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AND METHODS OF FOREIGN LANGUAGE TEACHING:
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USING CASE-STUDY METHODS AT ENGLISH LANGUAGE TEACHING LESSONS

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*Мақала ағылшын тілі сабақтарында case study әдісін қолдануға арналған. Пікірталасқа негізделген case study қадамдары көрсетіледі.
Тірек сөздер: case study, оқыту үдерісі, ағылшын тілі, мәселеге бағытталған тапсырма*

The article is devoted to the problem of using case study at the English language lessons. The steps of the case-based discussion are shown.

Keywords: case study, teaching process, the English language, problem-oriented task

Статья посвящается изучению проблемы использования кейс-стади на уроках английского языка. В статье также рассматривается структура задач кейс-стади в форме дискуссии.

Ключевые слова: кейс-стади, процесс обучения, английский язык, проблемно-ориентированное задание

The main purpose of the learning a foreign language is to communicate in the target language. Nowadays the English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most people. Different methods are used in the process of teaching a foreign language. Communicative competence in the target language is more demanded now than ever before.

Teaching and learning styles are, by their very nature, changing and in recent years there has been a noticeable move from lecture-based activities towards more student-centred and problem-oriented activities. Case studies are an increasingly popular form of teaching and have an important role in developing skills and knowledge in students. Mostly the case-based approach is used to support engineering, business education. In this article it will be made an attempt to show a significant and effective role of case studies in teaching a foreign language.

According to the practice of using case-studies at English lessons it is observed that students can learn more effectively when actively involved in the learning process. The case study approach is one way in which such active learning strategies can be implemented in any kind of educational institutions. There are a number of definitions for the term case study. For example, Fry et al (1999) describe case studies as complex examples which give an insight into the context of a problem as well as illustrating the main point. As a result of our practice case studies can be defined as student-centred activities based on topics that demonstrate theoretical concepts in an applied setting. This definition of a case study covers the variety of different teaching structures we use, ranging from short individual case studies to longer group-based activities.

Savin-Baden defines the case studies are like project-based learning and highlights the differences between problem-based learning and project-based learning which are given in the following table. [1]

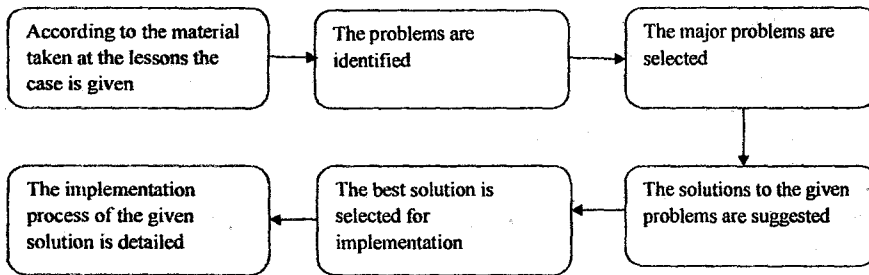
Project-based Learning	Problem-Based Learning
Predominantly task orientated with activity often set by tutor	Problems usually provided by staff but what and how they learn defined by students
Tutor supervises	Tutor facilitates
Students are required to produce a solution or strategy to solve the problem	Solving the problem may be part of the process but the focus is on problem-management, not on a clear and bounded solution
May include supporting lectures which equip students to undertake activity, otherwise students expected to draw upon knowledge from previous lectures	Lectures not usually used on the basis that students are expected to define the required knowledge needed to solve the problem

From the given above information on case studies we can make a conclusion that case method is a powerful student-centered teaching strategy that can impart students with critical thinking, communication, and interpersonal skills. This method is used to make students work through complex, ambiguous, real world problems and engage them with the course material, and give a possibility to experience the real problem themselves. Case studies are, by their nature, multidisciplinary, and "allow the application of theoretical concepts...bridging the gap between theory and practice" [2]. Working on cases requires students to research and evaluate multiple sources of data, fostering information literacy.

Case method is also effective at developing real world, professional skills. Working on case studies requires good organizational and time management skills. Case method increases student proficiency with written and oral communication, as well as collaboration and team-work. While dealing with the case-studies students may have real-life situations as solving a problem, making a contract, giving a presentation and others.

Cases may be of different kinds such as narratives, situations, select data samplings, or statements that present unresolved or provocative issues, situations, or questions. Cases can be short for brief classroom discussions or long and elaborate for semester long projects.

There are two types of approaches to case studies: the analytical approach and the problem-oriented approach. The first approach is given to identify and understand the case and analyze its reasons, while in case of the second one problem is offered to be solved. In teaching a foreign language both approaches are applied. The structure according to which the case study is given may be formulated as followings:



There is a distinction between the case and case study: case is the “real life” situation, case study is the analysis of this situation.

According to the Carnegie Mellon’s offered framework for a case-based discussion can be broken down into six steps: [3]

1. Give students ample 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.
2. Introduce the case briefly and provide some guidelines for how to approach it. Clarify how you want students to think about the case. Break down the steps you want students to take in analyzing the case. If you would like students to disregard or focus on certain information, specify that as well.
3. Create groups and monitor them to make sure everyone is involved. Small groups can drift off track if you do not provide structure. You may want to designate roles within each group. Alternatively, group members could be assigned broad perspectives to represent, or asked to speak for the various stake-holders in the case study.
4. Have groups present their solutions/reasoning
5. Ask questions for clarification and to move the discussion to another level
6. Synthesize issues raised

On the experience of the teachers of our educational institution I can say that mostly teachers prefer giving case studies for group working. The types of works for case study should be varied in accordance with the ability of the students, as there might be cases when students are not satisfied with the participation in the work of other members of the team.

At the university the teachers of the discipline “English for specific purposes” may use the following case studies in the process of teaching English as a foreign language the students of the speciality “International Relations” which may be given as a sample of case study situations making.

Arrange a press conference where Foreign Ministry representatives from the five permanent member countries of the Security Council – Britain, China, France, Russia and the United States discuss in Berlin their next steps in confronting the Iranian nuclear issues:

1. To halt Iran’s nuclear enrichment
2. To develop civilian nuclear programme
3. To cooperate with the IAEA

Propose your own solution of the given problem. [4]

This task may be given to students as a team work. They will try to solve the real problem as the future specialists of the sphere. The result may be shown in a form of round-table discussion or presentation. The group must recognize the significance of cooperation in working toward the goal of making sense of the problem, and that everyone is required to actively work together on the analysis. First students explore a problem by sorting out relevant facts, developing logical conclusions, and presenting them to fellow students and the instructor. The students discuss someone else's problem. Then students can be assigned roles in the case, and take on perspectives that require them to argue for specific actions from a character's point of view, given their interests and knowledge. Finally, students will take the initiative to become fully involved, so that topics are no longer treated as abstract ideas, but they would act in a specific real world situation. Leading a discussion on the given case-study can be sometimes a bit difficult, as they have to work on the offer or the right data and facts proposed by the teacher or a team member and they may lose interest in participating or responding. Some students may also fear suggesting inadequate solutions, and so wait until someone else figures out 'the right' response. But the teacher should prepare the students for what will be expected of them and questions to conclude the discussion these difficulties may be overcome.

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КУЛЬТУРНЫЙ КОМПОНЕНТ В ОБУЧЕНИИ ЯПОНСКОМУ ЯЗЫКУ

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В данной статье дается всестороннее определение слову «культура» и рассматривается использование культурного компонента в обучении иностранному языку. Приводится пример практического применения культурного компонента на уроке японского языка.

Ключевые слова: культура, культурный компонент, применение культурного компонента на уроке.

Бұл мақалада «мәдениет» сөзінің жан-жақты анықтамасы беріліп, шет тілін оқытудағы мәдени құрамдас бөлікті пайдалану жолдары қарастырылады. Жапон тілі сабақтарында мәдени компоненттің практикалық қолданылуына мысал келтіріледі.

Тірек сөздер: мәдениет, мәдени компонент, жапон тілі сабағында мәдени компонентті пайдалану