

## **CASE STUDY FOR DEVELOPING PROFESSIONAL INTERCULTURAL COMPETENCE OF LAW STUDENTS**

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In law universities foreign language tutors must consider that on the one hand, their law students have underdeveloped legal foundations in their own language and, on the other hand, linguistic foundations in the foreign language. It is essential to determine an interdisciplinary integration base of professional competence and multicultural competence for a separate program/course where the most effective studying methods are implemented. As professional intercultural competence is an outcome of foreign language communicative practice rather than academic learning, professional intercultural training can be referred to as the process of forming or improving the competence, the ultimate goal of which is achieving the target competence level by a trainee, in our case, in order to perform his\her general or specific legal profession tasks and functions by means of a foreign language.

Case study method is a student-centered interactive and interdisciplinary technology allowing to implement a wide spectrum of internet technologies and providing a plenty of opportunities for individualizing the training process according to students' interests and levels. Wedawatta et al (2011) defines case study as an 'empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident'. [1] The possible techniques of doing cases in the framework of teaching Legal English vary but usually the following steps are included: examining the case (problem), analyzing and discussing the statistics and data; identifying the problem (task); formulating potential threats; suggesting and discussing possible variants of solving the problem and choosing the best solution; putting the staff in the picture of solutions made (in a written way or presenting the results of the case study in the classroom). These steps can be identified with

developing such skills as reading, speaking, making presentations, listening, writing. When the final decision is taken, all students are requested to use the information in a written form. It may be a letter, a memo, an action plan, a report, an e-mail or guidelines – any kind of writing which best suits the situation, so writing skills are improved greatly. Students may be asked to present the results of the case study in the classroom. They receive feedback at the end of their presentation, and it helps them to improve their presentation and oral communication skills which no doubt will be strongly demanded in future. Moreover, law students develop one more skill, the skill of interpreting and rendering Ukrainian legal sources in English so they practice their knowledge of the national law in English.

No doubt the method has the number of advantages to use cases while teaching a foreign language as they help to: 1) develop and raise critical thinking (application/synthesis/evaluation) and reflective learning in the learner; 2) develop problem solving skills; 3) improve the student's organizational skills – as case studies are sometimes very dense in information, the key is to condense this information into logical sections and organize them so that a clear picture of the problem/issue can be understood; 4) enhance communication skills – case studies can be used to improve the student's written and oral communication. Non-verbal communication skills are also practiced by using case studies; 5) train managerial communication skills such as holding a meeting, negotiating a contract, giving a presentation etc. Case studies force students into real-life situations to require them to get involved in managerial communication; 6) enhance the listening/cooperative learning skills; 7) encourage learning and team-working skills in the language learner; 8) get you thinking and brainstorming; connect theory and practice; 10) allow students' naive questions to precipitate profound change in approach; 11) teach students that there may not be one «right» answer, after all; 12) encourage attention to and self-consciousness about assumptions and conceptions; 13) reflect the contextual, situated, complex nature of knowledge; 14) build partnership/collegiality among learners and teacher; 15) get students to be active,

not passive.[2]

Internet and computer technologies open doors to vast forms of professional intercultural competence formation via case study from which to choose, and such a choice may be influenced by the level of the students, time, learning preferences, special needs, and – of course – the resources available to the tutor. Now videos, games, speech recognition tools, and internet-based communication can all add huge depth to traditional instruction materials such as text books. Thus, interactive seminars, internet video lectures, conferences and presentations, Skype or email instructions and consultations in groups or individually can encompass a broad range of materials. Obvious advantages in implementing Internet technologies include an emphasis on student interaction, individual teaching adjusted to student's ability, countering lack of primary material (legal and linguistic foundations) and convenience in that students will be able to study the programs in their own pace and manner. Therefore, it engages students in more communicative, authentic, contextualized, and interactive activities that practice all four skills in an integrated fashion, and even provide instant feedback. The greatest gains of the case study method are to be found in using IT to enhance teacher-student, and student-student, and student-group contacts. The highest goal is to promote greater student involvement and meaningful interaction and learning by doing, as opposed to mere electronic page turning. In addition, utilizing IT not only provides stimulating and effective instruction in a manner to which most students are already accustomed due to their non-educational activities, but also allows flexibility with course content, and provides a learning environment in which students can begin to develop autonomy.

As any training involves theory, instructions, practice and assessment and as the goal of professional one is purely practical the more instructive task guidelines are the more progress students make and the more practical value task has. Moreover, it is evident that reliance on instructive approach enhances effectiveness of the case study. Professional intercultural competence is promoted when: (1) students are engaged in solving real-world problems; (2) existing

knowledge is activated as a foundation for new knowledge; (3) new knowledge is demonstrated to the students; (4) students are required to apply their new knowledge or skill to solve problems; and (5) students are encouraged to integrate (transfer) new knowledge or skill into their everyday lives. The above principles all assume that the instructional elements of demonstration, application, and feedback are necessary aspects of the educational experience in order to foster the development of competence in students and therefore are essential for implementing the case study method.

The case study also is a great motivator as students have good practice and active learning so that they are encouraged to solve problems and address issues that will apply to their future career. The method emphasizes time on task so that students are predominantly engaged in learning activities rather than listening to information presented by others. Consequently, good practice communicates high expectations to students in order to challenge their performance. It provides prompt feedback to students about their performance related to learning activities. Finally, the case study method involves respecting the diverse talents of students and the various ways in which they learn so that no artificial boundaries are created on the assumption that there is only one right way to learn or demonstrate competence.

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2. Куимова М. В. The use of case study method in teaching English as a foreign language in technical university // Молодой ученый. — 2010. — №1-2. Т. 2. — С. 82-86. Available at: URL <https://moluch.ru/archive/13/1176/> (24.03.2019).

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ ЮРИДИЧНИЙ УНІВЕРСИТЕТ  
імені ЯРОСЛАВА МУДРОГО  
КАФЕДРА ІНОЗЕМНИХ МОВ №2

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