

ADVANTAGES OF THE CASE METHOD IN TEACHING FOREIGN LANGUAGES

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Abstract: This article is about advantages of Case method in teaching foreign languages. In this article author writes about teaching process and how to use the methods during lessons. In this article history and enhancing of the teaching methods also illustrated.

Key words: Case method, teaching foreign languages, language skills, teaching methods and techniques.

Methods and approaches play essential role in teaching foreign languages. There are some methods in methodology which they assist learners to learn foreign languages. The Case method is one of them.

The definition and the goals of Case methods in teaching education are still evolving, the following definitions will apply here. Cases are richly detailed, contextualized, narrative accounts of teaching and learning. Cases represent the problems, dilemmas, and complexity of teaching something to someone in some context. Case method is the practice of using cases as a pedagogical tool in fields such as translation, law, business, medicine, and education. Case-based teaching is a method of instruction that focuses on the use of cases as either a part of or the central focus of the curriculum. The history of the case method is discussed as it developed in business and economics education. Although many of the case study components had previously been utilized in language teaching as situational exercises, it was later modified for humanitarian training. There are many debates going on right now regarding the need to deploy new training methods and the lack of explanations of the case study approach.

Usage of Case method techniques during the teaching period helps learners to work perfectly. Group activities can promote a constructivist learning environment that has the potential to create a learning community. Teaching case methods has been shown to improve student learning, increase student perceptions of learning gains, and meet learning goals. Faculty have noted the teaching benefits of cases, including greater student engagement in learning, a students' deeper understanding of concepts, stronger critical thinking skills, and the ability to make connections across content areas and look at a problem from multiple perspectives. With case-based learning, students are the ones asking questions about the case, doing the problem solving, interacting with and learning from their peers, unwrapping the case, analyzing the case, and summarizing the case.

These are a few of them:

- 1) a lack of theoretical studies on case studies as an learning and teaching foreign languages
- 2) less of the stress in learning and teaching foreign languages.

Similar success should be achieved when applying this case method group activity strategy to other academic fields, enhancing students' critical thinking abilities. The goal of this method is for students to collaborate in order to complete the course or module objective(s) linked to the activity or assignment.

Determine the essential ideas reflected in a case.

- Place a case within a system,
- Recapitulate or summarize a case.
- Generalize patterns or symbolic representations within a case,
- Generate plausible causes that result in a case,
- Analyze the components of a case, address a problem the case scenario or the faculty presents about the case in order to:

- Evaluate or judge the proper application presented in a case scenario

The identified beliefs about the question of speed can be summarized as follows

1. Time is necessary to produce accurate translations,
2. The number one objective during training is to improve language skills,
3. Students should not be assessed on speed,
4. The introduction of speed should be left until the latest stages of training, if at all,
5. Speed is primarily a matter of experience,
6. Speed only concerns professional translators,
7. Even within a professional context, accuracy and quality prevail over productivity.

The exercises of Case method improve listening and speaking skills. It improves to memorize fact, information and develop psychological preparation of translators, because during the discussion learners listen others opinion, new facts about the topic. Learners use to concentrate in the noise process they speak fluently about some topics in different situations.

In conclusion, using such methods during the lessons assist teachers teaching foreign languages fast and without stresses. Learner also lose their fear in speaking and it develops learners' communication skills.

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