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**USING CASE STUDY IN TEACHING ENGLISH AS A SECOND
LANGUAGE**

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Mazkur uslubiy ko`rsatma umuta`lim maktablari, akademik litsey va kasb-hunar kolleji o`qituvchilariga va malaka oshirish kursi tinglovchilariga mo`ljallangan bo`lib, til o`rganish ko`nikmalarini oshirish maqsadida usullardan foydalanilgan.

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INTRODUCTION

Many students are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique.

Case studies have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple “What would you do in this situation?” question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

Most case assignments require students to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions. Requirements can range from a one-paragraph answer to a fully developed group action plan, proposal or decision.

Common Case Elements

Most “full-blown” cases have these common elements:

- A decision-maker who is grappling with some question or problem that needs to be solved.
- A description of the problem’s context (a law, an industry, a family).
- Supporting data, which can range from data tables to links to URLs, quoted statements or testimony, supporting documents, images, video, or audio.

Case assignments can be done individually or in teams so that the students can brainstorm solutions and share the work load.

The following discussion of this topic incorporates material presented by Robb Dixon of the School of Management and Rob Schadt of the School of Public Health at CEIT workshops. Professor Dixon also provided some written comments that the discussion incorporates.

Advantages to the use of case studies in class

A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles by abstracting from the examples. This develops their skills in:

1. Problem solving
2. Analytical tools, quantitative and/or qualitative, depending on the case
3. Decision making in complex situations
4. Coping with ambiguities

Guidelines for using case studies in class

In the most straightforward application, the presentation of the case study establishes a framework for analysis. It is helpful if the statement of the case provides enough information for the students to figure out solutions and then to identify how to apply those solutions in other similar situations. Instructors may choose to use several cases so that students can identify both the similarities and differences among the cases.

Depending on the course objectives, the instructor may encourage students to follow a systematic approach to their analysis. For example:

- What is the issue?
- 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 — and why?

An innovative approach to case analysis might be to have students role-play the part of the people involved in the case. This not only actively engages students, but forces them to really understand the perspectives of the case characters. Videos or even field trips showing the venue in which the case is situated can help students to visualize the situation that they need to analyze.

Accompanying Readings

Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or analytical method that applies to the case. The amount of emphasis placed on the use of the reading during the case discussion depends on the complexity of the concept or method. If it is straightforward, the focus of the discussion can be placed on the use of the analytical results. If the method is more complex, the instructor may need to walk students through its application and the interpretation of the results.

Leading the Case Discussion and Evaluating Performance

Decision cases are more interesting than descriptive ones. In order to start the discussion in class, the instructor can start with an easy, noncontroversial question that all the students should be able to answer readily. However, some of the best case discussions start by forcing the students to take a stand. Some instructors will ask a student to do a formal “open” of the case, outlining his or her entire analysis. Others may choose to guide discussion with questions that move students from problem identification to solutions. A skilled instructor steers questions and discussion to keep the class on track and moving at a reasonable pace.

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. This might be a simple check, check-plus, check-minus or zero. The instructor should involve as many students as possible. In order to engage all the students, the instructor can divide them into groups, give each group several minutes to discuss how to answer a question related to the case, and then ask a randomly selected person in each group to present the group’s answer and reasoning. Random selection can be accomplished through rolling of dice, shuffled index cards, each with one student’s name, a spinning wheel, etc.

Nowadays English language plays a lot of roles in the modern era of globalization. Regardless of how one views English as a second language, globally, a lot of people are interested in acquiring English proficiency. One option for teaching English as a foreign language in technical university is using case study method. Unlike traditional lecture-based teaching where student participation in the classroom is minimal, the case study method is an active learning method, which requires participation and involvement from the student in the classroom. For students who have been exposed only to the traditional teaching methods, this calls for a major change in their approach to learning. The majority of scholars affirm that students can learn more effectively when actively involved in the learning process [2, 3, 6, 7, 8, 9, 12, 13]. The case study approach is one way in which such active learning strategies can be performed in technical universities.

There exist a number of definitions for the term «case study». As many researchers we define «case study» as student-centred activities based on description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person or persons in an organization [1, 4, 5, 10, 14, 17]. An important point to be emphasized here is that a case is not a problem. A problem usually has a unique, correct solution. A decision-maker faced with the situation described in a case can choose between several alternative courses of action, and each of these alternatives may plausibly be supported by a logical argument.

Undoubtedly, case studies are an increasingly popular form of teaching and have an important role in developing skills and abilities in students. Some teachers shy away from using case studies in the classroom situation for a number of reasons. First of all, they may feel that they will be engulfed in the content aspect of the case study and lose face before their students. Secondly, they may not be comfortable with the role shift in their teaching – from teacher to facilitator. Finally, teachers who are used to a transmission style of teaching may feel that teaching is not really happening if they use simulations or case studies.

Nevertheless, there are numerous advantages to use cases while teaching a foreign language. Study cases help to:

1) develop and raise critical thinking (application/synthesis/evaluation) and reflective learning in the learner;

2) develop problem solving skills;

3) improve the student's organizational skills – as case studies are sometimes very dense in information, the key is to condense this information into logical sections and organize them so that a clear picture of the problem/issue can be understood;

4) enhance communication skills – case studies can be used to improve the student's written and oral communication. Non-verbal communication skills are also practised by using case studies;

5) train managerial communication skills such as holding a meeting, negotiating a contract, giving a presentation etc. Case studies force students into real-life situations to require them to get involved in managerial communication;

6) enhance the listening/cooperative learning skills;

- 7) encourage collaborative learning and team-working skills in the language learner;
- 8) get you thinking and brainstorming;
- 9) connect theory and practice;
- 10) allow students' naive questions to precipitate profound change in approach;
- 11) teach students that there may not be one «right» answer, after all;
- 12) encourage attention to and self-consciousness about assumptions and conceptions;
- 13) reflect the contextual, situated, complex nature or knowledge;
- 14) build partnership/collegiality among learners and teacher;
- 15) get students to be active, not passive. Provide both possibilities for all learners to be successful and a variety of roles [1, 4, 5, 6, 10, 11, 14, 15, 16, 17].

The case study method usually involves three stages: - individual preparation; - small group discussion; - large group or class discussion. While both the facilitator and the student start with the same information, their roles are dissimilar. It is extremely important that the case studies should be well-prepared in advance so that each student knows what his role is. It is not sufficient just to give the case study to the student and hope that they will understand how to use it. This is the mistake made by many teachers unfamiliar with the case study method.

In contrast to lecture-based teaching, the case method requires intensive preparation by the students, before each class. The following case-based process can be used to help students use cases to their best:

- 1) determine the facts of the case. To grasp the situation described in a case study, it is necessary to read it several times. The first reading of the case can be a light one, to get a broad idea of the story. The subsequent readings must be more focused, to help the student become familiar with the facts of the case, and the issues that are important in the situation being described in the case – the who, what, where, why and how of the case;

- 2) define the presenting problem. The student must also acquire a thorough understanding of the case situation, through a

detailed analysis of the case. During the case analysis process, he/she must attempt to identify the main protagonists in the case study (organizations, groups, or individuals described in the case) and their relationships. The student must also keep in mind that different kinds of information are presented in the case study. There are facts, which are verifiable from several sources. There are inferences, which represent an individual's judgment in a given situation. There are also assumptions, which cannot be verified, and are generated during case analysis or discussion. Clearly, all these different types of information are not equally valuable for managerial decision-making. Usually, the greater your reliance on facts (rather than speculation or assumptions), the better the logic and persuasiveness of your arguments and the quality of your decisions;

3) generate a possible course of action or generate, assess, and propose a number of possible solutions;

4) evaluate the strengths, weaknesses, opportunities, and threats to each course of action;

5) make a decision regarding a satisfactory or at least workable plan of action [5, 6, 10, 11, 14, 15, 16, 17].

While preparing for the case discussion, the student can also make notes with respect to the key aspects of the situation and the case analysis. These could include the following points: - which company (or companies) is being talked about? Which industry is referred to?; - what are the products/services mentioned?; - how/why did the company land in problems (or became successful)?; - what decision issues/problems/challenges are the decision makers in the case faced with? While choosing a case, the teacher should take into consideration the following steps: - identify clear learning objectives; - know his/her learners; - understand how the concepts of the case fit into the overall concept map for the course or unit; - choose the best strategy for using the case materials.

Additionally the following steps should be executed during the case study introduction class:

1) read the case study thoroughly with your students. Here the teacher can deal with any lexical or grammatical issues. You may also like to ask your students to represent the background information in a visual form;

2) provide the students with some input on how they should analyze the case study: - read the case several times; - define the main issues/problems; - set out objectives; - identify solutions; - select the best solution; - decide on how the solution should be implemented; - draw up an action plan to implement the chosen solution.

3) pre-teach the language required to discuss the case study. Note that it is important to select the skill you would like to focus on and teach the specific language.

The standard procedure for using case study method at lessons involves the following aspects: 1) students need to come to class prepared to discuss the case (students will understand the case better, if they are given careful introductory directions);

2) unless there are specific pedagogical reasons, key facts should be introduced in the written case and not added during the discussion. The safest way to discuss a case is to be sure that everyone has a clear understanding of the facts; 3) cases need to be complete enough so that the problem can be defined; 4) the size of the group should allow for free exchange among all participants. Groups larger than 12 tend to exclude many members from participating (larger groups can be divided. Combined contributions of members of different discussion groups improve the learning experience). If a group of students is asked to analyze a case, they must ensure that they meet to discuss and analyze the case; 5) facilitators need to be objective without being emotionally invested in the case. They should be aware of the larger goals of the case. The facilitator has to make the classroom safe for conversations. This doesn't happen right away. Students have to get to know each other and develop a certain level of trust; 6) facilitators should ask carefully designed questions. The first question that the teacher asks is crucial. The primary criterion is to get students to talk, preferably thoughtfully. If you start with a question that is too obtuse, too formidable, or looks like a trick question, no one will answer. Questions should not let the discussion get submerged in the details of the case, but rather ensure that discussion focuses on the ways to solve the problem. The best opening questions are open-ended, where there are multiple reasonable answers, or where the question is neutral and simple to answer. The teacher should periodically try to paraphrase students' points saying,

«Jack, do I understand correctly....» The teacher should not make the discussion a glorified quiz show where he runs through a series of questions, saying «right» or «wrong». Nor is this discussion a lecture in disguise. The teacher must connect one student's ideas with another. He should ask Jack how his ideas square with Vivian's earlier point. The teacher should operate at several levels during the discussion. Firstly, he must be aware of the case material and how to get the content out. Secondly, he must be aware of the process, thinking about whom to call on next to spread the discussion about, how to resolve the conflict that has just exploded, how to stop the private conversation in the corner, how to move to engage the bored student sitting to his right, when to shift tempo. Thirdly, he is thinking of the bigger picture, how these people are doing in the course and how this case fits into the overall syllabus. He will be thinking how asking a particular question might affect a particular student; how to be encouraging to Isabella and yet skeptical of Nicholas; and how this will impact on their personal development. During the case, the teacher should write on the board. He has to move forward to listen seriously to a speaker or move to the side to let students engage one another; 7) role-playing can help clarify some concepts by engaging students in problem solving from the perspectives of different key players [1, 4, 5, 6, 10, 11, 14, 15, 16, 17].

A classroom case discussion is usually guided by the facilitator. Students are expected to participate in the discussion and present their views. In some cases, the teacher may adopt a particular view, and challenge the students to respond. During the discussion, while a student presents his point of view, others may question or challenge him. Case facilitators usually encourage innovative ways of looking at and analyzing problems, and arriving at possible alternatives. What is more, students shouldn't seat in a row. Ideally, a U- or horseshoe-shaped seating arrangement for case study lesson. The open part of the U should face the blackboard. This permits the teacher to walk into the U with the blackboard at his back and the students at his front and sides. This arrangement permits all of the students to see one another.

The interaction among students, and between the students and the facilitator, must take place in a constructive and positive manner. Such interactions help to improve the analytical, communication, and

interpersonal skills of the students [2, 3, 4, 10, 15]. During the controversy students must be careful that the contributions they make to the discussion are relevant, and based on a sound analysis of the information presented in the case.

The facilitator may ask questions to the class at random about the case study itself or about the views put forward by an individual student. If a student has some new insights about the issues at hand, he/she is usually encouraged to share them with the class. Students must respond when the facilitator asks some appropriate questions. The importance of preparing beforehand cannot be emphasized enough – a student will be able to participate meaningfully in the case discussion only if he is knowledgeable about the facts of the case, and has done a systematic case analysis. A case discussion may end with the facilitator (or a student) summarizing the key learning points (or «takeaways») of the session.

Student performance in case discussions is usually assessed. The extent of participation is never the sole criterion in the assessment – the quality of the participation is an equally (or more) important criterion. There are many opportunities to assess students' performances when they are using case-based learning approaches. Here are some assessable activities students might engage in as they work on their investigations: - their participation (quality and extent of participation) and contribution to work in groups; - the kinds of issues they identify; - the questions they develop; - the investigations they propose; - where and how they locate resources; - how they conduct investigations (communication skills, logical flow and structuring of the content, quality of analysis and recommendations, etc.); - the presentations they make; - written case analyses (logical flow and structuring of the content, language and presentation, quality of analysis and recommendations, etc.).

Discussions can often leave students and facilitator with an unsatisfied feeling. Both may wonder what they have really accomplished. Board work isn't always enough. Giving the students a follow-up assignment usually does the trick. Have them write up a summary of the case, write a letter to the company head or develop a strategic plan. These are all good homework exercises. You don't have to have each student hand in a paper for each case. They might write up something for say half or a third of the cases. This approach makes

the workload more manageable for everyone. In addition, a written analysis of the case may be a part of the internal assessment process. When a written analysis of a case is required, the student must ensure that the analysis is properly structured. The facilitator may provide specific guidelines about how the analysis is to be structured.

However, when submitting an analysis, the student must ensure that it is neat and free from any factual, language and grammar errors. In fact, this is a requirement for any report that a student may submit – not just a case analysis [1, 7, 12, 13].

Performing case study gives students the following benefits, it:

1) allows students to learn by doing. Case study 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;

2) improves the students ability to ask the right questions, in a given problem situation;

3) exposes students to a wide range of industries, organizations, functions and responsibility levels. This provides students the flexibility and confidence to deal with a variety of tasks and responsibilities in their careers. It also helps students to make more informed decisions about their career choices;

4) strengthens the student's grasp of management theory, by providing real-life examples of the underlying theoretical concepts. By providing rich, interesting information about real business situations, they breathe life into conceptual discussions;

5) provides students with an exposure to the actual working of business and other organizations in the real world;

6) reflects the reality of managerial decision-making in the real world, in that students must make decisions based on insufficient information. Cases reflect the ambiguity and complexity that accompany most management issues;

7) helps to understand and deal with different viewpoints and perspectives of the other members in their team. Unquestionably, this serves to improve students communication and interpersonal skills;

8) provides an integrated view of management. Managerial decision-making involves integration of theories and concepts learnt in different functional areas such as marketing and finance. The case

method exposes students to this reality of management [1, 4, 5, 6, 7, 8, 16, 17].

It should be acknowledged that styles and modes of learning vary from student to student. In other words, case studies may not be suited to everyone. Some students may work more efficiently in a formal and time-constrained setting, such as an examination. Although this may not be the better mode of learning, it is one to which they have become thoroughly accustomed to at school. One possible solution to this problem is combination of case studies and exam assessment. It provides a balance in learning styles. Moreover, it enables students to develop a range of skills and no student should be unfairly disadvantaged compared to another. Case-based approach is a useful method to develop the following skills: - group working; - individual study skills; - information gathering and analysis; - time management; - presentation skills; - practical skills [4, 8, 10, 11, 15, 16, 17].

Further to the practical application and testing of scholarly knowledge, case study method can also help students prepare for real-world problems, situations and crises by providing an approximation of various professional environments (i.e. classroom, board room, courtroom, or hospital). Thus, through the examination of specific cases, students are given the opportunity to work out their own professional issues through the trials, experiences and research findings of others. An obvious advantage of this method is that it allows students the exposure to settings and contexts that they might not otherwise experience. The case study method also incorporates the idea that students can learn from one another by disputing with each other, by asserting something and then having it questioned.

On the whole, it should be said that advance preparation by the teacher, suitability of the course syllabus, students' motivation, authenticity of materials and activities in which the learners are involved, as well as adequacy of the assessment measures and objectives pursued in the case, provide the key to the success of the Case Method. Benefits of Utilizing the Case Method As the subject of an empirical research study, the case-based approach was shown to improve college students' ability to solve problems such as those that arise in dealing with classroom management issues (Choi & Lee, 2009). Through their own use of the case approach, the authors have

found that participants are able to improve their skills in the following areas:

- Critical thinking
- Oral communication (speaking and listening)
- Writing skills
- Interpersonal skills
- Resolving disagreement and consensus building
- Qualitative analysis
- Problem identification, problem posing, problem solving
- Evaluating criteria
- Identifying, evaluating and selecting among alternatives
- Decision-making
- Formulating, articulating, and implementing a plan of action
- Ability to see complexity of real-world events and the impact of variable and unanticipated factors

• Ability to understand the perspective of others

How to Use Case Studies Case studies may be easier to implement with relatively small numbers (15 participants). While large numbers of participants may present additional challenges (e.g., loss of flexibility, decreased individual participation), research presents evidence that the approach is still workable and can be effective even with larger groups (Doran et al., 2011). As mentioned above, case studies can be found in commercially published sources (Roberts, 1997; Plaister, 1993; Bailey, 2006). However, case studies which are written by the teacher educator or teacher study group facilitator for a particular group of participants have the benefit of being tailored to their specific needs and being directly aligned to course content or institutional/programmatic context. The following sections provide information designed to assist the reader in creating and implementing the case approach in his or her own teacher training or professional development context.

Guidelines for Writing Case Studies The process of writing a case study begins with a consideration of the educational or professional development objectives. First, determine what theories, constructs, and content you want the participants to learn through the case. The goal is for the case to highlight (rather than simply present) concepts, theories and methodologies which participants can draw upon in addressing the issue. One approach is to

write cases based on teacher training course content, material from a TESOL course textbook, or other TESOL-related readings. As an example, the authors have used theory and method course textbooks (Brown H. D., 2007a; Brown H. D., 2007b) as the stimulus for the writing of cases. The content of these textbooks give a sense of the range of issues that are suitable for the development of case studies.

- First Language Acquisition
- Age and Acquisition
- Learning Styles and Strategies
- Personality Factors
- Communicative Competence
- Intrinsic Motivation in the Classroom
- Teaching Across Age Levels
- Teaching Across Proficiency Levels
- Sociocultural, Political, and Institutional Contexts
- Lesson Planning • Technology in the Classroom
- Initiating and Sustaining Interaction in the Classroom
- Classroom-Based Assessment

Personal experience with pedagogical content and other professional issues are also ideal catalysts for or foundations of case studies. Examples include:

- Classroom management
- Student resistance to pedagogical change
- Administrative duties
- Implementing new curriculum
- Textbook adaptation
- Culture shock among students
- Teacher “successes” and “failures”

Classroom delivery of case studies Case study method allows flexibility in how the instructor or facilitator chooses to structure its implementation. One approach is as follows: the case and any accompanying materials may be given to the participants prior to the session in which the case will be discussed so that they can become familiar with its particulars and prepare for group/class discussion and activities. In the class or professional development session, the instructor/facilitator may guide discussion of the topic, theory, or issue before transitioning to group work on the case. Groups then discuss the case, presenting their opinions, clarifying the issues, proposing solutions, reaching opinions, or whatever the particular task calls for. Afterward, the group as a whole

may engage in discussion, group presentation, or other type of debriefing task

Assessing participants' work with case studies

Case studies, which are incorporated as part of a professional development program, may not require an assessment component. In teacher education contexts, however, assessment may be desired. Because a case study approach involves group and class collaboration and discussion, assessing participation tends to be subjective. However, there are several techniques that can be used to provide an objective evaluation (i.e., scores) to case study work. Rubrics can be utilized for this purpose. It may be sufficient to provide holistic ratings such as "very good," "good," "fair," and "poor" to capture the instructor's subjective assessment. In other situations, however, a detailed rubric against which specific criteria are assessed might include categories such as depth and breadth of analysis, individual engagement, collaborative effort, and peer interaction. Guidelines for the creation and use of rubrics, as well as rubric templates, can be found at sites such as www.learningoutcomeassessment.org/rubrics.htm. In-class and out-of-class assignments, which can be graded, may also be utilized. During class time when the case is being discussed, work sheets, jigsaw tasks, mini presentations, and other tasks which are implemented in the case analysis process can be completed for a grade if desired. Participants can be required to complete a comprehension check, write a response paper, or complete another task that is related to content/readings upon which the case is based. For homework or follow-up work, tasks which require the participants to summarize the case, synthesize two or more cases, and apply the case principles to their own real-life experiences provide additional, in depth exploration of the case material. In a classroom situation, instructors may choose to incorporate case studies in formal exams, allowing students to apply the skills in which they have been trained and which they have practiced in class activity

What happens in a Case Method classroom?

In classroom discussion, students analyze the information in the case and use it to solve the problem set up by the case. The discussion can take many forms, including closely directed questioning by faculty to help students draw out the information from the case and identify the central decisions or evaluations that need to be made, more open-ended questions and discussions as students evaluate options and

weigh the evidence, and small group work by students focused on specific analytical tasks. Many faculty members use role-play as a technique to put students completely in the case environment. Ideally, case method discussions involve mostly conversation between and among students, rather than discussion centered on direct participation by the faculty member. Many case method teachers describe their role as conductor, facilitator, or guide, drawing attention to their role in setting up discussion in which students are the primary participants.

In what contexts are cases used?

Faculty members use cases in any environment in which they can effectively manage discussion. There are faculty members using it successfully in very large courses (Steve Lamy at USC teaches cases to as many as 300 introductory IR students) and others who use it in very small graduate classes, though very [large classes](#) and very small classes can pose particular challenges in generating sufficient participation, focusing attention, or producing the diverse viewpoints that make discussion rich. Cases are used effectively to teach critical thinking and quantitative reasoning, and have been successfully applied in a wide range of disciplines including political science, law, business, chemistry, history, and linguistics, and in both undergraduate and graduate classrooms.

Conclusion

The teaching of foreign languages is compulsory in all schools in Estonia. The increase in international links and tourism contribute to public awareness of the need to teach foreign languages not only at all levels of education in schools but also for adults. The acquisition of foreign language skills is encouraged. The choice of the languages in schools is up to the pupils and English is still the most popular foreign language. As a rule, foreign language teachers have university qualifications. Teacher training in most universities is based on properly balanced relation between theory and practice. Learner autonomy has proved to be a useful tool for language learning as teachers' role has changed to that of facilitators of learning. In order to promote lifelong learning, distance-learning programmes are offered by the Open University departments, private sectors and cultural associations. We hope you enjoy this book!

How to Prepare Students to Learn with Cases

Student participation is central to the case method, and the effectiveness of the method is tied directly to the proficiency with which students participate in case discussion. Part of the learning process in the course is tied to developing students' skills in doing the kind of analysis and discussion that the method entails, which means getting clear guidance about how to prepare from you. Student preparation has two components: preparing the material and learning how to discuss.

Mastering the material in the case

Effective discussion requires that students be extremely familiar with the content of the case. This familiarity is best achieved by multiple readings of the case during which they take notes and organize those notes around questions and themes. Their reading can be guided by some preparation questions from you.

[► Show more on preparation questions](#)

This kind of reading is new to students, and many instructors have developed handouts giving students guidelines on how to read and prepare a case. Two examples of such handouts are attached:

[Velenchik Case Preparation Guidelines for Students](#)

[Schodt Learning with Cases](#)

Participating Effectively in Case Discussion

Even the most verbally sophisticated student will need training in how to be an effective case method participant. Most students have experience with answering and asking questions from the instructor, but little experience in classroom discussions with other students. Good case discussion requires students to be engaged in a conversation with their classmates and to be ready to respond to each other's interventions, to use evidence from the case to support their claims, to role play and to work in small groups and to take a stand and defend it. This is a big task for students, and helping them learn to do it can be seen as having three parts.

Explain

Provide your students with a clear explanation of your pedagogical goals, your reasons for choosing the case method, and your expectations for their performance. Establish some ground rules. Will you, for example, only call on volunteers, or will you be "cold calling?" Do you have expectations for how frequently any individual student will be allowed to speak? How will you handle follow up questions or debates? How will you use the blackboard or other means of tracking the discussion. The more they know about the procedures and your expectations, the more effectively they can participate.

Model

By listening carefully, asking questions that open the discussion rather than leading it down a narrow prescribed path, and avoiding the professorial urge to respond to every student statement yourself, you can show students what you expect from them.

Reflect

Take time after each case to talk with students about the discussion, reflecting not only on the substantive outcome but on the process. How did the conversation unfold? What kinds of interventions moved the discussion forward? Where were their bottlenecks? How did you perform as guide? What did they learn that they might bring to the next discussion?

Learning to be a good case student happens in the doing, so more practice will produce better discussions and more satisfied students, but you can get that process underway by setting clear expectations, being careful in your own guidance of the discussion, and asking

students to help you think about how to make the next discussion even better.

Master the case

The best case discussions happen when the instructor is extremely familiar with the information in the case. An effective case instructor will have spent considerable time learning the case, which also explains why so many of us hate to stop using cases that have worked effectively for us. Read the case several times, following the instructions you gave students. Take notes and mark important places in the text for easy reference. Do all of the analytical steps you would ask your students to do.

Plan your approach

Leading a case discussion consists of two primary activities: questioning and listening. Although every discussion is different, it is important to have an overarching plan. Start with your pedagogical goal, and be sure that your goal drives what you do in the classroom. Working backward from that goal, think about the problem solving steps you would have your students go through, divide them into chunks and then think about the order those chunks need to go in. Design questions to get them through those steps. A standard set of steps might follow the following arc:

1. Describe the situation
2. Define possible actions
3. Identify the consequences of each action choice
4. Select the "best" action
5. Summarize and generalize the case.

The "big" questions in the discussion should move the students through this arc, but you should also prepare a series of questions designed to do smaller tasks, including:

- Getting information from the case into the discussion
- Drawing student attention to important information they have missed
- Inducing students to respond to one another
- Fostering debate
- Clarifying previous questions and student comments
- Pushing students to support their claims and defend their points of view.

The examples in this module include teaching notes with suggested questions.

Finally, be prepared for the unexpected. Your students may veer down a different path. How will you handle it?

Think about your classroom. Can you rearrange seating to maximize students' ability to see and hear one another? Where will you be standing? Will you use a blackboard to keep track of the discussion? Are you technologically prepared? Is the technology ready to go?

During

Be a facilitator

During the discussion, the instructor acts as a guide or conductor, steering student participation to meet pedagogical goals and keeping the discussion moving. It is the instructor's job to make sure that the important ideas in the case get aired, that the discussion does not get bogged down in irrelevancies and that a range of ideas are expressed. Most important, the instructor needs to make sure that the discussion of the case meets his pedagogical goals. This is a process of questioning, listening, and questioning again. Note that the instructor role shifts dramatically, and perhaps uncomfortably, from content provider to process facilitator. There will be a certain frustration level in your students as they analyze the case. You will need to jump in and give more guidance when this frustration gets too high, but rapidly telling students the answer is not appropriate either.

► Show Some Tips

Incorporate other techniques

It's often a good idea to incorporate other active learning techniques. Divide students into [small groups](#) either as they prepare for the case or during discussion. Use [role play](#) to get students to put themselves in the shoes of actors in the case. These roles can be assigned in advance (a good tactic to use with reluctant speakers) or taken up on the fly. Small groups are especially well suited to role playing. It can be very formal, in which a large number of students are assigned specific roles, or it can be a part of the [jigsaw technique](#), in which students are assigned roles, each role discusses their strategy, and then are redivided into groups of different roles to solve the problem.

After: Wrapping up the Case

At the end of a case discussion it is useful to take a few moments to summarize the discussion, highlighting the key analytical and conceptual points. Most students don't take notes during the case discussion (although some may write down what gets put up on the board) and some final summarizing remarks from the instructor can give them some record of the discussion to use for future reference.

The end of the discussion is also a good time for the instructor to get a sense of what students are taking away from the discussion. Students can be asked to do a form of [one minute paper](#) in which they are asked to write down their answers to a few questions, including "What was the main point of the case? What did you learn from the discussion? How well do you think you performed? What did you like or dislike about the discussion.

Conclusion

The teaching of foreign languages is compulsory in all schools in Estonia. The increase in international links and tourism contribute to public awareness of the need to teach foreign languages not only at all levels of education in schools but also for adults. The acquisition of foreign language skills is encouraged. The choice of the languages in schools is up to the pupils and English is still the most popular foreign language. As a rule, foreign language teachers have university qualifications. Teacher training in most universities is based on properly balanced relation between theory and practice. Learner autonomy has proved to be a useful tool for language learning as teachers' role has changed to that of facilitators of learning. In order to promote lifelong learning, distance-learning programmes are offered by the Open University departments, private sectors and cultural associations. We hope you enjoy this book!

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**USING CASE STUDY IN TEACHING ENGLISH AS A SECOND
LANGUAGE**

Umumta`lim maktablari ingliz tili o`qituvchilari hamda malaka
oshirish kursi tinglovchilari uchun uslubiy ko`rsatma.

Texnik muharrir *Abdullayev F.*

Terishga berildi: 10.01.2021 y.
Bosishga ruxsat berildi: 13.01.2021 y
Ofset bosma qog'ozi. Qog'oz bichimi 60x84 ^{1/16}.
«Cambria» garniturasini. Ofset bosma usuli.
1,5 bosma taboq Adadi: 50 nusxa. Buyurtma №40/20

Samarqand viloyati Samarqand viloyat xalq ta'limi xodimlarini qayta tayyorlash
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Samarqand shahar, Obidinov ko'chasi 7-uy.

