

## **A CASE STUDY METHOD IN TEACHING ENGLISH FOR PHILOLOGISTS**

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Any activity is expected to be a success if it is highly motivated. In most cases, if a learner is self-motivated, he/she is aware of the goals and does his/her best for achieving them. Motivation is regarded as an influential element in the success of any activity and it plays a crucial role in achieving the desired goals. In the article we are supported by the theory of motivation developed by Ye. Ilyin, O. Leontiev, V. Semychenko and Maslow's hierarchy of needs. [2,4, 5,6]. However, in the process of teaching it is the task of the educator to set the goals and to motivate students to be involved in a certain type of the class activity.

A teacher is to build on the students' needs for new experiences turning into cognitive needs of the students, to intensify them and to make them clearer and more conscious. A cognitive need creates readiness for educational activities and setting goals. Educational and cognitive activities are based on cognitive needs and motives and their formation and successful development determines the productivity of the activities, makes it possible to generate creative thinking.

The formation of intrinsic (the professional interest and awareness of the practical and theoretical significance of the knowledge gained for the future activities) and extrinsic (creating a situation of success or recognition of failure and its causes, class competition and communicative orientation) motivation is considered to be the main conditions for the development of students' motivation for learning foreign languages [ 1].

One of the main aims of teaching foreign languages is to make students communicate on every-day and professional problems in a foreign language.

There exist an extensive repertoire of methods for teaching foreign languages aimed at the development of motivation and communication skills in the process of studying English. "Case study" is considered to be one of the most efficient methods able to achieve the desirable results.

The article deals with the consideration of the "Case study" method application in the English language class while training future philologists.

Many prominent scientists and scholars have studied the case method, in particular, J. Erskin, M. Linders, P. Hutchins, R. Lewis, R. Merry, J. Reynolds, M. Stanford, Z. Fedorinova, O. Ilyina, V. Gluzyak, O. Shovkoplyas, M. Smetansky, A. Zemkova and so on.

"Case study" is defined by many researchers as student-centered activities based on description of an actual situation commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person. It is an increasingly popular form of teaching and has an important role in developing

skills and abilities of the students. Case studies are considered to develop critical thinking, to improve the students' organizational skills, to enhance communication skills and to encourage collaborative learning and team-working skills [3].

When using the case-study method students are to have a chance of free expression of their thoughts. Conflicting and paradoxical judgements, testifying to the students' independence and their active life position are to be encouraged. In the process of communicating the relationships are to be built on empathy and understanding the point of view of others. In such a case, the barriers, reducing learning motivation, disappear.

Mention should be made that the method can and should be used from the very beginning of the English language training. It can be based on the students' background knowledge and skills. At the initial stage, it is better to use a lot of visual material for encouraging students to react to this or that situation and at the same time to provide them with the necessary vocabulary and grammar material contributing to the goal.

From the psychological point of view, it is very important to involve students into such type of activities and to build confidence in their ability to communicate in a foreign language.

Obviously, in organizing such activities special attention should be paid to providing the students with instructional speech clichés, topics and problems, stimulating communicative and motivational motives for speaking, language and speech material, different visual aids for successful planning and programming of a foreign language utterance. Besides, one should not forget about the exercises aimed at the development of the skills needed for participating in discussions, debates and interviews.

The formation of a system of the necessary notions connected with the topic, the background information important for understanding the problem as well as the ability to describe the ideas related to it in the English language is considered to be a considerable element of the case-method.

As it has been mentioned, a case study method means studying the problem suggested for consideration, analyzing alternative solutions and selecting the most effective of them as well as supplying a supporting evidence. The case study method involves: providing basic information on a specific problem, analysis of the problem by the students, organizing a discussion on the ways of the problem solution, giving the teacher's comments on the students' choice of an effective strategy, as well as recommendations for the suggested actions implementation.

Case study method technology can be used to focus on a specific professional situation, project or program, as well as on a specific model of human behavior. The case suggested for solving should be based on real life situations familiar for the students; be focused on getting skills needed for the professional practice, stir interest and enthusiasm with the students. One of the

possible cases suitable for applying in the classes of practical English for future philologists is employment as an interpreter at a branch of an international company and we would like to describe the stages of working with this case.

The first stage of applying the case in the English language class is the preparatory one, which is devoted to the study of the history and corporate culture of the company. The students are divided into small groups, and choose a company they should focus on. Another possible alternative is for the teacher is to suggest one company for all the groups. At the preparation stage, the students study official web sites of the company as well as other sources, evaluate them, focus their attention on the company's goal, strategy, personnel selection policy and make notes for the further interview. It should be noted that for many western companies the strategic goal of the work with the personnel is to encourage employees to increasingly identify themselves with the company, apply the proposed behavior in the workplace, to build a career and be motivated to support the company's products and brands. It is believed that such corporate identification stimulates behavior that benefits both the team and the business as a whole. As a result of information gathering and analyzing, the students present the outcomes of their research and highlight the key points to be considered when preparing for the job interview. Besides, they make comments on the most effective strategy for self-presentation during the interview.

The next stage is devoted to the preparation of the supporting documents like a CV (resume) and a covering letter. The teacher supplies information on the rules of the job interview documents preparation taking into consideration the problem zones. In particular, the fact should be noted that if a young specialist does not yet have any work experience, in the section "Work experience" the data on the internship or practical training can be placed; or the fact that a young specialist should especially emphasize his/her experience in the profile of the company, etc. It is worth mentioning that often for more detailed information about the future employee of the company he/she is invited to write a cover letter, which provides experience of the employee in the company's profile, a list of personal qualities of the applicant and prospects for his/her work in the company, plans for the career development, etc. Upon completion of this stage the students prepare their job application documents for the interview with the HR manager of the selected company.

The next stage focuses on getting ready for the interview and selecting the best strategy and means. When preparing for the interview, the students learn how to avoid nervousness and present themselves to a potential employer in the best possible way, to have an advantage over other applicants. In the classes, the students had the opportunity to analyze English-language interviews with candidates for the vacant position and participate in simulation (training) interviews in English, including stressful ones. The results of this work proved that students learn to think fast, respond carefully, make decisions and respond to manipulation.

At the preparation stage videos of sample interviews can be demonstrated and the students are given the task to identify which professional skills are tested, how the applicants present their positive and negative characteristics, pay attention on the questions of the interviewer and prepare their own competitive answers. It should be noted that when interviewees make lengthy pauses, it is assumed by the evaluators that they are playing for time or do not know the answer. The interviewer can also assume the candidates are searching for a word, phrase or merely digesting the information contained within the question. Among the reasons why applicants were not hired, inability to communicate clearly, poor voice and grammar occupy the second position [7]. The students can be asked to make a self-evaluation, speak about their positive and negative experience of employment, make comments on the skills and competences interviewers seek when employing interpreters, additional skills that can be helpful, etc.

Moreover, it is advisable to focus on the difference of the job interview procedure of English speaking and Ukrainian contexts. The teacher should highlight the fact that in case of preparing for an interview with a representative of another culture, the students should learn about the peculiarities of the business etiquette of this nation, namely, how emotional you can be, how close you can be to the interviewer, how to maintain eye contact with him/her, how to greet the person, if it is acceptable to ask questions in response, discuss wages and so on. For example, American HR managers expect applicants demonstrate their self-confidence and ask questions in response. Generally, it should be emphasized that during the interview, the interviewer first of all tries to get information about you leadership skills, creativity, assertiveness, ability to work in a team, trust in people or the ability to build relationships, manage conflicts and the interview strategy should be based on these issues.

To summarize, it should be noted that working with case studies at the English language class can be a rather time consuming activity, which demands a profound preparation of the teacher and the students but as the result this teaching technology proved to be productive and boost the students' motivation.

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## **CHINESE ACCENT OF ENGLISH. CHINGLISH**

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Nowadays it's interesting information. We often see funny pictures with words and sentences written in a wrong way, It's about signs, logos, names of shops and other things in China. Chinese people be like google translate. I decided to clear up what is Chinese English, its history and a place in a daily life of chinese people.

Causes of mispronounce and misspelling English by Chinese today's English-language publishers and teachers in China are passing on obsolete translations and incorrect rules of language to students.

- Dictionary translation: translating Chinese to English word for word
- Use of machine translation or word-for-word translation from a dictionary with no post-editing
- Competently translated text which has been subsequently edited by non-native speakers
- Linguistic differences and mother tongue interference
- Different thinking patterns and culture

English first arrived in China in 1637, when British traders reached Hong Kong, Macau and Guangzhou (Canton). In the 17th century, Chinese Pidgin English originated as a lingua franca for trade between British people and mostly Cantonese-speaking Chinese people. This proto-Chinglish term "pidgin" originated as a Chinese mispronunciation of the English word "business". In 1982, the People's Republic of China made English the main foreign language in education. Current estimates for the number of English learners in China range from 300 to 500 million.

Chinglish is the combination of the Chinese culture and the English language. China English has linguistic characteristics that are different from the normative English in all linguistic levels, including phonology, lexicon, syntax, and discourse.

Phonology. At the phonological level, Chinglish does not differentiate between various vowel qualities because they don't exist in Chinese. As a result, there is no contrast between the two sounds for Chinglish speakers. For