



ISSN 2959-1953

ISSN 2959-1961

<https://osvita.eeipsy.org>

<https://doi.org/10.38014/osvita.2022.90.15>

**VASYLYSHYNA N.,**

D.Sc. in Pedagogy, Associate Professor,  
Professor of the Foreign Languages and  
Translation Department,  
National Aviation University,  
Ukraine, Kyiv

**SLOBOZHENKO R.,**

Senior Tutor of the Foreign Languages  
and Translation Department,  
National Aviation University,  
Ukraine, Kyiv

E-mail: [ruslanslobozhenko@gmail.com](mailto:ruslanslobozhenko@gmail.com)

## **“CASE STUDY” METHOD AND ITS APPLICATION IN TEACHING “BUSINESS ENGLISH” FOR INTERNATIONAL LAW SPECIALTY**

VASYLYSHYNA N., SLOBOZHENKO R. **“Case Study” method and its application in teaching “Business English” for international law specialty.** *Although case study methods remain a controversial approach to data collection, they are widely recognised in many social science studies especially when in-depth explanations of a social behaviour are sought after. This article, therefore, discusses several aspects of case studies as a research method. The purpose of the article is to study of the case study method that can be applied in modern teaching at universities, which is aimed at formation of individual readiness for effective cross-cultural interaction and professional competitiveness at the global labour market. In particular, the main tasks of the ongoing study are to: firstly, single out the main features, advantages and limitations of the case study method; secondly, demonstrate by means of samples of three Business English case studies and legal case introduction that can be useful in shaping professional competencies of modern university students during the studying process. The outcomes of the ongoing research have witnessed that case study method has the strengths and weaknesses of both forms of inquiry. Weaknesses are: firstly, the case studies involve analysis of small data sets, that may lead the researcher to gain some insights about trends in relevant industries; secondly, the data is “real life” in the sense that some objects have been chosen as the source of the data, however, the studies*

involve “small-in” data. Strengths are: firstly, the case study method involves detailed, holistic investigation; secondly, the data can be collected over a period of time, and it is contextual.

**Key words:** Business English, legal documents, case study method, advantages, limitations, characteristics, ability and skill, data, material, researchers.

ВАСИЛИШИНА Н., СЛОБОЖЕНКО Р. **Метод кейс-стаді та його застосування під час викладання ділової іноземної мови для спеціальності з міжнародного права.** Хоча кейс-стаді залишаються суперечливим підходом до збору даних, вони широко визнаються в багатьох соціальних наукових дослідженнях, особливо коли необхідними є поглиблені пояснення соціальної поведінки. Тому, у даній статті розглядаються декілька аспектів кейс-стаді як методу дослідження. Метою статті є дослідження методу кейс-стаді, який може бути застосований у сучасному навчальному процесі університету і спрямований на формування індивідуальної готовності до ефективної крос-культурної взаємодії та професійної конкурентоспроможності на глобальному ринку праці. Зокрема, основними завданнями даного дослідження є: по-перше, виокремлення основних особливостей, переваг та недоліків методу кейс-стаді; по-друге, продемонструвати на конкретних прикладах трьох кейсів з ділової англійської мови та ознайомити з юридичним кейсом, які можуть бути корисними у формуванні професійних компетенцій сучасних студентів університету в процесі навчання. Результати поточного дослідження засвідчили, що кейс-метод має свої переваги та недоліки. Недоліками є: по-перше, тематичні дослідження, які передбачають аналіз невеликих наборів даних, що може призвести дослідника до обмеженого уявлення про тенденції у відповідних галузях; по-друге, дані є «реальними» в тому сенсі, що деякі об'єкти були обрані як джерело даних, однак дослідження включають «недостатні» дані. Перевагами є: по-перше, кейс-метод передбачає детальне цілісне дослідження; по-друге, дані можна збирати протягом певного періоду часу, і це контекстно.

**Ключові слова:** ділова англійська мова, юридичні документи, метод кейс-стаді, переваги і недоліки, характеристики, уміння та навички, дані, матеріал, дослідники.

**Introduction.** At the outset of the ongoing paper we are coming up with the following the important definitions of research:

- research is an endeavor / attempt to discover, develop and verify knowledge (J. Francis Rummel);
- research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem (P.M. Cook);
- research may be defined as a method of studying problems whose solutions are to be derived partly or wholly from facts (W.S. Monroes);
- research is considered to be the more formal, systematic intensive process of carrying on the scientific method of analysis (John W. Best);
- research comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions and reaching conclusions (Clifford Woody);
- research is a systematic effort to gain new knowledge (Redman & Mori);
- social research may be defined as a scientific undertaking which by means of logical and systematized techniques aims to discover new facts or verify and test old facts, analyze their sequences (P.V. Younge) [8; 10; 11] (fig. 1).



**Figure 1. Research Concepts of the 21-st Century**

The *purpose of the article* is to study of the case study method that can be applied in modern teaching at universities, which is aimed at formation of individual readiness for effective cross-cultural interaction and professional competitiveness at the global labour market.

In particular, the *main tasks of the ongoing study* are to: firstly, single out the main features, advantages and limitations of the case study method; secondly, demonstrate by means of samples of three Business English case studies and legal case introduction that can be useful in shaping professional competencies of modern university students during the studying process [9].

**Material and methods of research.** The methodological basis of the study is a set of principles and approaches that determine the methodological guidelines of cross-cultural education of masters in the field of tourism, including: the principle of unity of theory and practice; principle of certainty; the principle of specificity; the principle of cognizability; the principle of objectivity; principle of causality; the principle of general development; the principle of general communication; the principle of dialectical contradiction; the principle of dialectical negation; the principle of historicity; the principle of systematicity; the principle of unity of analysis and synthesis; the principle of the unity of the historical and the logical; the principle of going from the abstract to the concrete; the principle of determinism and historicism; objectivity [4; 10].

The case study method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth. The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations. The case study deals with the processes that take place and their interrelationship [3; 5].

According to *H. Odum*: the case study method is a technique by which individual factor whether it be an institution or just an episode in the life of an individual is analysed in its relationship to any other in the group [2; 3].

*V. Young* describes case study as: a comprehensive study of a social unit be that unit a person, a group, a social institution, a district or a community [4].

In brief, we can say that case study method is a form of qualitative analysis where in careful and complete observation of an individual or a situation or an institution is done; efforts are made to study each and every aspect of the concerning unit in minute details and then from case data generalisations and inferences are drawn [1; 2; 3].

**Outcomes. Case Study Method Characteristics.** The important characteristics of the case study method are as under:

1. Under this method the researcher can take one single social unit or more of such units for his study purpose; he may even take a situation to study the same comprehensively.

2. Here the selected unit is studied intensively i.e., it is studied in minute details. Generally, the study extends over a long period of time to ascertain the

natural history of the unit so as to obtain enough information for drawing correct inferences [1; 3].

4. Under this method the approach happens to be qualitative and not quantitative. Mere quantitative information is not collected. Every possible effort is made to collect information concerning all aspects of life. As such, case study deepens our perception and gives us a clear insight into life [3; 7].

5. In respect of the case study method an effort is made to know the mutual inter-relationship of causal factors.

6. Under case study method the behaviour pattern of the concerning unit is studied directly and not by an indirect and abstract approach.

7. Case study method results in fruitful hypotheses along with the data which may be helpful in testing them, and thus it enables the generalised knowledge to get richer and richer. In its absence, generalised social science may get handicapped [6; 10].

Considering the positive features of case study method modern university tutors might apply it in the frame of teaching the discipline “Business English”. The following case studies can be provided during the class.

*Business English Case Study #1.* Your company wants to find out from its staff how they think their working environment can be improved. It was therefore decided to hold a competition for staff to suggest improvements. *Write an email to all staff:* explaining what you are planning to do and why; saying how staff can get involved; describing the prize for the best suggestion and any other points which you think are important.

*Business English Case Study #2.* You work for an international retail company which has stores worldwide. You have been asked to write an executive summary of the annual report. *Write the report summary about:* the overview of the past year; positive and negative aspects of the past year; the future outlook and plans for the company.

*Business English Case Study #3.* You are Head of Sales and you have just completed the staff appraisal of one of the Sales Managers, Marc Champeau. *Write a letter to Marc summarising that appraisal about:* the positive achievements; areas which need improvement; suggestions for the future.

*Legal Case Introduction.* Study the initial part of the case trial and develop the further possible procedure related to this case. “The case concerns the alleged ill-treatment of the applicant by the police on account of the manner in which he was arrested and strip searched; the alleged failure of the relevant authorities to conduct an investigation in that regard; the alleged unfairness of the criminal proceedings conducted against him owing to the domestic courts’ use of evidence obtained as a result of the alleged ill-treatment and/or planted evidence; and the failure to provide him with adequate interpreting services throughout the criminal proceedings” (fig.2).



**Figure 2. Business English Case Studies**

**Discussion.** *Case Study Method Advantages.* There are several advantages of the case study method that follow from the various characteristics outlined above. Mention may be made here of the important advantages.

- Through case study a researcher can obtain a real and enlightened record of personal experiences which would reveal man's inner strivings, tensions and motivations that drive him to action along with the forces that direct him to adopt a certain pattern of behaviour.
- This method enables the researcher to trace out the natural history of the social unit and its relationship with the social factors and the forces involved in its surrounding environment [1; 4; 7].
- It helps in formulating relevant hypotheses along with the data which may be helpful in testing them. Case studies, thus, enable the generalised knowledge to get richer and richer.
- The method facilitates intensive study of social units which is generally not possible if we use either the observation method or the method of collecting information through schedules [4; 8].
- The researcher can use one or more of the several research methods under the case study method depending upon the prevalent circumstances.
- Case study method enhances the experience of the researcher and this in turn increases his analysing ability and skill [11].
- This method makes possible the study of social changes. On account of the minute study of the different facets of a social unit, the researcher can well understand the social change then and now.
- Case study techniques are indispensable for therapeutic and administrative purposes. They are also of immense value in taking decisions regarding several management problems [2; 5].

- *Case Study Method Limitations.* Important limitations of the case study method may as well be highlighted.
- Case situations are seldom comparable and as such the information gathered in case studies is often not comparable.
- R. Bain does not consider the case data as significant scientific data since they do not provide knowledge of the impersonal, universal, non-ethical, non-practical, repetitive aspects of phenomena.
- Real information is often not collected because the subjectivity of the researcher does enter in the collection of information in a case study [1].
- The danger of false generalisation is always there in view of the fact that no set rules are followed in collection of the information and only few units are studied.
- It consumes more time and requires lot of expenditure. More time is needed under case study method since one studies the natural history cycles of social units and that too minutely [1; 6].
- The case data are often vitiated because the subject, according to Read Bain, may write what he thinks the investigator wants; and the greater the rapport, the more subjective the whole process is.
- Case study method is based on several assumptions which may not be very realistic at times, and as such the usefulness of case data is always subject to doubt [7].
- Case study method can be used only in a limited sphere., it is not possible to use it in case of a big society. Sampling is also not possible under a case study method.
- Response of the investigator is an important limitation of the case study method. He often thinks that he has full knowledge of the unit and can himself answer about it [1; 2; 8].

**Conclusions.** Thus, research is the fountain of knowledge for the sake of knowledge and an important source of providing guidelines for solving different business, governmental and social problems. It is a sort of formal training which enables one to understand the new developments in one's field in a better way. Although there are many complex methodologies that can be used to collect and analyse information, many, if not all, are not limited around the same core set of tools and methods described in this paper. Some are designed for very specific purposes and may require specialist skills to administer, but most are variants on a theme, or are old ideas re-packaged. If the university students can understand and apply the most basic techniques and tools of data collection, then they should be able to apply almost any methodology for data collection and analysis in their scientific and educational activity.

All in all, case studies are considered useful in research as they enable researchers to examine data at the micro level. As an alternative to quantitative or qualitative research, case studies can be a practical solution when a big sample population is difficult to obtain. Although case studies have various advantages, in that they present data of real-life situations and they provide better insights into the detailed behaviours of the subjects of interest, they are also criticised for their inability to generalise their results. Despite these criticisms, researchers continue to deploy the case study method particularly in studies of real-life situations governing social issues and problems.

### *Transliteration of References:*

1. Almazova, I. G.; Kondakova, I. V.; Chislova, S. N. (2022). Formation of the image of the world during the digital transformation of education. *Revista on line de Política e Gestão Educacional, Araraquara*. V. 26, n. 00. P. e022018, DOI: 10.22633/rpge.v26i00.16469. Disponível em: <https://periodicos.fclar.unesp.br/rpge/article/view/16469>. [in English]
2. Bakay, S. (2021). Pedagogy of Partnership with social Institutions as a significant factor of interaction of participants in the Educational process between Educational Institutions and preschool institutions in the training of future educators. *New Collegium*, 1, 103, 84–89. Available at: DOI: <https://doi.org/10.30837/nc.2021.1.84>. [in English]
3. Kothari, C. (2004). *Research Methodology. Methods and Techniques* (Second Revised Edition). New Age International (P) Ltd., Publishers. 418 p. [in English]
4. Methodology for using an electronic textbook in physics lessons. Available at: <http://works.tarefer.ru/64/100534/index.html>. [in English]
5. OECD. *Education at a Glance 2016: OECD Indicators*, OECD Publishing, 2016, Paris. Available at: <https://doi.org/10.1787/eag-2016-en>. [in English]
6. Punie, Y. & Redecker, C., (2017) *European Framework for the Digital Competence of Educators*. Publications Office of the European Union, Luxembourg, DOI:10.2760/178382. [in English]
7. Redecker, C. (2017). *European Framework for the Digital Competence of Educators: DigCompEdu*. ed. Punie Y. Luxembourg: Publications Office of the European Union, 95. DOI: 10.2760/159770. [in English]
8. Tran, V.-T.; Huynh-Lam, A.-C.; Vu-Thi, N.-B. (2022). High school administrators' and teachers' perspective of evaluation criteria for action research in the field of education. *Revista on line de Política e Gestão Educacional, Araraquara*. V. 26, n. 00. P. e022009. DOI: 10.22633/rpge.v26i00.16085. Disponível em: <https://periodicos.fclar.unesp.br/rpge/article/view/16085>. [in English]

9. UNESCO (2021) ICT Competency Frame work for Teachers. Available at: <https://en.unesco.org/themes/ICTeducation/competency-framework-teachers-oer>. [in English]
10. UNESCO (2021). New UNESCO global survey reveals impact of COVID-19 on higher education. Available at: <https://en.unesco.org/news/new-unesco-global-survey-reveals-impact-covid-19-higher-education>. [in English]
11. Voronin, D., Saienko & Tolchieva, H. (2020). Digital Transformation of Pedagogical Educational University. Proceedings of the International Scientific Conference «Digitalization of Education: History, Trends and Prospects». 437. P. 757 – 763. Available at: [https://www.researchgate.net/publication/341504411\\_Digital\\_Transformation\\_of\\_Pedagogical\\_Education\\_at\\_the\\_University](https://www.researchgate.net/publication/341504411_Digital_Transformation_of_Pedagogical_Education_at_the_University). [in English]



---

**VASYLYSHYNA Nataliia**

D.Sc. in Pedagogy, Associate Professor, Professor of the Foreign Languages and Translation Department, National Aviation University, Ukraine, Kyiv  
<https://orcid.org/0000-0002-0003-9998>  
E-mail: [filologyN@gmail.com](mailto:filologyN@gmail.com)

**SLOBOZHENKO Ruslan**

Senior Tutor of the Foreign Languages and Translation Department, National Aviation University, Ukraine, Kyiv  
<https://orcid.org/0000-0002-1372-2913>  
E-mail: [ruslanslobozhenko@gmail.com](mailto:ruslanslobozhenko@gmail.com)

**“CASE STUDY” METHOD AND ITS APPLICATION IN TEACHING “BUSINESS ENGLISH” FOR INTERNATIONAL LAW SPECIALTY**

<https://doi.org/10.38014/osvita.2022.90.15>