

CASE BASED LEARNING IN LANGUAGE TEACHING

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ABSTRACT

Case-based learning (CBL) is an approach to promote students higher levels of cognition by applying their knowledge to real-world scenarios or environment in order to form new meanings of disciplinary problem and provide solution under the guidance of the instructor. Although case-based learning is initially designed for non-linguistic disciplines, lately it can be implemented in language teaching, in particular English for Specific Purposes (ESP). This article is purposed to discuss about the implementation of case based learning in language teaching. Case based learning carries multiple benefits for students in language teaching, such as providing opportunities to read, speak, listen, and write; introducing and practicing vocabulary and grammatical structures in the context of the case; and increasing learners' participation, motivation and attitudes toward language study. With all benefits from case-based learning in language teaching, it also can be applied for all levels of students. However, there are some aspects that must be considered in applying case-based language teaching in English as foreign language in all level of students, they are the characteristic and type of case, procedure in implementing case based learning, and assessment in case based learning.

Keywords: cased-based learning (CBL), English for Specific Purposes, language skills

INTRODUCTION

The case learning was first used in the fields of law and medicine in early the 19th century and gained notoriety after it was introduced at the Harvard Business School in 1910 to teach graduate students to analyze actual or hypothetic business problems (Hsu, 2016). Case-based learning (CBL) is an approach that is used across disciplines to promote students' higher levels of cognition by applying their knowledge to real-world scenarios. In CBL classrooms, students are faced with a problem which needs to be solved. Basta (2017) stated that "Students typically work in groups to discuss a case and devise solutions under the guidance of the

instructor. In case-based learning, students are provided with indispensable information about an issue, matter or problem, as well with background information. Additional information and data are usually also supplied in the form of diagrammatic presentations, tables, charts, and graphs. These details help students come up with the best solution to the problem presented.". Hou (2019) argued that the case-based learning focuses on giving full play to students' learning autonomy. It can be seen that students master, organize and analyze a large amount of information related to cases from various ways through self-regulated learning before the class and students lead

the classroom discussion to share information, exchange ideas, analyze problems and solve problems in the classroom.

There are some advantages from the implementation of case-based learning. Lombardi (2007) stated that case-based learning provides students with authentic situations in which to explore and apply a range of behaviors and information that can strengthen the transfer of learning. Students have better understanding of difficult or complicated issue or problem and are able to analyze them effectively when students participate in analysis and discussion of alternative solutions (Lombardi, 2007). Group discussion where students find solution and make decision promote development of the higher levels of Bloom's taxonomy of cognitive learning; moving beyond recall of knowledge to analysis, evaluation, and application (Bonney 2015). It is supported by Nkhoma (2016) who studied the value of developing case-based learning activities based on Bloom's Taxonomy of thinking skills. Nkhoma (2016) stated that case-based learning activities involve three level of cognitive domain of Bloom's Taxonomy, they are analyzing, evaluating, and creating. These levels are interrelated in which knowledge application positively increase skills in case analysis, case

analysis positively increases skills in evaluative judgement, evaluative judgment positively increases skills in creative solution.

Although case-based learning is initially designed for non-linguistic disciplines, lately it can be implemented in language teaching, in particular English for Specific Purposes (ESP), since it is considered as more effective and motivating language teaching methodology (Basta, 2017). Besides, Roell (2019) also argues that 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). Based on Grosse (1988) cited in Nae (2019), the case-based learning carries multiple benefits for students in language teaching, such as 1) providing opportunities to read, speak, listen, and write; 2) introducing and practicing vocabulary and grammatical structures in the context of the case; and 3) increasing learners' participation, motivation and attitudes toward language study. In case-based learning, students are required to read a great amount of text based on the topic of the case that increase students' reading competence. Presenting the solutions in front of the whole group and class encourages students'

communicative competence. In addition, Basta (2017) stated that professional vocabulary is enriched and put into the practical context, which gives meaning to the whole learning process.

Based on the explanations above about case-based learning and case-based learning in language teaching, this article will discuss about implementation of case-based learning in all levels of language teaching especially for English as foreign language.

RESEARCH METHODS

This article is written by using library-based research by reading, analyzing and getting data from written form resources such as articles and books. The focus of this paper is the implementation of case-based learning in language teaching. In this paper, the implementing of case-based learning in teaching language especially English is discussed. In reviewing and discussing, theories and other findings from other researches are checked and used for reference lists.

FINDINGS AND DISCUSSION

Implementation of Case-based Learning in Language Teaching

Case-based learning are useful for training learners of English as a foreign

language (EFL) because to find a solution to a case study, the learners need to apply linguistic skills in combination with analytical and/or interpersonal skills (Roell, 2019). Case-based learning promotes spoken interaction between student and students and students and teacher in discussion section. This spoken interaction involves students' speaking skill and listening skill in English. In finding solutions and making decision, students are engaged to read, listen, watch, and analyze number of materials related to the topic of the case. These activities train students in reading comprehension and audiovisual comprehension. Presenting solution of the case can be as writing a report that enquires students to use their writing skill. With all benefits from case-based learning in language teaching, it also can be applied for all levels of students. However, **there are some aspects that must be considered in applying case-based language teaching in English as foreign language in all level of students: case, procedure, and assessment.**

Characteristics and Type of The Case

The case presented in the classroom should meet several requirements to make it as an effective source of learning. Teaching with case is time-consuming process since it involves time to analyze,

discuss, reflect, and evaluate. So that when selecting case, teacher should consider about the class duration. Based on Hurynovich (2017) case can be divided into three types based on the teaching purpose, students' level, and type of help. They are

1. Scientific research, which is oriented at accomplishing research activity;
2. Practical, which reflects real life situations;
3. Educational, which is organizing educational process.

Based on Roell (2019), “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.” High-context cases require specific knowledge and language specialization. Therefore, it is suitable for learners who have sufficient proficiency in English and specialized knowledge about the subject; such as ESP students studying business, engineering, or other subjects.

Based on explanation above, **considering type and topic of the case are important to implement the case-based language teaching in all students' level.** Students in primary level and secondary level are better to be provided with the case as practical case and from everyday issue, such as “planning a weekend”, “bullying

issue in school”, “plastic pollution effects environment”, etc. It is because students in primary and secondary level do not have high English proficiency level and topic that related to their every life make them interest to study. Students in tertiary level are better to be provided with educational or scientific case and high-content case since the students are in tertiary level that have specific knowledge.

Procedure in Implementing Case-based Language Teaching

Since a case-based learning is flexible to be used in the classroom, there is no exact steps or procedures in implementing the case-based learning in teaching and learning process. However, some experts have proposed some alternative ways of implementing case-based learning in a classroom. One of procedures is proposed by Roell (2019) with six steps in implementing case-based language teaching, as follows:

Step 1: Introducing situation or topic and vocabulary related to the case.

Step 2: Asking students to read and analyzes materials related to the topic of the cases.

Step 3: Engaging students in group discussion to discuss possible solutions.

Step 4: Asking students to present and justify the solutions in class discussion.

Step 5: Engaging students to participate in a feedback session that is led by the teacher.

Step 6: Asking students to reflect on the case study itself.

Moreover, based on Hurynovich (2017) the case-based learning involves three stages: individual preparation, small group discussion, large group or class discussion. Individual preparation means that students search, read, and analyze materials related to the topic. Students bring the result of their analysis to the group discussion. In group discussion, students share information, exchange ideas, analyze problems and solve problems. In class discussions, students present and share their possible solutions.

From both procedures, it can be seen that group discussion is the main activity in case-based learning where students share information, exchange ideas, analyze problems and solve problems by using their communicative competence and critical thinking. In group discussion, the teacher played important role in motivating students to have interaction and collaboration during group discussion. The motivation that can be given such as teacher guidance in conducting group discussion by providing questions and direction to find the solution of the case. Moreover, teacher's motivation

is also needed when students provide and share their solutions. Teacher should give positive response and also positive feedback toward students' solution. This kind of motivation can improve students' engagement in analyzing and discussing the case to find the solutions. In other hand, teacher need to pay attention to the students in group discussion. Not all students have same energy, ability, and interest to actively engage in group discussion. There are students who had low student engagement will be passive learners. This kind of students is the challenge to teacher. Teacher needs to find solution in the form of strategy to facilitate students who have low engagement in group discussion in implementing case-based learning.

Both procedures above provide activities that give students opportunity to practice their language skills. However, **the procedure that is proposed by Roell (2019) provides activity that help students understand about the topic and have knowledge about the vocabulary used in the case.** It is very important to equip students with vocabulary that relevant to the case being discussed. In addition, both procedures require students to present or share their possible solutions. Sometime students do not have enough confident to present the solutions alone and orally. **So, teacher should find alternative**

activities that can be done to share their solution, such as by writing the solution in report paper or doing role-play based on the topic of the case.

Assessment

Every teaching and learning process has assessment to assess student's competency and also to evaluate the effectiveness of teaching and learning process. So that assessment also must be done in implementing case-based language teaching. Lundeberg et.al (2006) cited in Nae (2019) stated that conventional instruments can be used to evaluate learning in case-based learning. In order to understand students' reasoning and application of knowledge, the use of higher-order thinking skills or open-ended assessments is required. Jackson (1998) cited in Nae (2019) suggests self-evaluation, peer and teacher feedback or teacher's journals as possible assessment instruments in case-based learning. Additionally, **in order to be assessable, cased-based language teaching can be collaborated with task-based learning.** By requiring students to do task, the product of the task can be assessed. Here are some tasks that can be done in implementing cased-based language teaching, such as report paper, report video, scarp-book, wall magazine, booklet, etc.

CONCLUSION

Case-based learning (CBL) is an approach to promote students higher levels of cognition by applying their knowledge to real-world scenarios / environment in order to form new meanings of disciplinary problem and provide solution under the guidance of the instructor. Case-based learning can be implemented in language teaching, especially English as foreign language, since it carries multiple benefits for students in language teaching, such as providing opportunities to read, speak, listen, and write; introducing and practicing vocabulary and grammatical structures in the context of the case; and increasing learners' participation, motivation and attitudes toward language study. With all benefits from case-based learning in language teaching, it also can be applied for all levels of students. However, there are some aspects that must be considered in applying case-based language teaching in English as foreign language in all level of students, they are case, procedure, and assessment.

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