

# Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> May, 2023

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

## INTRODUCING CASE STUDY METHOD IN LANGUAGE CLASSES: BENEFITS AND CHALLENGES

Ergasheva Mushtariybegim Faxriddin qizi

Uzbekistan state world languages university Student of MA

Mavluda Xamitovna Gulyamova

Scientific Advisor

### ANNOTATION

The current article focuses on introducing Case study method as one of the innovative ways of teaching language skills in teaching English for specific purposes (ESP). It discusses the benefits and challenges of using using case study in teaching and learning process.

### ANNOTATSIYA

Mazkur maqola aniq maqsadlar uchun ingliz tilini o'qitishda (ESP) til ko'nikmalarini o'rgatishning innovatsion usullaridan biri sifatida Keys metodini joriy etishga qaratilgan. Unda ta'lim va ta'lim jarayonida Keys metodidan foydalanishning afzalliklari va muammolari muhokama qilinadi.

### АННОТАЦИЯ

Данная статья посвящена внедрению метода Кейс-стади как одного из инновационных методов обучения языковым навыкам при обучении английскому языку для конкретных целей (ESP). В нём обсуждаются преимущества и проблемы использования Кейс-метода в процессе преподавания и обучения.

**Keywords** – case study, language skills, benefits and challenges, teaching and learning process

**Kalit so'zlar** –keys metodi, til ko'nikmalar, afzalliklari va muammolari, ta'lim va ta'lim jarayoni

**Ключевые слова**-метод Кейс-стади, языковые навыки, преимущества и проблемы использования, процесс преподавания и обучения.



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With the beginning of the new millennium, UNESCO proclaimed the XXI century the century of polyglots under the motto "Learning languages throughout life", since the comprehension of foreign languages has taken shape in an important aspect of modern human life. Their knowledge is the way to master new models of thinking and behavior in order to become more versatile, flexible, diplomatic and communicative.

The official language policy in Uzbekistan is aimed at increasing the role of the state language in the social life of the Republic and at the international level. At the same time, the Concept of development of the public education system of the Republic of Uzbekistan until 2030 is focused on knowledge and active study of foreign languages. Its targets are to achieve one hundred percent language proficiency by teachers teaching English corresponding to the C1-CEFR level.

Advanced digital technologies and modern information resources that have burst into our lives have dramatically strengthened the processes of global integration of states. Teaching foreign languages is designated as one of the priority areas of educational policy. At the suggestion of the Head of State, an Agency for the Popularization of Foreign Language Learning under the Cabinet of Ministers was established on May 17, 2022.<sup>1</sup> Among its tasks is the introduction of teaching methods, programs and manuals that have shown their effectiveness.

The level of education depends, primarily, on the knowledge and competence of the teacher. In the decree PQ-5117 of the President of the republic of Uzbekistan "On measures to bring the activities of popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan" dated on May 19, 2021 puts important points to language teaching such as: developing the teaching of foreign languages as a priority direction of education policy; fundamentally improving the quality of education in this direction; involving qualified pedagogues to the field; increasing the interest of the population in learning foreign languages.<sup>2</sup>

<sup>1</sup> Prezident-xorijiy-tillarni-orgatish-boyicha-kelajak-uchun-mustahkam-poydevr-boladigan-yangi-tizimni-yolga-qoyish-vaqti-soati-keldi <https://yuz.uz/en/news/>

<sup>2</sup> PQ.5117 No. 19.05.2021 On measures to bring the activities of popularization of learning foreign languages to a qualitatively new level in Uzbekistan. <https://lexuz.translate.goog/docs/5426736?>



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As Albert P' Rayan states, a teacher of English who is imaginative, innovative, interactive, independent and interdependent can be successful in the field and can lead the students from dependent stage to independent stage and then to interdependent stage.

An effective teacher of English as someone who possesses 5 I's:

1. Imagination
2. Innovativeness
3. Interaction
4. Independent thinking
5. Interdependence

A modern teacher should not only master the subject, means and forms of organization of the educational process perfectly, but he should also apply modern teaching methods and technologies in his work. According to above mentioned qualities of an English teacher he should be able to intelligently choose a good teaching method. There are several methods that are applicable to users in the process of teaching English in the classroom. The method used should allow students to use English naturally in addition to creating an active atmosphere and cooperation between students. Case study is the method that need to be applied. This method divides students into small groups so that they can discuss and work together to give solutions to cases in English.

A case study aims to learn as much as possible about a person or group so that the findings can be applied to a wide range of people. The case study technique is an active learning approach that demands engagement and involvement from the student in the classroom, in contrast to typical lecture-based education where student participation in the classroom is low. This necessitates a significant shift in the way that pupils learn if they have only experienced traditional teaching approaches.<sup>3</sup>

The case study technique is a motivational, student-centered strategy used in teacher education that uses real-world examples to illustrate theoretical models and concepts. Participation in case studies encourages students to be actively involved, participate, and think critically. When educators want their students to examine how

<sup>3</sup> Куимова М.В. The use of case study method in teaching English as a foreign language in technical university // Молодой учёный. - 2010. - №1-2. Т.2. - С. 82-86. - URL <https://moluch.ru/archive/13/1176/> (дата обращения: 25.11.2019)



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what they have studied relates to problems in the real world, they can employ case studies in any area. And ask students to provide an open-ended response or come up with a solution to an open-ended issue that has several alternative solutions.<sup>4</sup>

The following steps should be taken: looking at the case, analyzing and discussing the statistics and data; identifying the problem; identifying potential threats; suggesting and discussing potential solutions to the problem and selecting the best one; and informing the staff of the decisions made (either in writing or by presenting the case study's findings in class).

These actions are associated with the advancement of abilities including reading, speaking, giving presentations, listening, and writing. All students are asked to use the material in writing once the final decision has been made. It might be a letter, memo, action plan, report, email, or guidelines—any type of corporate writing that best fits the circumstance. As a result, writing skills are substantially enhanced.<sup>5</sup>

Undoubtedly, the use of the case method has some advantages and risks. Firstly, the case method makes it possible to optimally combine theory and practice, develop skills in working with a variety of information sources. Students do not get ready-made knowledge, but learn to get it on their own, decisions made in a life situation are remembered faster than memorizing rules. Secondly, the process of solving the problem outlined in the case is a creative process of cognition, which implies the collective nature of cognitive activity. Consequently, students learn to follow the rules of communication: work in groups, listen to interlocutors, argue their point of view, building logical schemes for solving a problem that has an ambiguous solution. During the lesson, students will not be bored, but will think, analyze, and develop discussion skills. And finally, even underachieving students will be able to participate in the discussion of questions, since there are no unambiguous answers that need to be learned.

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<sup>4</sup> Case Studies (2013, February 2). Retrieved from Admissions Consultants: <http://www.admissionsconsultants.com/college/casestudies.asp>

<sup>5</sup> Brattseva, E. & Kovalev, P.. (2015). The power of case study method in developing academic skills in teaching Business English (time to play). Liberal Arts in Russia. 4. 234. 10.15643/libartrus-2015.3.7.



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The case study can be successfully used in foreign language classes, since this method is complex and contains all types of speech activity: reading, speaking, writing, listening. Students have a real opportunity to communicate in a foreign language in the process of interacting with other group members and the teacher. The success of the case method depends on three main components: the quality of the case, the readiness of students and the readiness of the teacher himself to organize work with the case and conduct a discussion.

The use of the case study requires more time from the teacher to prepare for the creation of cases, but this method allows the teacher (if he fully masters this method) to form students' independence of thinking, the ability to argue, prove and justify their point of view. When a teacher sees the results of his work, he gets great satisfaction from his work.

The importance of emphasizing that a situation is not a problem should not be overlooked. Almost every problem has a single, proper solution. When faced with the situation described in a case, a decision-maker has various options, each of which can be backed by a logical argument.

Case studies can be tailored to different language levels and teaching situations, such as English for specific purposes (ESP) or content-based learning (language acquisition combined with the study of a subject matter). Topics may range from everyday issues to high-content cases that require in-depth subject-matter knowledge and involve the analysis of accompanying data such as graphs, charts, and other supporting documents. The more complex the case is, the more specific the knowledge and the more specialized the language students will need. High-context cases are therefore suitable for learners who have sufficient proficiency in English and specialized knowledge about the subject; this is the case for many ESP students studying business, engineering, or other subjects. If teachers want to create their own subject specific case studies, they may consider the possibility of collaborating with a specialist subject teacher.<sup>6</sup>

<sup>6</sup> [americanenglish.state.gov/english-teaching-forum](http://americanenglish.state.gov/english-teaching-forum) 2019 ENGLISH TEACHING FORUM 25





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**Table 1 summarizes advantages and challenges of the case-study method.**

Advantages	Challenges
<ul style="list-style-type: none"><li>• Task-based learning can be implemented, and language is used to communicate.</li><li>• Language skills are used in combination with other skills (e.g., business, interpersonal, and problem-solving skills).</li><li>• Integration of various language skills is possible.</li><li>• Different media can be included.</li><li>• Some cases can incorporate role plays.</li><li>• Students may generate their own cases.</li></ul>	<ul style="list-style-type: none"><li>• Teachers must find case studies that are suitable for their learners regarding content, complexity, and linguistic level, or they must write the case studies themselves.</li><li>• Reading and analyzing longer case studies can be time-consuming.</li><li>• Assessment criteria need to be carefully established, explained, and considered.</li></ul>

When teaching a foreign language, there are various **ADVANTAGES** of using cases. Case studies can be used to:

- develop and raise critical thinking (application/synthesis/evaluation) and reflective learning in their learners;
- develop problem-solving skills;
- improve the student's organizational skills- because case studies can be 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;
- improve the student's communication skills- case studies can be used to improve written and oral communication skills.
- stimulate collaborative learning and team-working abilities in language learners;
- train managerial communication skills such as holding a meeting, negotiating a contract, presenting a presentation, and so on.
- allow students' naive questions to precipitate profound changes in approach;
- teach students that there may not be one 'right' answer after all;
- encourage attention to and self-consciousness about assumptions and conceptions;



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- reflect the contextual, situated, complex nature of knowledge;
- build partnership/collegiality among learners and teachers.<sup>7</sup>

Based on the data described above, there are some suggestions for teachers, students and other researchers. It will be useful for further teaching and learning activities. First, teachers need to consider the stages of Case study before using the model to teach, so that teachers can apply the stages of it systematically. Teachers also need to motivate students so that students have the confidence to write and present in English. Last, Students need to practice more in productive skills in English.

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