

TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) THROUGH CASE STUDIES

The main idea of the report is to present the case study approach and its characteristics in two of the most popular ESP course series published by Longman/Pearson ELT. The task-based activities of this dynamic methodology are also described in the way they are practiced at a university level in classes of Business English and English for Tourism at IUC – Bulgaria. The variety of realistic business situations offered by case studies creates favorable conditions for acquiring useful skills for life. The few examples of productive case studies used on the courses compile the list of advantages of the approach for the effective business education. Using the case-method, students gain social competence, and – at an early stage – they learn to communicate with other students and their teachers, who are usually mediators in this process. A variety of real business-situations, which the case-method offers, creates favorable conditions for the acquisition of useful life and professional skills. The article presents a list of this approach advantages for effective business education.

Keywords: *business education, case studies, ESP, leadership, managerial skills, entrepreneurship, tourism studies, integrated skills, skills for life.*

Problem definition. As an interactive approach, case studies limit students' passive role in class, encourage their participation and set up an environment which is very close to the working process of real-life situations. This approach of teaching has been very fruitful since its first usage at law schools in the 30s of the 20th century. Every case has a story which presents individuals or organizations with a dilemma or unsolved outcome and it imitates or simulates a real situation. It includes the method of discussion widely used in training courses for managers and administrators nowadays. People being trained by this method have the chance to learn how to demonstrate both their analytical and managerial skills. Since language is used as a tool to deal with a problem, it serves as a natural means of communication to solve a realistic business problem.

Recent studies and publications analysis. W. Ellet, C. Hampden-Turner, D. Seymour consider features of innovative teaching methods using, such as case-method. They discuss case study approach in educational process. P. Strutt and others examines methodology of teaching English language.

Object of an article. The main idea of the report is to present the case study approach and its characteristics in two of the most popular ESP course series published by Longman/Pearson ELT.

The main body. This is a student-centered dynamic approach containing task-based activities very suitable when dealing with intercultural training at a university level in classes of Business English. Case studies have been identified as one of the best approaches through which students are provided with the necessary theoretical and practical knowledge for their future successful career. Not only do case studies offer a variety of content-based situations, which make students participate in real-life problems, but they also provide them with a great opportunity to revise and use the knowledge already acquired and train their specific communicative competence and managerial skills. Some of the most important advantages of case studies are:

- improving students' productive communication skills in a very intensive way – both oral and written
- developing students' organizational skills
- enhancing students' critical thinking and analytical skills
- boosting reflective learning skills
- training business communication skills

- encouraging working in a team
- endorsing leadership culture

When using case studies, students acquire their social competence as well – in an early stage they learn how to communicate with other students, with their teachers, who are usually facilitators in this process, or when they talk in front of the group/class.

Through the stories of case studies, students understand which decisions are right and which are wrong. They learn from the examples of entrepreneurs of exceptional abilities.

Nowadays a lot of TESOL writers and publishers are paying special attention to ESP as an important specialty area for developing businesses and leaders of the diverse economies in the modern world. The focus of the present report is on two of the latest editions of ESP series used in classes of Business English and English for International Tourism at IUC - Bulgaria (International University College). These are *English for International Tourism*, the newest 2013 edition, and *Market Leader*, the third edition, both of them published by Pearson Education Limited.

English for International Tourism is a three-level course created more than ten years after the first edition of the book had appeared. It is aimed at professionals working in the tourism industry and students of tourism in further education. The structure and the key learning objectives of the course are: 1) Vocabulary; 2) Grammar; 3) Professional Skills; 4) Case Study.

The strongest components are Vocabulary, Professional Skills and Case Study, which means that Grammar Skills are a component used for making a revision of the basic structures needed for the topics under discussion. For additional support there is a comprehensive Grammar Reference at the back of the course-book. Another extremely useful supplement is the Mini-dictionary providing a selection of words and phrases from the ten units on the DVD-ROM. Effective interpersonal and business skills are practiced in the Professional Skills Section. The Case Studies are based on realistic tourism issues with the aim to motivate and engage students in finding a practical solution to a situation through active group work.

The Case Study component in the course-book of Upper-Intermediate level includes the following topics:

- Tailor a package
- Improve a media profile
- Invest in a hotel
- Develop an eco-resort
- Develop airport infrastructure
- Design a museum exhibition
- Make a festival profitable
- Recruit the right person
- Plan a new itinerary

Some of the most widely discussed topics in business studies for tourism today are sustainability and eco-tourism issues. Thus developing an ecotourism project is one of the most interesting for the students. The case *Develop an Eco-resort* has the following steps:

- The phase of preparation: reading an extract from a travel blog and finding answers to a few basic questions (The Brijuni Archipelago in Croatia); listening to a representative of the Croatian Tourist Board, the mayor of Mali Brijun and a representative of the Croatian Wildlife Association who are discussing the topic of a self-catering eco-resort.

- The phase of discussion: working in groups of three/four and reading the agenda for the meeting called by the Croatian Tourist Board; preparing the group reports focusing on advantages and disadvantages; coming to an agreement about the project.

– The phase of writing: an e-mail of 200 – 250 words to a colleague who was unable to attend the meeting – this should summarize the discussion of the project.

Besides developing students' integrated skills based on reading, listening, speaking and writing activities, the Case Study Section builds their confidence in using specialized vocabulary and improves their professional skills like chairing a meeting, discussing and negotiating, writing e-mails, etc.

Market Leader is a successful multi-level business English course with authentic business content developed in association with the *Financial Times*, a leading source of professional information in the world, which creates the real atmosphere of international business in the language classroom. One of the benefits of the course is the task-based approach, which includes role-plays and case studies and is combined with best practical ideas from different areas of the world of business. Another benefit is that students are taught to rely on their own knowledge of business and the world, their own opinions and (working) life experience, thus enhancing the learning process and motivation. Business English students acquire communication skills in the main business areas of negotiations, meetings, presentations, etc. Focus of the case studies approach in *Market Leader* course is fluency in all the activities. Students are allowed to use their own conclusions and to offer creative and imaginative solutions. Case studies contribute to developing both language practice and effective entrepreneurial skills some of which are leadership, decision-making, intercultural awareness, problem analysis, etc. There is a case study based on realistic business situations at the end of each unit corresponding to the business topic of the unit. The case studies end with a writing task, which is also realistic and includes writing memos, e-mails, taking the minutes of a meeting, reports, etc. leading to the development of students' writing competence.

The cases of business English in *Market Leader* are shorter and are usually developed around a problem in a company. To solve the problem several main stages are covered:

- Reading the background information of the case
- Discussing and analyzing the quantitative data
- Summarizing weaknesses and threats
- Presenting alternative solutions to the problem
- Comparing the solutions and choosing the best one
- Preparing an action plan, assigning tasks and setting the deadlines

Excluding the first stage, the other ones develop speaking skills as students present their point of view, criticize, negotiate, etc. They work in teams and each team tries to offer best solution to the problem. The writing task is very often given as a homework assignment.

Some of the most successful case studies are about organizing various company events, intercultural communication, advertising campaigns, human resources, reorganizing companies and investment planning. For example, when preparing an advertising campaign for a product or a service students teams analyze all needed aspects like the target market, corporate image, advertising budget, etc. After the teams devise their campaigns, they take turns at presenting. The team delivering a presentation is assessed by the other teams who play the roles of clients and complete an assessment sheet. Both the campaign concept and the effectiveness of presentation are evaluated.

The most interesting and many-sided case study, in my view, is *Slim Gyms* case study, in which students select from a group of applicants a new manager for a chain of health and fitness clubs in NY. The *Employment Unit* where the case is consolidates useful language of managing meetings in a few of the previous unit tasks, so that students could be prepared to do the case study successfully. The case starts with a group/class discussion about taking exercises, gym facilities, gym membership, atmosphere, hygiene, good gyms, bad gyms, and of course, qualities a manager of a gym should have. Then students read the background information and the job advertisement, and the class summarizes the situation. In groups,

students read the four short-listed candidates' file cards, later they listen to the candidates' interviews, hold a meeting to discuss each candidate's strengths and weaknesses and after that take a decision about the best candidate. The units on employment are usually accompanied by activities developing interview skills, CV writing and cover letter writing, which could serve as a preparation stage for students' further career.

Conclusions. Most of the students see the advantageous role of case studies, value the approach and how it is used in class because they are the decision-makers. The best part of using case studies techniques is that it reproduces real life and students of any subject are given the opportunity to learn in real situations. The most valuable benefit of the case study approach is that students practice their language skills and at the same time improve their interpersonal, analytical and managerial skills, which are some of the most important entrepreneurial skills.

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Аннотация. Марьяна Годорова. Преподавание английского языка для специальных целей на основе кейс-метода. *На сегодняшний день в обучающем процессе актуальным является использование интерактивного подхода, поощрение участия студентов, создание среды, которая очень близка к технологическому процессу, реальных жизненных ситуаций. Этот подход преподавания был впервые использован в юридических школах в 30-х годах 20-го века и был очень плодотворным. Он позволяет приобрести и продемонстрировать свои аналитические и управленческие навыки. Он служит инструментом для борьбы с проблемой, естественным средством общения для решения реалистичной бизнес-проблемы.*

Одним из таких методов является кейс-метод. При использовании кейс-метода, студенты приобретают социальную компетентность, а также – на ранней стадии они учатся общаться с другими студентами, со своими преподавателями, которые обычно являются посредниками в этом процессе. Разнообразие реальных бизнес-ситуаций, предлагаемых кейс-методом, создает благоприятные условия для приобретения полезных жизненных и профессиональных навыков. В статье представлен список преимуществ такого подхода для эффективного бизнес-образования.

Ключевые слова: *бизнес-образование, кейс-метод, ESP, лидерские, управленческие навыки, предпринимательство, обучение туризму, комплексные навыки и умения, жизненные навыки.*

Анотація. Маар'яна Тодорова. Викладання англійської мови для спеціальних цілей на основі кейс-методу. Нині в навчальному процесі актуальним є використання інтерактивного підходу, заохочення участі студентів, створення середовища, яка дуже близьке до технологічного процесу, реальних життєвих ситуацій. Цей підхід викладання був уперше використаний в юридичних школах в 30-х роках 20-го століття і був надзвичайно результативним. Він дозволяє набутти і демонструвати свої аналітичні та управлінські навички. Він слугує інструментом для боротьби з проблемою, природним засобом спілкування для вирішення реалістичної бізнес-проблеми.

Одним з таких методів є кейс-метод. При використанні кейс-методу, студенти набувають соціальної компетентності, а також – на ранній стадії вони вчаться спілкуватися з іншими студентами, своїми викладачами, які зазвичай є посередниками в цьому процесі. Різноманітність реальних бізнес-ситуацій, пропонованих кейс-методом, створює сприятливі умови для оволодіння корисними життєвими і професійними навичками. У статті представлено список переваг такого підходу для ефективної бізнес-освіти.

Ключові слова: бізнес-освіта, кейс-метод, ESP, лідерські, управлінські навички, підприємництво, навчання туризму, комплексні навички та вміння, життєві навички.

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ПЕДАГОГІЧНІ УМОВИ ГОТОВНОСТІ ВЧИТЕЛЯ ПОЧАТКОВОЇ ШКОЛИ ДО ДІАГНОСТИЧНОЇ ДІЯЛЬНОСТІ В ОСОБИСТІСНО-РОЗВИВАЛЬНОМУ НАВЧАННІ

У публікації авторка аналізує проблему готовності вчителя початкової школи до діагностичної діяльності у процесі особистісно-розвивального навчання, визначає педагогічні умови, що сприяють її ефективності.

Ключові слова: готовність учителя до професійної діяльності, діагностична діяльність, особистісно-розвивальне навчання, учні початкової школи, педагогічні умови.

Постановка проблеми. Успішне вирішення проблеми здійснення діагностування в особистісно-розвивальному навчанні вимагає від педагогів, перш за все, готовності до такого виду діяльності. Окреслене питання є досить своєчасним і актуальним для реформування вітчизняної освіти, зокрема початкової школи.

Аналіз останніх досліджень та публікацій. Як засвідчує проведений аналіз педагогічних досліджень, цей аспект знайшов достатнє вивчення у науковій теорії та практиці сучасної школи. Зокрема, у працях В. Бондаря, І. Зязюна, В. М'ясищева, К. Платонова, О. Савченко, В. Семиченко, С. Сисоевої, Д. Узнадзе розкриваються теоретичні основи професійної готовності, які охоплюють володіння професійною компетентністю, що вміщує знання, вміння, навички, практичний досвід, ставлення до діяльності за профілем. Готовність до діяльності більшість науковців розглядають на особистісному та функціональних рівнях: як активний стан особистості, що породжує діяльність і її наслідки; як якість, яка визначає установку на розв'язання професійних ситуацій та завдань; як передумова для цілеспрямованої діяльності, її регуляції, стійкості й ефективності.

Психологічна готовність визначається як складна динамічна структура, що охоплює інтелектуальні, емоційні, мотиваційні та вольові особливості психіки людини відповідно до зовнішніх умов і завдань діяльності. Показниками психологічної готовності, що входять до її структури, як зазначають учені, є: усвідомлення мети, реалізація якої дозволяє виконувати поставлені завдання; визначення й оцінка умов, у яких буде протікати діяльність; встановлення основних і додаткових способів вирішення поставлених завдань; прогнозування протікання інтелектуальних,