

DEVELOPING INTERCULTURAL FOREIGN LANGUAGE COMMUNICATION VIA CASE STUDY TECHNOLOGY

DESENVOLVENDO COMUNICAÇÃO EM LÍNGUA ESTRANGEIRA INTERCULTURAL VIA TECNOLOGIA DE ESTUDO DE CASO

DESARROLLO DE LA COMUNICACIÓN INTERCULTURAL EN LENGUA EXTRANJERA A TRAVÉS DE LA TECNOLOGÍA DE ESTUDIO DE CASO

Rimma SAGITOVA¹
Liliya ILIKOVA²

ABSTRACT: Profound structural changes in the economy, increasing saturation and awareness of the population, internationalization of various spheres of life lead to the need to create a variety of opportunities for education and self-education of young people in intercultural foreign language communication. In this regard, one of the leading technologies which help to promote intercultural foreign language communication is case study technology. The case-method is based on the acquisition of sets (cases) of text teaching materials and transfer them to students for self-study. The main aim of the research work is to study the effectiveness of case study technology for promoting autonomous learners in intercultural foreign language communication. The author reveals the concept of case study technology in foreign language learning, distinguish four main stages of using case study technology for promoting autonomous learners in foreign language education: preparatory stage, introductory, main stage and final. It is concluded that the use of case study technology for promoting autonomous learners in intercultural communication promotes the development of internal motivation of student to educate and self-educate; the development of creative thinking, activity and autonomous work of students; the consolidation of the knowledge and skills necessary for the formation of self-educational activities; reflection on their self-educational activity. The results and conclusions of the presented paper can be used by teachers and lecturers at the English classes, seminars and in such lecture courses as “Technologies of foreign language teaching in primary schools», “Theory of foreign language teaching”.

KEYWORDS: Intercultural. Communication. University. Student. Education. Foreign language. Case study technology.

RESUMO: *Mudanças estruturais profundas na economia, aumento da saturação e consciência da população, internacionalização de várias esferas da vida, levam à necessidade de criar uma variedade de oportunidades de educação e autoeducação dos jovens na comunicação intercultural de línguas estrangeiras. Nesse sentido, uma das tecnologias líderes que ajudam a promover a comunicação intercultural em línguas estrangeiras é a tecnologia de estudo de caso. O método de caso baseia-se na aquisição de conjuntos (casos) de materiais didáticos*

¹ Kazan Federal University (KPFU), Kazan – Russia. ORCID: <https://orcid.org/0000-0001-7822-3819>. E-mail: sag-rimma@yandex.ru

² Kazan Federal University (KPFU), Kazan – Russia. ORCID: <https://orcid.org/0000-0002-9739-5007>. E-mail: Ilkova-lili@gmail.com

textuais e na sua transferência aos alunos para auto-estudo. O objetivo principal do trabalho de pesquisa é estudar a eficácia da tecnologia de estudo de caso para a promoção de alunos autônomos na comunicação intercultural de línguas estrangeiras. O autor revela o conceito de tecnologia de estudo de caso na aprendizagem de línguas estrangeiras, distingue quatro etapas principais do uso da tecnologia de estudo de caso para a promoção de alunos autônomos no ensino de línguas estrangeiras: estágio preparatório, introdutório, estágio principal e final. Conclui-se que o uso da tecnologia de estudo de caso para a promoção de alunos autônomos na comunicação intercultural promove o desenvolvimento da motivação interna do aluno para educar e autodidatar; o desenvolvimento do pensamento criativo, da atividade e do trabalho autônomo dos alunos; a consolidação de conhecimentos e habilidades necessárias à formação de atividades autodidatas; reflexão sobre sua atividade autodidata. Os resultados e conclusões do artigo apresentado podem ser usados por professores e palestrantes nas aulas de inglês, seminários e em cursos como “Tecnologias de ensino de línguas estrangeiras nas escolas primárias”, “Teoria do ensino de línguas estrangeiras”.

PALAVRAS-CHAVE: Intercultural. Comunicação. Universitária. Universitária. Educação. Língua estrangeira. Tecnologia de estudo de caso.

RESUMEN: Los profundos cambios estructurales en la economía, la creciente saturación y conciencia de la población, la internacionalización de las diversas esferas de la vida llevan a la necesidad de crear una variedad de oportunidades para la educación y autoeducación de los jóvenes en la comunicación intercultural en lenguas extranjeras. En este sentido, una de las tecnologías líderes que ayudan a promover la comunicación intercultural en lenguas extranjeras es la tecnología de estudio de casos. El método de casos se basa en la adquisición de conjuntos (casos) de materiales didácticos de texto y transferirlos a los estudiantes para su autoestudio. El objetivo principal del trabajo de investigación es estudiar la eficacia de la tecnología de estudio de casos para promover a los estudiantes autônomos en la comunicación intercultural en lenguas extranjeras. El autor revela el concepto de tecnología de estudio de caso en el aprendizaje de idiomas extranjeros, distingue cuatro etapas principales del uso de la tecnología de estudio de caso para promover estudiantes autônomos en la educación de idiomas extranjeros: etapa preparatoria, introductoria, etapa principal y final. Se concluye que el uso de tecnología de estudio de casos para promover aprendices autônomos en la comunicación intercultural promueve el desarrollo de la motivación interna del estudiante para educar y autoeducar; el desarrollo del pensamiento creativo, la actividad y el trabajo autônomo de los estudiantes; la consolidación de los conocimientos y habilidades necesarios para la formación de actividades autodidactas; reflexión sobre su actividad autodidacta. Los resultados y conclusiones del trabajo presentado pueden ser utilizados por profesores y conferencistas en las clases de inglés, seminarios y cursos de conferencias como “Tecnologías de la enseñanza de lenguas extranjeras en las escuelas primarias”, “Teoría de la enseñanza de lenguas extranjeras”.

PALABRAS CLAVE: Intercultural. Comunicación. Universidad. Estudiante. Educación. Lengua extranjera. Caso práctico de tecnología.

Introduction

Modernization of Russian education and new trends in international educational integration have set new goals for Russian professional education, the solution of which is possible in deep qualitative transformations, which should be presented in the form of two interrelated processes: the reform of the existing educational system and the formation of new conceptual approaches and paradigms of its development in accordance with structural changes in the economy and social policy of the state (ABROSIMOVA *et al.*, 2019; ILIKOVA, 2019; KHUSAINOVA; VALEEV, 2018).

Russia's acknowledgment of the Bologna Process and the arrangement of a brought together Higher Education Area have set new difficulties for the advanced higher school. Schools are presently liable for assisting future experts with getting ready to address explicit expert errands, to adequately acknowledge proficient exercises, and to be liable for proficient outcomes.

An American savant and therapist John Dewey (1916) underlined that the main disposition that can be framed in a man is that of the craving to keep learning. Understudy focused schooling is straightforwardly identified with the idea of self-coordinated realizing which implies that instructors address the issues and goals of understudies at all levels, from rudimentary to post-graduate and for the duration of their lives, in building up their discernment, feelings, practices, fundamental abilities, and citizenship characteristics (GORBUNOVA; MOKEYEVA, 2017; KADYROVA; VALEEV, 2016; MUHAMETZYANOVA, 2008; ZIMNYA, 2006).

Today we need not exclusively to inspire our understudies in unknown dialects adapting yet additionally cultivate their self-schooling in unknown dialects learning. What's more, one of the ways, to give the cognizant methodology in understudies' self-coordinated learning and to make a powerful inspiration for it, from our perspective, is the utilization of case innovation in advancing student self-governance in intercultural unknown dialect correspondence.

Case technology is focused on independent individual and group activities of students, in which they acquire communication skills that allow all students to fully understand and learn the learning material, additional information, and most importantly – to learn to work together and independently. The process of learning a foreign language using the case study technology is an imitation of a real event, combining a fairly adequate reflection of reality, small material and time costs and variability of training.

Methodological framework

Objectives of the research

The main purpose of our research is to examine the effectiveness of using case technology for promoting autonomous learners in intercultural communication.

Theoretical and methodological basis of the research

A capability based methodology was utilized in our exploration function as it compares to the principle motivations behind schooling written in UNESCO archives: to instruct to acquire information (to figure out how to learn); to instruct to work and bring in cash (the regulation for work); to instruct to carry on with (the precept forever); to instruct to live respectively (the teaching for joint life) (UNESCO Education Strategy, 2014). Skill put together methodology concentrates principally with respect to the consequence of schooling, and accordingly is viewed as not the measure of learned data but rather the capacity of an individual to act in various dangerous circumstances and locate a suitable arrangement (HOFFMAN, 1999; HUTMACHER, 1997; WEINERT, 2001). The fundamental idea of the fitness based methodology can be characterized as the accompanying: skill situated training is expected to the intricate improvement of information and techniques for social and expert exercises, giving fruitful working of the individual in key territories of movement to help oneself, society and the state as a rule (ZIMNYA, 2006). Skill put together methodology is centered primarily with respect to the accomplishment of solid outcomes and the obtaining of pertinent abilities that is the reason it includes the utilization of case innovation for advancing independent students in unknown dialect training (MUHAMETZYANOVA, 2008; SABIROVA; KHANIPOVA, 2019).

Literature review

The problems of competence-based approach in professional education in modern psychological and pedagogical literature are considered in the works of Hoffman (1999), Hutmacher (1997), Muhametzyanova (2008), Weinert (2001), Zimnya (2006) and others.

The works of Dewey (1916), Hayes (1998), Toffler (2002), Tough (1989) and others are dedicated to the problem of autonomous learning, self-education, independent learning.

To the question of pedagogical technologies, the works of Choshanov (2015), Holec (1993), Jewell (2006), Muhametzyanova (2008), Selwyn (2013), Stockwell (2007) and others are dedicated.

Results

The concept of case study technology in foreign language learning

The principle assignment of Russian advanced education is to plan youngsters for autonomous improvement of their insight, make goal and status for nonstop self-training and outfit them with important abilities. An acclaimed American researcher A. Toffler (2002, p. 449), noticed that individuals who need to live in a very modern culture need to have new abilities in three key territories: the capacity to learn, to convey and to pick. Accordingly, in schools of things to come it must be shown the amount of information, yet in addition the capacity to work with it. Understudies need to figure out how to learn.

In the 21st century, a wide scope of advancements accessible for use in unknown dialect learning and educating has gotten exceptionally assorted. Utilizing interactive media innovation to improve language learning considers expanded student self-governance and control, furnishing a more understudy focused teaching method with students at the focal point of the learning cycle and more effectively occupied with their learning than in customary direct guidance METHODS (JEWELL, 2006, p. 178).

"Figuring out how to learn methods should incorporate exercises pointed toward raising language mindfulness and learning mindfulness, at finding and rehearsing new learning strategies, data social affair and critical thinking exercises, and so forth" (HOLEC, 1993, p. 38).

Among modern technologies and teaching methods in intercultural communication and foreign language learning in recent years, a special place in vocational education is occupied by the case-method.

There are various definitions for the term «case study». As numerous specialists we characterize «case study» as understudy focused exercises dependent on portrayal of a genuine circumstance, generally including a choice, a test, a chance, an issue or an issue looked by an individual or people in an association (KUIIMOVA, 2010; SELWYN, 2013; STOCKWELL, 2007).

The case-technique depends on the procurement of sets (instances) of text showing materials and move them to understudies for self-study. The case technique in unknown dialect instruction incorporates the strategy for situational examination, situational undertakings and

activities, the investigation of explicit circumstances (contextual analysis), the occurrence strategy, the examination of business correspondence, game plan, the strategy for situational pretending games, and the strategy for conversation.

Contextual investigation is uncommonly planned issue circumstances for intercultural correspondence. As indicated by the level of intricacy, such circumstances can have a level character: basic circumstances (work at the regenerative level), circumstances of a more elevated level of intricacy, non-standard circumstances (inventive level). The eccentricity of such circumstances is that they are planned based on genuine circumstances, which has an individual significance for students.

The quintessence of the contextual investigation innovation in unknown dialect learning is that the preparation material is given to understudies as issues (cases), and information is procured because of dynamic and inventive work: free execution of objective setting, assortment of fundamental data, its examination from various perspectives, speculations, ends, restraint of the way toward getting information and its outcomes.

In the course of experimental work at Kazan Federal University, we came to the conclusion that the use of case study technology for promoting autonomous learners in intercultural foreign language communication promotes the active assimilation of knowledge and skills for collecting, processing and analyzing information that characterizes various situations, allows to teach students to quickly navigate in unusual situations. The use of case study technology in foreign language education helps students to master a new creative, technological and social culture, to be professionally and psychologically ready for self-educational activities.

The main unit of this method is a given situation, which motivates student to actively participate in foreign language learning process. In the process of teaching foreign language, we actively used educational situations which include: an unforeseen critical situation, forecasting the next stage, a “live situation”, role-playing and games, highlighting the main issue, choosing an action, assessing the situation, choosing an action according to the situation.

As for the case requirements, their volume can be from several sentences on one page to 30 pages of A 4 text. Depending on the content, the case that we used for promoting autonomous learners in intercultural foreign language communication may contain color illustrations, be accompanied by audio and video materials, CD or DVD, that is, the types of presentation of cases are as follows: printed case, multimedia case, video case. Teaching in foreign language using case-method involves the presence of a bank of cases and guidelines for their use, questions for discussion, tasks for students, didactic and information materials. Cases

can be used at different stages of foreign language learning: in the process of learning and in the process of assessment (SAGITOVA *et al.*, 2019).

Using case study technology for promoting autonomous learners in intercultural foreign language communication we observed the following steps: 1) Preparatory stage. It includes preparation of the situation, information materials, determining the place of classes in the system of lessons on the course, setting goals. 2) Introductory stage. At this stage students are involved in discussion of the real situation (introduction to the situation, description of the situation, inclusion of information materials, presentation of information sources). 3) Main stage. At this stage the teacher and students analyze the problem in the process of joint discussion. It includes introductory speech of the teacher, the distribution of students in groups of 3-5 people, work in groups. The work in groups involves: a) a summary of the materials read, identification of problems, definition of speakers; b) presentation of the results of the analysis, intergroup discussion, summarizing the results of the discussion, determination of the solutions found). 4) Final stage. At this stage students present their results of the analysis of the situation. This stage includes reflection of students' joint activities, teacher's summarizing and assessment of students' work (SAGITOVA *et al.*, 2019).

Conclusion

We came to the conclusion that the use of case-method promotes the development of problem-solving skills taking into account specific conditions and the availability of factual information. Besides, it helps to develop such qualification characteristics as the ability to analyze and diagnose problems, the ability to clearly formulate and express your position, the ability to communicate debate, perceive and evaluate information that comes in verbal and non-verbal form. In a sense, we can say that this method contributes to the formation of personal properties; it forms a sense of self-confidence, helps to overcome excessive fear or excessive self-confidence.

Over the span of trial work, we arrived at the resolution that the utilization of contextual investigation innovation for advancing self-sufficient students in unknown dialect instruction advances: 1) the improvement of interior inspiration of understudy to teach and self-teach; 2) production of a comprehensive perspective on understudies self-instructive movement, its elements and spot in circumstance of addressing explicit instructive and self-instructive issues; 3) securing of involvement of relational and gathering cooperation in the arrangement of self-instructive fitness; 4) the advancement of inventive reasoning, action and self-ruling work of

understudies; 5) making of conditions for the rise of the individual mentalities, inspiration; 6) the union of the information and abilities important for the development of self-instructive exercises; 7) reflection on their self-instructive action.

Recommendations

The outcomes and finishes of the article broaden the investigation of the hypothesis, strategies and methods in unknown dialect learning and educating. The materials of this exploration can likewise be utilized by instructors and talks at the English classes and in talk seminars on "Advancements of unknown dialect educating", "Hypothesis of unknown dialect instructing".

ACKNOWLEDGMENTS: The work is performed by the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

ABROSIMOVA, G. *et al.* Blended learning in university education. **Humanities & Social Sciences Reviews**, v. 7, n. 6, p. 06-10, 2019.

CHOSHANOV, M. A. **Engineering of training technologies**. Moscow: «Binom», 2015. Available: <http://bookash.pro/ru/book/193905/inzheneriya-obuchayuschih-tehnologii-m-a-choshanov>. Access: 10 Dec. 2020.

DEWEY, J. **Education and democracy**. New York, 1916.

GORBUNOVA, N. V.; MOKEYEVA, E. V. Innovative educational environment of higher educational institution. **Man in India**, v. 97, n. 15, p. 21-40, 2017.

HAYES, C. **Beyond the american dream**. Lifelong learning and the search for meaning in a postmodern world. Wasilla: Autodidactic Press, 1998.

HOFFMAN, T. The meanings of competency. **Journal of European Industrial Training**, v. 23, n. 6, p. 275-285, p. 1999.

HOLEC, H. Autonomy revisited. *In*: HUTTUNEN, I. (Ed.). **Learning to learn languages: investigating learner strategies and learner autonomy**. Report of workshop 2B. Heinola, Finland, 1993, 1993. p. 35-38. (Council of Europe, Council for Cultural Cooperation)

HUTMACHER, W. **Key competencies for Europe**. Report of the Symposium Berne, Switzerland, 1997. (Council for Cultural Co-operation (CDCC))

ILIKOVA, L. Sentiment analysis on english financial news volume 10. *In*: INTERNATIONAL CONFERENCE ON APPLIED LINGUISTICS ISSUES, 6., 2019, Saint Petersburg. **Proceedings** [...]. Saint Petersburg: ALI2019, 2019. p. 735-744.

JEWELL, M. Real-world contexts, skills and service learning for secondary school language learners. *In*: HANSON-SMITH, E.; RILLING, S. (Eds.) **Learning languages through technology**. Alexandria, VA: TESOL, 2006.

KADYROVA, A. A.; VALEEV, A. A. Pedagogical support of non-language high school students' capacity for creative self-realization in foreign language classroom development. **International journal of Environmental and Science Education**, v. 11, n. 6, p. 1039-1048, 2016.

KHUSAINOVA, R. R.; VALEEV, A. A. Technological aspect of the development of university students foreign language activities. **Astra Salvensis**, v. 6, p. 746-764, 2018.

KUIMOVA, M. V. The use of case study method in teaching English as a foreign language in technical university. **Young Scientist**, v. 1-2, n. 2, p. 82-86, 2010.

MUHAMETZYANOVA, G. V. **Professional education**: systemic approach to the problem. Kazan: «Idel-Press», 2008. 608 p.

SABIROVA, D. R.; KHANIPOVA, R. R. Innovative approaches to teaching and learning English as second and English as foreign language in multilingual education. **Humanities and Social Sciences Reviews**, v. 7, n. 6, p. 45-48, 2019.

SAGITOVA, R. R. *et al.* The model of formation of self-directed language learning of university students in a unified higher education area. **Humanities and Social Sciences Reviews**, v. 7, n. 6, p. 85-88, 2019.

SELWYN, N. **Education in a digital world**: global perspectives on technology and education. London: Routledge, 2013.

How to reference this article

SAGITOVA, R.; ILIKOV, L. Developing intercultural foreign language communication via case study technology. **Rev. EntreLínguas**, Araraquara, v. 7, n. esp. 3, e021047, set. 2021. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v7iesp.3.15705>

Submitted: 10/01/2021

Required revisions: 20/03/2021

Approved: 23/06/2021

Published: 01/08/2021