

THE CASE STUDY APPROACH IS A TEAM TEACHING IN ENGLISH FOR SPECIFIC PURPOSES

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Abstract. In rapidly changing society when teaching English for Specific Purposes has grown to become one of the most prominent areas of teaching English as a foreign language, ESP practitioners face new opportunities and challenges. The purpose of the article is to reveal new approaches to methods of teaching of English. The article uses a case study approach to help students feel the necessity of developing their professional skills, and so have their teachers, who now realize that the design of any curriculum has to be student-centred. It has to be determined primarily by the long-term needs of the students. Its goal has to be professional competence. Students graduating from the university have to be ready to go on to the next stage in their lives, join the work force and function effectively in English. Since they are going to be managers, business people, executives and so on, they will need to use English effectively in their business transactions. They must absorb information quickly, read selectively, and make decisions under pressure. This article underlines specific needs of the learners to make use of methodology and activities of the discipline in order to be centered on the language appropriate to these activities. Thus, team - teaching is the great opportunity for both the subject specialist and the English tutor to create together. As a result of studying the problem, we can come to the conclusion that it is necessary to continue the methodological investigation undertaken here in terms of verifying the experience described and possibly transferring it to other directions. The article can be useful for further study of that approach and for specialists and teachers, because it helps to use and develop it in a proper way.

Keywords: University education, English language teaching, methodology, professional development, team teaching, case study, skills, English for Specific Purposes.

1. INTRODUCTION

Nowadays ESP focuses on using English effectively in specific academic spheres such as business, law, banking, medicine, etc. One may ask: “What’s the difference between the ESP and general English approaches?” T. Hutchinson and A. Waters answer this quite simply — “in theory — nothing, in practice - a great deal” (Hutchinson, & Waters, 1987). The words and sentences learned, the subject matter discussed, all relate to a particular field or discipline, for example, a lawyer writing a brief, or a diplomat preparing a policy paper. The courses make use of vocabulary and tasks related to the field such as negotiation skills and effective techniques for oral presentations. The entire program is designed to meet the specific professional or academic needs of the learner. In ESP a balance between educational theory and practical considerations is created. It increases students’ skills and confidence in using English.

Scholars studying the area of ESP — Tom Hutchinson, (Hutchinson, & Waters, 1987) Alan Waters, Pauline Robinson (Robinson, 1991), Tony Dudley Evans (Dudley, 1997) Ann M. Johns, James R Davis (Davis, 1997) — have concluded that ESP meets specific needs of the learners, it makes use of methodology and activities of the discipline it serves, and it is centered on the language appropriate to these activities. According to T. Hutchinson and A. Waters “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning. Today teachers are much more aware of the importance of needs analysis and materials writers think rather carefully about the goals of learners while producing materials” (Hutchinson, & Waters, 1987).

2. METHODS

Modern teachers are expected to be linguistically and culturally competent, and to be equally competent on the discourse level. From the pedagogical point of view, they should be able to handle different learner strategies, be good classroom managers, organizers, initiators, monitors, advisers and resource-providers. They are expected to help students learn from their errors, motivate them, promote learner autonomy, and cater for different abilities and learning styles. Even experienced teachers could find it difficult to fulfill so many requirements. But still there is a gap between students’ real life needs and what a general

course book can suggest. Very often instead of conducting interviews with specialists in the field, analyzing the language that is required in the profession or even conducting students’ needs analysis many ESP teachers become dependent only on the published textbooks available.

What can an ESP teacher do to meet students’ real life needs? Our answer is “team-teaching”. According to R.R. Jordan “Team- teaching

— the joint teaching, or sharing of teaching by both the subject specialist and the English tutor

— has added another dimension to the teaching of ESP since the late 1970s. The specialists act as informants on what goes on in the subject discipline” (Jordan,1997).

T. Hutchinson and A. Waters think that cooperation between subject and language specialists should be a two-way process: the subject specialist can help the ESP teacher in learning more about the learners’ target situation, at the same time the ESP teacher can make the subject specialist more aware of the language. So subject and language teachers benefit from this way of organizing their teaching process.

Team-teaching is not merely a technique, it is becoming a strategy that has been growing in importance and demand. But creating a team to bring about changes in teaching practice requires careful thought and consideration.

3. RESULTS

It should be emphasized, interest in developing courses that provide interdisciplinary perspectives is increasing. The idea of team- teaching came about as a conscious attempt to meet the linguistic and academic needs of students of Kazan Federal University. We had little doubt that team-teaching could provide a stimulating and challenging opportunity for professional development, sharing teaching responsibilities and risk taking, collecting and designing materials, planning sessions together, coming to collective decisions through discussion and argument.

Lack of opportunities for informal learning and real life use of the language makes us seek a new, more complex and challenging solution. Team-teaching project work seems to be an effective way to meet our aims. There are some points in favor of the project. Firstly, there is a gap between the language

the students are taught and the language they in fact require. The project can help to bridge this gap. It gives the students the opportunity of practicing in class the language they are likely to require outside their classroom. Secondly, the students become responsible for their own learning. They select and organize materials, with the teachers acting as coordinators and consultants. The joint work also provides a good way of integrating the four basic skills (listening, reading, writing and speaking). The skills are not treated in isolation but combined.

The idea is to try a comparatively new and rarely practiced approach to subject and language teaching by combining a course of lectures on "Management" with the students' further participation in the form of project work "Principles of Management". Students have to make presentations on every principle of management. Their work is monitored by the English language teachers.

The content of the team-teaching project covers all five basic principles of management: planning, organizing, staffing, directing and controlling. The students are invited to investigate, explore and analyse information about the principles studied and then make a presentation of each principle, create business vocabulary and invent tasks for cross-checking of the information given at the presentation stage.

4. DISCUSSION

It is believed project work is a relatively new and progressive approach to language teaching as it is in line with modern trends in the political, social and economic spheres where most activity is carried out through project work.

The objectives in the course are:

- to raise the students' motivation for language and subject learning,
- to develop the students creativity and independent thinking,
- to involve the students in natural communication,
- to raise their cross-cultural and subject awareness,
- to encourage students to create their own stock of business terms,
- to develop students' presentation skills.

The following teaching techniques are used to achieve objectives:

1. Students are given much responsibility while forming their own teams and doing their project work tasks.
2. They are exposed to the authentic language of the lecturer.
3. Students are encouraged to use information taken from different sources.
4. They are to use a monolingual dictionary in order to make a primary stock of business vocabulary.
5. The skills of note-taking and report-making are being developed.
6. Different skills are practiced while getting the presentation ready — discussion, negotiation, suggestion, argument.
7. Students take part in class discussions and small group discussions.
8. They read special texts extensively.
9. They have an opportunity to work in groups and individually.

5. SUMMARY

The underlying assumption is that if you want independent students in your university, you have to give your students as much responsibility for their own learning as possible.

Students who take part in the team-teaching project have the benefit of working under the guidance of several instructors. The students have a unique chance of mastering the subject of Management and the language simultaneously. After all, no communication is possible without content. It is only natural that the form and the content are taught together. It is necessary to provide students with data which they themselves have to organize and understand in the context of their own knowledge and experience. Today with our renewed emphasis on interactive, problem-solving teaching we try to use a truly student-centered, inductive approach producing task-oriented assignments which provide for students team-work, their independent processing of data, communication with the instructors and better understanding of the business world. A lot of case studies linked to the business

topics of each units in the books of D. Cotton, D. Falvey, S. Kent (Cotton, Falvey & Kent, 2010) will be useful to succeed in making decisions and making presentations. Some features and details are thoroughly considered in the works of the following researchers R.N. Gubaidullina (Gubaidullina, Ilyasova & Khakimzyanova, 2015), J. Kolesnikova (Kolesnikova, Kamasheva & Fakhruddinova, 2015), E.V. Fakhruddinova (Fakhruddinova, Fakhruddinova, Yagudin & Vishnjakov, 2015), A.M. Ilyasova (Ilyasova, Khakimzyanova & Gubaidullina, 2016).

6. CONCLUSIONS

Eventually we all benefit from being able to work together, teachers as well as students.

Some of the major outcomes of team-teaching experiment are:

FOR TEACHERS: greater cohesion in the design of lessons; long-term goals become more important than day-to-day goals; students are judged on what they can demonstrate about new learning; students' projects are used to judge how much they have learnt; the teaching repertoire is made more diverse; we get more motivated learners.

FOR STUDENTS: students become more active learners, more students experience success, analytical thinking is fostered, there is more enjoyment in students learning.

We agree with James R. Davis, from the University of Denver who proves convincingly in his book "Interdisciplinary Courses and Team Teaching: New Arrangements for Learning" that "team-taught, interdisciplinary courses are an improvement over the traditional disciplinary structure". He offers a suggestion drawn from current research to help facilitate the process: "Interdisciplinary team-taught courses will be a key element in reengineering teaching for the twenty-first century learning".

Without any doubts interdisciplinary team-teaching is effective in ESP teaching situations and is worth a try. The resulting link between subject and ESP tutors doubles the effectiveness of teaching which is still further enhanced by students increased motivation, enjoyment of the process and greater responsibility for their own learning.

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