



APPLICATION OF CASE STUDY AND ROLE-PLAYING (SIMULATION) METHODS IN SPECIALTY ENGLISH CLASSES: THE WAY TO DEVELOP QUALIFIED PROFESSIONALS

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Abstract

In the article there is presented a situation in the world labor market: due fierce competition only well-prepared professionals can enter it. In order to become the successful employees, HEI graduates have to be professionally well-trained, self-confident and good at business English specialists. The application of two teaching/learning methods, case study and role-playing (simulation), is one of the ways to develop real professionals. Furthermore, theoretical basis of the methodology, practical its application, efficiency and influence on the process of well-prepared professionals' development are analyzed. reover, students' positive approach towards such study process organization style, based on survey results, is presented, conclusions provided.

KEYWORDS: case study, role-playing (simulation), speaking skills, professional competence, self-confidence, competitiveness.

Introduction

In each person's life there comes a moment, when he is finally entering the "adult world", i.e. starting real work activity and promoting his career. Recent fierce labor market competition makes this process extremely hard. Young people, who studied, had placements or worked abroad, nowadays are the most desired employees at any Lithuanian work unit. Young generation knows it and tries to join these elite labor forces. For a student, who wishes to deepen his knowledge in foreign HEIs or a graduate, who tries to be trained in world-wide known companies, it is not enough to be a well-prepared learner or highly-qualified specialist. English (or other foreign language) skills level becomes one of the corner stones, leading to success. Thus, learning and mastering a specific English (specialty) language plays a very important role in a young person's life, as, while studying it, young people have not only to deepen their knowledge, develop speaking, reading or writing skills in relatively new study field, but to base this process on knowledge they gain while learning specialty subjects. They have to start thinking in English, using specific vocabulary, analyzing problems and providing solutions. That is young people, wishing to study or to be trained abroad, reality, which they are not acquainted with living and studying in Lithuania and in reality using Lithuanian language only.

The one of the most difficult and challenging things is making the change from the classroom to the "real" world. In the classroom a student realizes being a participant for whom mistakes are allowed and the environment is safe. Speaking another language outside the classroom, especially in specialty environment, is completely different and learners are

often lost as soon as they step outside the door. Lists of memorized words are suddenly useless when applying for the job. In this case the formula of success can be defined as *professional qualifications + good specialty English skills*, demonstrated by *self-confident* person. Application of case study and role playing (simulation) methods in English classes is one of the ways to implement this formula in reality, helping students not only to improve language skills, but also to develop professional qualifications, allowing young generation to be able to compete for good study or work positions not only in Lithuania but also abroad.

The aim of the article- the article aims to show how case study and role-playing (simulation) methods can be helpful to form self-confident person, being able to compete in Lithuanian and European labor markets.

Objectives:

- To present case study and role playing (speculation) methods and their practical application in English lectures;
- To present the innovative value of such methods;
- To show their positive impact on study quality;
- To introduce students' position;
- To encourage lecturers and students to apply this method within the process of language skills development;
- To disclose the efficiency of such methodology and impact on students' professional skills development.

Methods: descriptive analysis, scientific literature synthesis and analysis, primary data synthesis and analysis

Problematic aspects of students' inability to use their English skills

There are some reasons why students feel not self-confident while communicating (in English) in *real business environment*.

Firstly, the problem in reaching desired results is students' linguistic incompetence. It leads to the language ego. The word *ego* in psychoanalysis means the division of the psyche that is conscious, most immediately controls thought and behavior, and is most in touch with external reality. The word *language* is explained as a system of conventional spoken or written symbols used by people in a shared culture to communicate with each other. (Foley, W. (1997). In combination and from the linguistic point of view this term is identified with a second language and the identity people develop in reference to the language they speak. Such an ego creates a sense of a defensiveness, fragility and rising of inhibitions. Students that study a foreign language feel fragile because of the native language ego.

Secondly, the students feel uncomfortable communicating in business English, feel fear to make mistakes which is perhaps the biggest block to fluency. Realizing, that somebody (teacher) fixes all their mistakes, makes students feel uncomfortable and tensed. As a result of this *inner state* another quite serious problem, which has psychological nature, arises. Students start feeling unsafe as they are not trained to speak in public because school leaving English examination is mainly performed in written. Thus teachers concentrate their attention while being in the classroom on grammar drilling, reading and writing. Speaking skills development which is very important for feeling confident in real life situation is "out of game". Business language is not presented at all.

Thirdly, it should not be forgotten that that current well-trained, qualified employee is not only a professional at the area he operates, speaks fluently *several* foreign languages, but he has to make lots of *public speeches* (negotiations, presentations, interaction with clients etc.), supported with use of *multimedia*. A young person, who seeks to be offered a good job position or to be promoted, especially in foreign companies, has to demonstrate his professionalism, communicative skills and fluent use of foreign languages. The person has to be comprehensively educated and feel absolutely free in any life situation where English is needed. But the problem is that a student or graduate does not feel enough (or at all) self-confident to demonstrate their qualifications, as *is not trained* to speak in specialty English, to *communicate* to audience, using additional means and feeling the best at it. The problem is that in HEI's English classes aim to *give knowledge* as much as possible, but not *to train* students to use them *in practice*, which means "to bring" *reality (work environment in this case)* into classroom. At secondary schools the most gifted English teachers use role-playing (simulation) teaching method as one of the most effective ways to help students not to get

lost in real English-speaking environment, however all activities are orientated to *everyday life*, not to the "*business world*". That is the main problem for a future economist, manager or lawyer.

Framework of Case Study and Role-playing (Speculation) Methods

Everybody, who steps into English classroom, hopes to be helped to overcome language barrier. In this situation educator has a chance to show how much talented he is. Here talented means not only pedagogue's professionalism, but his talent to make students believe they are able to deal with problems, presented above, and to reach brilliant results while tackling them.

The application of affective language learning principles in practice is one of the ways to reach the results desired.

According to V. Buivydiene and N. Macianskiene (2007) it is recommended to start with self-confidence ("I can") principle as one of the ways to solve the problem. The first educator's aim is to create psychologically positive work environment. For this reason the pedagogue must be patient and display a supportive attitude to students. He has to remember, that he is in strong position now and students' success depends not only on teacher's professionalism, but on his attitude towards those who he teaches too. While learning a foreign language very often students find themselves in a stupid situation. But the teacher must not forget that his students are very ambitious and capable, and that they do their best to manage it. Affective self-confidence ("I can") language learning principle is to help here very much. The main idea of this principle is learner's belief in his ability to perform the task stimulation. It is very important to guarantee, that a student will concentrate his energy on task performance, not on self-defense or emotional management.

The other important principle is "Risk taking" principle. The authors, mentioned above, suggest the teacher that they encourage the learners not to be afraid to take risk or to dare to guess deliberately, to arrange challenge involving situations and to praise students for their efforts.

Language ego principle can also be very supportive during the process of training specialty English skills. The essential elements of this principle are: the learners gain new identity, thinking and the way they behave while mastering the second language. (Buivydiene, Macianskiene, 2007). When setting business environment situations, educator helps students to get familiar with these situations and not to be afraid of them, if being involved into them in reality. It should be remembered that by "situations" it is meant the use of business English. Fluency in specific English allows the learners to concentrate on situation analysis, presentation of solutions, not on thinking what to say next.

In order to reach this aim the work in specialty English classes has to be arranged in a new way, using new study methods in combination. In this

particular case mastering of specific field of English means combination of case study method, which is based on analysis of problem situation and solution presentation (new for teaching/studying English) with role-playing (simulation), which is already known for students, and is orientated towards developing speaking skills mainly.

Role – Playing (Simulation), as Language Mastering Method

Role-playing (simulation) method takes its roots in Richards and Rodgers' (1986) concept of language where three theoretical views of it are presented: structural, functional and interactional. The role-playing (simulation) method follows from the interactional view. This view "sees" language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as inter actors (Richards, Rodgers, 1986).

Scarcella and Crookall (1990) review research to show how simulation facilitates second language acquisition. Three learning theories, which they discuss, are that learners acquire language when: (1) they are exposed to large quantities of comprehensible input, (2) they are actively involved, and (3) they have positive affect (desires, feelings and attitudes).

Role playing (simulation) clearly promotes effective interpersonal relations and social transactions among participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Jones, 1982). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. It makes role-playing (simulation) an extremely valuable language (especially oral skills) mastering method. According to Patricia K. Tompkins (2008), it improves not only foreign language skills but, what is very important, encourages thinking and creativity, enables students to develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur. The effective use of role-plays can add variety to the kinds of activities students are asked to perform.

The role playing/simulation method meets Skehan's (1998b) four criteria for task-based instruction: meaning is primary; there is a goal which needs to be worked towards; the activity is outcome-evaluated; there is a real-world relationship. The activities in class, therefore, do not focus on language itself, but on the goals and activities that may be defined by the teacher (if a procedural syllabus is

used) or the students (if a process syllabus is used, in our case the students were given case analysis task).

Unlike skits, role plays shouldn't be scripted out in details, instead the students should be given a general scenario with different elements and suggested ideas for complications to occur. Comprehensible input is provided in simulations because students engage in genuine communication in playing their roles. Active involvement stems from participation in worthwhile, absorbing interaction which tends to make students forget they are learning a new language. Students have the opportunity to try out new behaviors in a safe environment, which helps them develop long term motivation to master an additional language. In addition to encouraging genuine communication, active involvement, and a positive attitude, the simulated "real life" problems help students develop their critical thinking and problem solving skills (Shekan, 1998). A role play card is a very useful item in such situation. Patricia K. Tompkins (2008) recommends before asking students to perform a role play to prepare them by asking questions. The questions should incorporate the major parts of the role play and the vocabulary/idioms involved. After the question answer session the students should be comfortable with what they need to do. They have to be allowed a few minutes to study the role cards and work out some key sentences and to be give help where needed. No corrections recommended while role play is being performed.

Case Study Method – Step from Data Collection to Analysis

The twenty-first century is characterized by mobility and ever-increasing flow of information and co-operation between countries in the field of economics, culture and education. "New competences and skills are necessary to understand and evaluate the developments, and it is a way towards higher effectiveness" (Fulans, 1999). In these conditions specialists professional competence is becoming more and more important and special attention should be paid to employees academic skills, communication, language competence, innovations, imagination, creativity, critical thinking, problem solving skills, ability to evaluate the situation and make a decision, positive attitude, openness to changes, responsibility, integration, partnership, co-operation and teamwork, lifelong learning and (Blūma, 2001; McLaughlin, 1992; Rifkins, 2004), which are essential components of professional competence. "Growing demands to employees professionalism set new requirements to education, stressing creative activity" (Alijevs, 2005).

The case study method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem (Hammond 1976). Case study as learning/teaching method is a bit unusual for language mastering. Its corner stone is the Analytic Strategy that should be followed in the course of evaluating data acquired in

the previous stage of the study. In other terms, students are given a problematic close to life case, where they are to analyze it and to provide solutions. There are various viewpoints related to this phase of the study. In this article only some of them are presented, which can be related and applicable for language mastering process as method itself is more widely presented in economics and sociological study fields.

Various authors present different definitions of this method. Feagin, Orum, & Sjoberg (1991) define this method as an ideal holistic, in-depth investigation. They recommend use it mainly in sociological studies, but increasingly in instructions. Yin, Stake, and others who are more experienced in this methodology have developed robust procedures. When these procedures are followed, the researcher will be following methods as well developed and tested as any in the scientific field. Whether the study is experimental or quasi-experimental, the data collection and analysis methods are known to hide some details (Stake, 1995).

On the other hand case studies are designed to present details from participants' point of view by using different data sources. Yin (1993) has identified some specific types of case studies: Exploratory, Explanatory, and Descriptive. Stake (1995) included three others: Intrinsic, when the researcher has an interest in the case; Instrumental, when the case is used to understand more than what is obvious to the observer; Collective, when a group of cases is studied. Exploratory cases are sometimes considered as a prelude to social research. Explanatory case studies may be used for doing causal investigations. Descriptive cases require a descriptive theory to be developed before starting the project. Pyecha (1988) used this methodology in a special education study, using a pattern-matching procedure. In all of the above types of case studies, there can be single-case or multiple-case applications.

The unit of analysis is a critical factor in the case study. It is typically a system of action rather than an individual or group of individuals. Case studies tend to be selective, focusing on one or two issues that are fundamental to understanding the system being examined.

From the linguistic point of view the most interesting and applicable is Feagin, Orum, & Sjoberg's, (1991) approach, which explains case study method as multi-perspective analysis. This means that the researcher considers not just the voice and perspective of the actors, but also the actors of relevant groups and the interaction between them. This one aspect is a salient point in the characteristic that case studies possess. They give a voice to the powerless and voiceless. And this allows a language teacher to combine case studies with role playing (speculation) method.

The application of the methods

It is scientifically proven that any theory has to be tested in practice and either approved or rejected. This is the law of social development and the indicator that society is improving. Taking into account all theoretical benefits the two study/teaching methods provide when being applied separately, their combined application guarantees even better results because they require from students the demonstration of higher (analytical) abilities, what is the aim of modern education.

The combination itself consists of some components:

Case, which is related to young person's professional activity and requires problem analysis and resolution, presentation.

Specific roles, related to a particular case, performance;

Use of specialty English

According to R.Yin (1993) analysis is a critical factor in the case study, where an educator has to provide students with cases, which need answers to the questions: What to do? How to tackle the problem? What steps to take etc. The case has to stimulate students to think...and to think in English.

Thus future lawyers can be offered to analyze a case in a court. It means, they had to share roles (judge, jury members, defense lawyer, prosecutor etc.), act according to these roles, use specific legal lexis. The verdict the "jury" will issue, and the punishment, the "judge" will impose, will be students' hard analytical, discursive (in English) work result.

West Lithuania Business College, Siauliai faculty law study program students were offered some cases to analyze and act as in reality: A. Bruzaite's, who killed her two sons, case, case of pedophilia, judge J.Furmanavicius' murder. They chose A.Bruzaite's case. Students had to be well-acquainted with the case itself in order to share roles (there were culprit, defense lawyer, prosecutor, judge, jury, witnesses) and to be ready for the court room trial. Thus, a real life situation, related to students study area, was arranged. Students had to analyze it and provide solution according to the role chosen. While acting, presenting, discussing, they had to use specific legal English skills and professional knowledge gained.

Business administration, economic study program students can be offered to "become" managers, financial advisers, directors, bankers, customers, middlemen, who have to operate on business issues, arrange new employees recruitment, calculate profit and give advices to Managing Director, lead negotiations etc. They have to be familiar with business essentials, management principles, pricing policy, art of negotiation, types of insurance even psychology in case to hire a suitable worker etc. If they make a good deal, buy good equipment, hire well-prepared professional, they will prove being perfect "managers", "administrators", "customers", "financial advisers", real professionals, who can deal with foreign partners in fluent English.

College Siauliai faculty students have performed some cases, such as "Job interview", "Business plan presentation", "Company promotion".

In the first case (Job interview) some of them were employers, whose task was to analyze some CVs, choose the best candidates, invite them to a job interview, talk to graduates and select the best. The task is not easy, as being a personnel manager means to know a company policy, requirements to well-arranged CV, employees education, professional qualifications, work experience, personal features and be skilled in leading a conversation. The candidates had to analyze company's requirements and present themselves in the best way.

In the second case (Business plan presentation) some students "became" the members of Bank Managing Board, whose task was to analyze business plan presented and to decide if to support future businessman financially. It means they had to be familiar with marketing essentials, economic country situation, to know recent market offers and needs and be able to evaluate ideas presented. The plan presenter's task consisted mainly of desire to prove "bankers" to support his business idea, presented in the plan. This "businessman" had also to be familiar with marked demands, which meant its deep analysis and new business idea presentation, based on this analysis. The presentation itself had to be arranged according to the modern requirements (use of multimedia, fluent interaction with audience, good English).

The third case (company promotion) meant for students to create their own company and promote it in Lithuania. They had to analyze Lithuanian market demands, local environment peculiarities and find out the type of business and company they have to create to be able to enter Lithuanian market. Thus, some students were business world representatives and had to act according to this role, which main idea was to present their company in the best way they could. Some presented Lithuanian authorities, who had to decide which foreign company can be promoted in Lithuania. As business world representatives were foreigners, good business English was a must for both sides.

In cases presented above learners did a hard job, because they had to analyze the case presented, act according to the role given and at the same time to demonstrate perfect business English. As roles were related to their future occupation and required deep

professional knowledge and skills, students were forced to look again at specialty textbooks and base their activity on knowledge they gained within specialty lectures. Interdisciplinary integration becomes an integral part of study process too.

The system of students' work evaluation

After the case is done, students expect to be evaluated. The educator's attention to their achievements, good presentations, acting, speaking plays a major role here, but real evaluation is needed too. What are the procedure and the criterion of such work evaluation?

The corner stone of evaluation system is active work of the other learners. No passive observers presented. The students are given the right to "evaluate" their friends first. It means not only to say what they think about the work process itself, the ways how problem was tackled, solutions presented, but to demonstrate an ability to evaluate friends' English skills, too. They are asked to say what they found out while listening to friends with no right to correction. The "actors" are given a chance to correct their mistakes themselves. If they are not able to do this, they are "punished". They receive "penalty points" which are taken into account summarizing and writing final evaluation. The "teachers" are rewarded with credits, which they can use at any convenient time for them: test, ordinary checking or even exam.

The next step is the educator's work: to point out the rest of mistakes, which were not noticed by classmates and provide final evaluation. Learners are aware of speaking presentation evaluation criteria and know in advance what is evaluated after role-play is done: F – speaking fluentness (how fast and smoothly learners' speech flows not calculating mistakes) A – accuracy (all mistakes made), L – lexis (use of specific, relevant to case, vocabulary). Finally, all points are summarized and divided by three and evaluation presented.

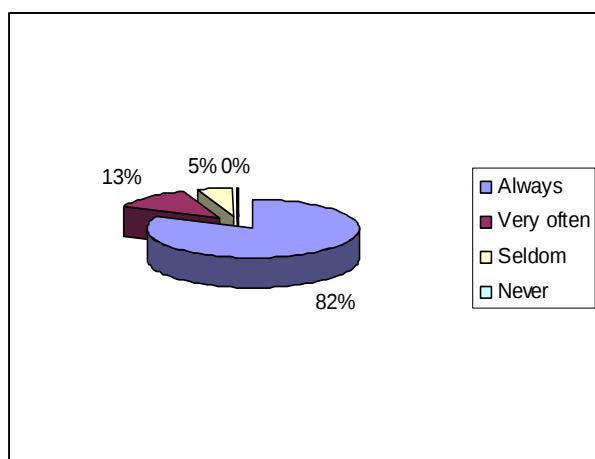
Feedback

In order to identify students' opinion towards such study process organization, the level of its effectiveness and influence on language mastering and development of professional qualifications, learners were asked to complete the questionnaire:

Table 1. Questionnaire and survey results

No.	Statement	Always results	Very often	Seldom	Never
Case study and role-playing (simulation) methods, applied in English lectures, help me:					
1.	Understand importance of specialty English mastering	84.67%	11.03%	4.30%	0%
2.	Improve my communicational and social skills	83.73%	14.13%	2.14%	0%
3.	Overcome the fear of speaking in public	81.77%	10.30%	6.89%	1.04%
4.	Be given an opportunity to study abroad	84.48%	9.28%	6.24%	0%
5.	Feel safer and more self-confident in real business situation	85.43%	6.89%	7.68%	0%
6.	Guarantee better chance for good career	73.39%	24.48%	2.13%	0%
7.	Analyze problem situations and present solutions	77.08%	21.03%	0%	1.89%
8.	Overcome difficulties in professional area	73.22%	7.24%	19.03%	0.51%
9.	Increase self-confidence	86.0%	11.20%	2.30%	0.50%
10.	Become well-prepared professional	77.53%	27.58%	3.89%	0%
11.	Be competitive in labor market	91.72%	6.25%	2.03%	0%
Average		81.72%	12.78%	5.14%	0.36%
These methods make me feel not comfortable as:					
1.	I am afraid to speak in public	3.44%	0.71%	20.68%	75.17%
2.	I feel bad, as I do not know enough English words	1%	1.37%	31.51%	66.12%
3.	I do not feel enough self-confidence for such a task	0%	2.14%	25.30%	72.56%
4.	I am not planning to study/work abroad	0%	0%	8.90%	99.10%
Average		0%	1.05%	20.71%	78.23%

Survey results are presented in the charts below:

**Picture 1.** Efficiency Level of Case Study and Role-Playing (Simulation) Methods

According to this survey 82% of students stated that case study and role-playing (simulation) methods always helped to improve different aspects of specialty English skills, professional qualifications and personal qualities. 13% agreed that such work organization was effective very often, only 5%

admitted that it was seldom useful and no one rejected them.

Such qualities as competitiveness in the labor market (92%), self – confidence (86%), sense of safety in real business situation (85%) and understanding of the importance of business English mastering (85%) were evaluated by students very highly. It is very important as these abilities are essential for anybody, who wants to be successful in start in life. For a young graduate this means a successful self-presentation in the labor market.

The phrase “Labor market” it-self means the market in which workers compete for jobs and employers compete for workers. The word *compete* is the main here and reflects the essentials of the process. According to B.Kryk, A.Burlyta (2007) technological progress, development of communication and IT technologies, liberalization of trade and international exchange affect labor market very much. Thus these changes dictate requirements to the profile of employee meeting current requirements of labor market. It consists of three groups of competence:

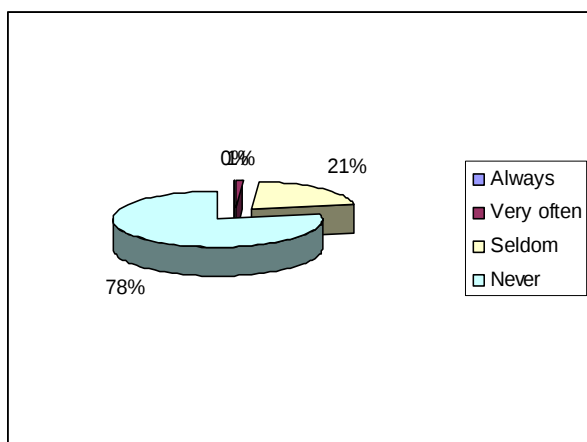
- Technical (ability to use new technologies);
- Business (special and general knowledge) abilities connected with particular trades, ability to solve problems and take decisions;

- Interpersonal (teamwork, communicativeness, motivation, ability to adapt). (Kryk, Burlyta, 2007).
- The ability to be fluent at foreign languages has to be taken into account too as current situation changes term "Labor market" into term "International labor market".

It is also important to note that self-confidence and sense of safety in real business situation is extremely important in almost every aspect of person's life. Sadly, this can be a vicious circle: people who lack self-confidence can find it difficult to become successful. People who lack self-confidence can find it difficult to become successful. (<http://www.mindtools.com/images/general/logo.gif>).

Thus increased self-confidence and sense of safety, highly rated by students, indicate positive influence of case study and role-playing methods application on psychologically strong person's development.

Such survey results demonstrate high efficiency level of the methods, positive learners' attitude towards their application in the classroom, students' awareness, perfect orientation in the contemporary labor market situation, acknowledgement of the requirements to successful employee and readiness to compete in real business world.



Picture 2. Negative Aspects of the Methodology

Evaluating the negative aspects of application of methods students did not find them being inefficient as well. The main problems, mentioned in survey, are fear to speak in public.

According to Morton C., Orman MD (2010) this barrier can be overcome if to know some key principles:

- Speaking in public is not inherently stressful;
- No need to be brilliant or perfect to succeed;
- Not to consider your-self being a public speaker;
- Understand that when speaking in public, nothing "bad" can ever happen;
- Not to try to do too much, prepare sufficiently;
- Remember that audience truly wants speaker to succeed;

All these principles are used in business English classes while applying case study and role-playing (simulation) teaching/learning methods. Their effectiveness has been demonstrated by survey results: problem is only relevant to 3.44% of students.

Nobody stated this methodology being useless. That is the obvious proof of its practical value.

Conclusions

Considering theoretical basis of methodology, practical income of its application and survey results, it can be stated, that case study and role-playing (simulation) combination is a theoretically based methodology. It is efficient, practically applicable way to develop well-prepared, self-confident professionals, being able to compete in a world-wide labor market

Furthermore, study process liveliness and interest are guaranteed by elements of novelty and challenge. Thus, it is recommended to apply this methodology in specialty English classes with the purpose to improve specialty English skills of the learners and to develop well-prepared professionals.

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ATVEJO ANALIZĖS IR VAIDYBINĖS (IMITAVIMO) SITUACIJOS MOKYMO/-SI METODŲ TAIKYMAS SPECIALYBĖS ANGLŲ KALBOS PASKAITOSE: KVALIFIKUOTŲ SPECIALISTŲ RENGIMO BŪDAS

S a n t r a u k a

Straipsnyje analizuojamas atvejo studijos bei vaidybinės (imitacinės) situacijos mokymo/-si metodų dermės taikymo specialybės anglų kalbos paskaitose efektyvumas bei įtaka visapusiškai parengtų specialistų ugdymo procesui, pristatomas studentų požiūris į tokią mokymo proceso organizavimo struktūrą. Analizė grindžiama studentų apklausos duomenimis, gautais taikant anketavimo būdą.

Įžangoje supažindinama su realia situacija pasaulinėje darbo rinkoje: dabartinėmis aršios

konkurencijos sąlygomis joje išsivirti gali tik specialistai profesionalai, t.y. aukštųjų mokyklų absolventai, kurie ne tik tobulai įsisavino specialybės žinias bei įvaldė praktinius įgūdžius, bet pasižymi puikiais analitinėmis savybėmis, aukštu buitinės ir profesinės užsienio kalbos vartojimo lygiu.

Straipsnyje pristatomi du mokymo/-si metodai: atvejo studija (nelingvistinis metodas) ir vaidybinė (imitacinė) situacija (lingvistinis metodas), apibūdinamas teorinis pagrindimas, pateikiami praktinio taikymo pavyzdžiai, jų dermės specialybės anglų kalbos paskaitose efektyvumo lygis, jo priežastys bei metodų derinimo įtaka, ugdant savimi pasitikinčius, teoriškai ir praktiškai gerai paruoštus specialistus, gebančius analizuoti problemines situacijas ir randančius efektyvius sprendimus (atvejo studijos metodo esmė), puikiai kalbančius specialybės anglų kalba (vaidybinės situacijos metodo esmė) ir pasiruošusius konkuruoti pasaulinėje darbo rinkoje.

Straipsnio pabaigoje pateikiamos išvados, nurodančios metodų derinimo teigiamus aspektus, bei rekomendacija ši specialistų ugdymo būdą taikyti specialybės užsienio kalbos paskaitose.

PAGRINDINIAI ŽODŽIAI: atvejo analizė, vaidmenų (modeliavimas), kalbėjimo įgūdžiai, profesinė kompetencija, pasitikėjimas savimi, konkurencingumas.

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