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TO THE ISSUE OF THE USE OF CASE STUDY METHOD DURING FOREIGN LANGUAGE TEACHING

The article is devoted to the analysis the definition and main characteristics of the case study method as one of the most famous methods of modern education, and also to the systematization of the main theoretical statements about the case study method in teaching students of a higher education institutions. The authors find out how the use of the case study method in teaching students of a higher education institution can help in the formation of positive motivation for learning a foreign language, increase cognitive activity, make involvement of students in the education process more active, as well as stimulate the independent activity, the development of creative abilities and non-standard thinking. In contrast to traditional methods of teaching a foreign language in higher educational institutions, which are based on lectures, and the participation of students in classes is minimal, the case study method requires the active participation of the student in the learning process. In their research, the authors define the case study method as a student-oriented activity based on a description of a real situation, which usually includes a problem and its solution. In addition, the main advantages of the case study method as an active method of foreign language teaching are described in the article. Since the case study method is based on a group analysis of the situation and proposals for its solution, the advantage is full immersion in the problem and actions of the teacher: his knowledge of the situation and organization of the discussion. Also, this method allows students to transfer their theoretical knowledge to practice. A case can directly include the case itself, methodological recommendations for its implementation, informational and didactic materials, questions for discussion, as well as tasks for students. One of the main conditions for using the case study method is critical thinking. Critical thinking helps to put forward different approaches, solution options, to consider the subject from different angles, it involves coming up with an original solution. The use of the case study method during foreign language teaching allows students to show creativity in their activities and transfer theoretical knowledge about the cultures of different countries to practice. The emphasis in education process is going to shift from obtaining ready-made knowledge to the process of their independent search. There is a cooperation between the teacher and students, in which students and the teacher are equal in discussing and finding a solution to a certain problem.

Key words: *case study method, method of teaching, motivation, critical thinking, problem, solution, analysis of the situation, didactic materials, independent search, theoretical knowledge.*

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ДО ПИТАННЯ ЗАСТОСУВАННЯ МЕТОДУ КЕЙС-СТАДІ ПІД ЧАС НАВЧАННЯ ІНОЗЕМНІЙ МОВИ

У статті проаналізовано визначення та основні характеристики методу кейс-стаді як одного з найбільш відомих методів сучасного навчання, а також систематизовано основні теоретичні положення про метод кейс-стаді при навчанні студентів закладу вищої освіти. Автори з'ясовують як використання методу кейс-стаді при навчанні студентів закладу вищої освіти здатне допомогти формуванню позитивної мотивації до вивчення іноземної мови, підвищенню пізнавальної активності, активному залученню студентів до процесу освіти, а також стимулюванню самостійної діяльності, розвитку творчих здібностей і нестандартності мислення. На відміну від традиційних методів викладання іноземної мови у вищих навчальних закладах, в основі яких лежить читання лекцій, а участь студентів в занятті мінімально, метод кейс-стаді вимагає активної участі студента в процесі навчання. У своєму дослідженні автор визначає метод кейс-стаді як діяльність, орієнтовану на студента, засновану на описі реальної ситуації, яка зазвичай включає проблему і її рішення. Крім того, у статті охарактеризовано основні переваги методу кейс-стаді як активного методу навчання іноземної мови. Оскільки метод кейс-стаді заснований на груповому аналізі ситуації і пропозиціях її рішення, перевагою є повне занурення в проблему і дії викладача: його знання ситуації та організація дискусії. Також даний метод дозволяє студентам перенести свої теоретичні знання на практику. Кейс може включати в себе безпосередньо сам кейс, методичні рекомендації по його виконанню, інформаційні та дидактичні матеріали, питання для дискусії, а також завдання для студентів. Однією з головних умов використання методу кейс-стаді є критичне мислення. Критичність мислення допомагає висунути різні підходи, варіанти рішення, розглянути предмет з різних сторін, передбачає придумування оригінального способу розв'язання. Використання методу кейс-стаді під час навчання іноземної мови дозволяє студентам проявити в своїй діяльності творчість і перенести теоретичні знання про культурах різних країн на практику. Акцент в навчанні буде зміщуватися з отримання готових знань на процес їх самостійного пошуку. Між викладачем і студентами відбувається співпраця, в якому студенти і викладач рівноправні в обговоренні і знаходженні рішення до певної проблеми.

Ключові слова: метод кейс-стаді, метод навчання, мотивація, критичне мислення, проблема, рішення, аналіз ситуації, дидактичні матеріали, самостійний пошук, теоретичні знання.

Problem statement. Intercultural communication plays a leading role in modern world and has a significant influence on the education sphere in Ukraine. The need of the society for the development of intercultural relations determines the principles and methods of education, which in its turn requires the use of innovative and active methods of education.

The case study method is one of the most famous methods of modern education. Unlike traditional methods of teaching a foreign language in higher education institutions, which are based on lectures and the participation of students in the lesson is low, the case study method requires the active participation of student in the learning process. In our article, we define a “case study” as a student-centered activity based on a description of a real-life situation, usually involving a problem and its solution.

The purpose and tasks of the article. The purpose of the article is to find out how the application of the case study method in the process of teaching of students of a higher education institutions can help to form a positive motivation for learning a foreign language, increase cognitive activity, actively involve students in educational process, and can also stimulate independent activity and develop creative abilities and non-standard thinking of students. The realization of the set goal requires the solution of the following tasks: 1) to analyze the definitions and main characteristics of the case study method;

2) to describe the main advantages of the case study method as an active method of foreign language teaching; 3) to describe the principles and regularities of critical thinking.

Methods of the research. In our article, we used the following methods of the research: analysis of methodical and psychological-pedagogical literature while describing the specifics of the case study method and psychological characteristics of students, generalization of information about the principles and regularities of critical thinking.

One of the main conditions for using the case study method is critical thinking. It is critical thinking that helps to apply different approaches and options for solving a problem and to consider the subject from different angles, and also critical thinking involves the specific solution of the given problem. In our research, we also consider the influence of the case study method on the formation of critical thinking of students.

Object of our research. In our scientific paper the object of our research is the process of formation of critical thinking skills when teaching foreign languages to students of higher education institutions.

Subject of our research. The subject of our research is the use of the case study method for the formation of critical thinking skills in students of higher education institutions when teaching a foreign language.

Analysis of recent research and publications.

The problems of the case study method were studied by such scientists as S. Gass, L. Selinker, A. George, E. Bennett, S. Kovalova, Yu. Surmin, O. Sydorenko, G. Tovkanets, L. Rebukha and other scientists, thanks to whom great success has been achieved in this field. However, the problem of effective use of the case study in teaching of students of higher education institutions continues to remain open.

In particular, the **relevance of this article** is due to insufficient study of the problem of choosing the most effective methods of teaching a foreign language using a case study at a higher education degree.

Presentation of the main material. The case study method (from the English “case” – case, situation) is an active teaching method based on a group analysis of a situation (case) and a proposal for its solution under specific conditions. For the English term “case study” the following Ukrainian analogues are mainly used: case study, case method, teaching by practical examples, method of concrete situations, situational learning. The case method has the following didactic properties: students are offered a case (situation) with an unsolved problem as material. The case has a clear structure, which consists of a problem situation, questions and tasks for discussion, as well as appendices with additional information. Several students can participate in the discussion of the situation at the same time.

The first use of the case study method was recorded in 1870 at Harvard Law School, and it became widely used at Harvard Business School in 1920. Scientists distinguish two traditional case study schools: Harvard (American) and Manchester (European). The use of case study in Ukraine began in the 90s when working with students of economic, law, and medical specialties (Bridgman, Cummings, McLaughlin, 2016: 724).

In contrast to traditional teaching methods, when the participation of students in educational process is limited, the case method is an active teaching method and requires the active participation of the student during the lesson. Some teachers avoid using the case study method, because there is a change of roles and the teacher becomes not the leading link, but only the coordinator of the lesson.

The mentioned problems activate several main components of the training of future specialists. S. Gass and L. Selinker identify such three components:

1) a motivational component that forms professional motives and prepares for the analysis of certain situations;

2) a procedural component that helps to master methods of organizing interaction and forms of training in practice;

3) a reflexive component, thanks to which future specialists learn methods of control and self-control (Gass, Selinker, 2008: 134).

According to the definition of A. George and A. Bennett, case study is a student-oriented activity based on a description of a real situation, which usually includes a problem and its solution. Such situations should be close to real life situations or based on real facts (George, Bennett, 2004: 98).

According to L. Selinker, this method is based on the active use of multimedia technologies, video materials, and presentations. In addition, the scientist also singles out the following aspects of using the case study method in classes: 1) students come to class prepared to discuss a given situation, while the situation must be given clearly and in detail before class; 2) the teacher must be objective, must not share someone’s point of view, but only encourage students to discuss. At the same time, the discussion should not be a disguised lecture. Scientists affirm that students are able to learn more effectively when they actively participate in the learning process (Gass, Selinker, 2008: 87).

Literary sources, real problem situations and historical facts can be used as materials for creating a case. The case study method is a method of active problem-situational analysis, based on learning by solving specific situations (cases). H. Tovkanets defines the purpose of the method as analyzing the situation and finding a specific solution. The end of the process of analysis is the discussion and selection of the best strategies in the context of the given problem (Tovkanets, 2011: 148).

T. Bridgman emphasizes that the case (situation) is not a problem, since the problem usually has a single correct solution. Students, faced with the described situation, can choose between several alternative courses of action, and each of these alternatives can be justified by logical arguments (Bridgman, Cummings, McLaughlin, 2016: 725).

W. Bao divides cases into three types: 1) small cases presented in the form of several text sentences; 2) medium cases consisting of one or two pages of text; 3) large cases that have more than three pages of text describing the problem situation. Large cases are usually worked out for several practical classes (Bao, 2020: 113).

J. Creswell emphasizes that the case should have the following structure: the case itself, methodological recommendations for its implementation, informational and didactic materials, questions for discus-

sion, as well as tasks for students. When compiling a case, it is necessary to clearly formulate the goal and select the material taking into account the level of students. Cases should be relevant and illustrative. The situation should be such that it can be solved only in the process of discussion and analysis. It should also be noted that students should come to the case discussion prepared, while the key facts of the case should be presented to the students in writing form and should not be added during the discussion. It is important to ensure that each student has a clear understanding of the facts. The cases should be complete enough for students to be able to identify the problem (Creswell, 2014: 87).

A. Bennett distinguishes three groups of cases by content:

1) illustrative cases containing knowledge able to teach students to make the right decision following the given algorithm;

2) educational cases containing descriptions of specific situations in specific time periods;

3) applied cases justifying specific situations from which students need to get out (George, Bennett, 2004: 97).

Some scientists also divide cases into “dead” and “alive”. “Dead” cases include situations that contain all the necessary information to solve the task. When analyzing “live” cases, students search for information by themselves to solve problems (Bao, 2020: 114).

The case study usually includes three stages: preparatory, the actual process of case analysis, and the final stage. The preparatory stage is introductory and demonstration. It includes the teacher’s instructions and recommendations on case analysis. The second stage is the largest, it involves a direct case analysis, during which students search for solutions to specific situations. First, there is individual training of students, then a small discussion in mini groups about the achieved results of individual search and research activities. After all – discussion by the whole group. At the last final stage, there is a reflection of the students, their self-evaluation of their activities. And, finally, evaluation of students’ participation by the teacher.

The teacher and the student have the same information, but their roles are different. It is very important that the case is well prepared in advance so that each student knows what his role is. It is not enough to give a student a practical example and expect them to understand how to use it. This mistake is often made by teachers who don’t have enough knowledge about the case study method. This method requires intensive preparation of students before each lesson.

This algorithm is able to help students learn to work with the case most effectively. First, the facts of the case should be determined. To understand the situation described in the case study, it is necessary to read it several times. The first reading of the case can be quick to get a general idea of the situation. Subsequent readings should be more focused (Bao, 2020: 113).

Secondly, it is necessary to define the task. The student must gain a deep understanding of the situation with the help of its detailed analysis. In the process of case analysis, the student should try to identify the main participants in the case and their relationships. The main participants can be the organizations, groups or individuals described in the case. The student should also remember that different types of information are presented in the case. There are objective facts that can be verified from several sources. There are facts that represent a person’s judgment in a given situation. There are also assumptions that cannot be tested and are generated during case analysis or discussion.

Third, students should formulate a possible course of action or generate, evaluate, and offer a number of possible solutions.

Fourth, strengths and weaknesses should be identified for each course of action proposed during the discussion.

And, finally, you need to make a decision about a satisfactory plan of action. When preparing for the case discussion, the student can also take notes concerning key aspects of the situation and case analysis. With the help of problematization used in the educational process, students form the ability to systematize information and build a logical sequence. The case study method is based on a critical understanding of the proposed situations.

When choosing a case, the teacher must identify the clear teaching goals. It is necessary to have a good knowledge of the age and individual characteristics of the students, and also to understand how the case concepts fit the general course of studying. The teacher should follow the certain algorithm of action.

It is important for the teacher to read the case with his students or ask his students to visualize the background information in a visual form.

Students should be given some information about how they should analyze the case (read the case several times, identify the main problems, set goals, determine the solution, choose the best solution, understand how it should be implemented, make the plan of actions for the implementation of the chosen solution).

Grammatical and lexical difficulties should be cleared before case analysis, so that students feel confident during the discussion.

The teacher should create a favorable friendly atmosphere for the discussion, while the students may have a certain level of trust to each other. Teachers have to ask thoughtful questions. The first question the teacher asks is crucial. The main task is to make students speak thoughtfully. Do not start with very easy or secret questions.

The developed case will be effective only with its genre, methodical and scientific processing. The case study method can be used not only in regular lessons to consolidate the material, but also during knowledge testing. For example, a case may be given to students before an exam or test. In this case, students will present the case solution as a report on the performed work. Also, cases can be used on the exam, then the student receives a case in the examination card and has to imagine the analysis of this situation.

While using the case study method the evaluation of students' knowledge is usually conducted due to the 100-point scale. This system makes it possible to record the activity of students and their participation in the discussion, to evaluate the knowledge and skills in a specific case, to estimate the persistence in solving the assigned tasks. At the same time, the teacher must be able to create a situation of cooperation and competition at the same time, prevent and resolve conflict situations. The group size should not exceed 12 people, as groups of more than 12 people exclude many students from participating in the discussion.

The teacher's activities are also an advantage of this active method of teaching. The teacher asks introductory questions to the students to stimulate discussion. The questions are neutral and open, quite simple to answer. Periodically, the teacher paraphrases the students' statements, repeating their thoughts, again to develop communication. The most important thing is that the analysis of the situation does not turn into a quiz with right and wrong answers or a lecture.

There are several levels of a teacher's work. Firstly, he must know the full meaning of the situation. Secondly, he must know how to organize a discussion, involve all students in the discussion, and resolve emerging conflicts. Thirdly, the teacher thinks how students work throughout the course and how case analysis fits into the overall program. Role-playing games can help clarify some concepts by involving students in solving problems from the perspective key participants (Bridgman, Cummings, McLaughlin, 2016: 725). The discussion of the case must be directed by the teacher. Students are expected to participate in the discussion and present

their views. During the discussion, while the student is expressing his point of view, others can ask him questions or challenge his point of view.

Another advantage of the method is complete immersion in the situation and one's role. In class, students do not sit in a row, the desks are rearranged in such a way as to represent a U-shaped type of student seating. The open part should face the board. This arrangement allows all students to see each other and the teacher.

Interaction between students, as well as between students and the teacher, is constructive and positive. Such interaction helps to improve students' analytical, communication and interpersonal skills, as already mentioned above, which is undoubtedly a plus. The teacher asks the class random questions about the case or about an individual student's point of view. If a student develops a new understanding of a problem, they are usually encouraged to share it with others.

The degree of participation in the discussion is not the only criterion in the evaluation – the quality of participation is also an important criterion. In the process of evaluation the teacher takes into account the quality, degree of participation and contribution to work in groups, types of problems, asked questions, proposed solutions, made presentations, written analysis of cases (logical sequence and structuring of content, language and presentation, quality of analysis and recommendations). If the written case analysis is required, the student must ensure that the analysis is properly structured.

The teacher can provide specific guidelines on how the analysis should be structured. However, when submitting an analysis, the student must ensure that it is accurate and free of factual, linguistic, and grammatical errors. In fact, this is a requirement for any report submitted by a student.

With the help of case study method, students have the opportunity to demonstrate and improve analytical and evaluation skills, learn team work to find the most effective solution to a problem. The case study method ensures the development of theoretical and practical use of the material, which affects the professionalization of students, promotes their maturation, and also arouses interest and positive motivation for learning. At the same time, the case study method serves as a model of the teacher's thinking, his special paradigm that helps to think and work differently, renewing creative potential. The case study method is considered as one of the "advanced" active teaching methods. It requires the readiness of students, their ability to work independently; insufficient preparation of students, poor motivation can lead to a superficial discussion of the case.

The use of a case study method in English language classes in a professional environment allows you to develop business English skills. Other advantages of this method are: the development of responsibility for the decision-making process, the ability to communicate; the development of skills necessary for the analysis of complex and unstructured problems; the development of students' self-critical and strategic thinking; the acquisition of new knowledge and development of general ideas. Students and teachers should be provided with authentic textbooks and educational materials in foreign languages, as the teacher is ready to receive new pedagogical innovations, he can ensure the purposeful introduction of innovative ideas into the educational process.

Conclusions. The use of the case study method during foreign language teaching allows students to show creativity in their activities and transfer theoretical knowledge about the cultures of different countries to practice. The emphasis in education will shift from obtaining ready-made knowledge to the process of their independent search. There is cooperation between the teacher and students, in which students and the teacher are equal in discussing and finding a solution to a certain problem. This democratic approach is the main difference between the case study method and traditional methods. Before the lesson, a model of a specific situation from real life is developed, during the lesson the teacher sets goals and tasks that need to be solved, students choose the ways to achieve the goals, solve tasks and set questions by themselves. Thus, the result of applying this method is not only knowledge, but also skills and

abilities. A good organization of a case can resemble a theatrical production to some extent.

Thus, the case study method is an active method of teaching, which is based on a group analysis of the situation and suggestions for its solution under specific conditions. According to size, the cases are divided into small, medium and large. According to content the cases are divided into illustrative, educational and applied. The case includes directly the case itself, methodological recommendations for its implementation, informational and didactic materials, questions for discussion, as well as tasks for students. The case study method includes three stages: individual preparation; a small discussion in groups; whole group discussion. For the effective use of the case study method, it is necessary to remember that students should come to the classroom prepared to discuss the case. The size of the group should allow a free exchange of ideas between all participants. Teachers must be objective, guide the conversation, and set the goals correctly. Student evaluation when using the case study method is usually carried out on a 100-point scale. The advantages of this method are the actions of the teacher (his awareness of the situation, organization of the discussion and involvement of students in the discussion), as well as complete immersion in the problem. During the evaluation of students' work the teacher usually takes into account the quality, the degree of participation and contribution to the work in groups, the asked questions, the proposed solutions, the made presentations, written analysis of cases. The case study method allows students to transfer their theoretical knowledge to practice.

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