign languages provides the development of students' speech (spoken), communicative and creative skills, promotes increasing of their cognitive interest in both the discipline and future profession. But this method will be effective only under the condition of thorough preparation and methodologically accurate planning of the classes, organization of out-classes/in-classes work and proper selection of cases. It should be remembered that in foreign language teaching the case study should be preceded by work with professional vocabulary, work on spoken language development, ear-training and professional texts translation skills improving. The prospects for further research are the study of the effectiveness of the use of specific types of cases during classes and determination of the motivation potential of the case-study method in the learning of foreign language and chosen profession.

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