Lecture № 15
Context based technology

Plan
    1.   Content-based Education in the formation of Intercultural Communicative Competence
    2.   Context-based Education in the formation of Intercultural Communicative Competence

<u>Professionally- oriented FL learning</u> (B2, C1, C2) is at the higher school level, which means that students must be taught professionally based skills of professional communication, that is a FL is taught in the context of future specialty.

II   Context-based teaching by its effectiveness can be regarded as an active method for it:

- Intensifies the process of FLT and the communicative activity of the learners;
- It makes the process creative and stimulates pupils' interest;
- Forms students cognitive and professional motives;
- Introduces pupils to their future specialty;
- Teaches pupils to do cooperative, interactive activities;

III   So, according to the context-based teaching the FLT process is organized as the Model of pupils' future professional activity with its non-standard problem situations which occur in professional communication.

Case study. The effectiveness of language teaching depends, among others, on teaching materials. Students and teachers need materials that can improve the language acquisition process and offer more opportunities to develop the productive language skills of speaking and writing. These skills, as opposed to the receptive skills of reading and listening comprehension, are more difficult to acquire and require much more practice and time. In her book on business English teaching Donna (2000) stresses the fact that if students believe that in a language course they do tasks relevant for their future professional communication; they are more motivated to learn.

Case studies were first used in law to evidence verdicts given by judges and to teach law students. In the 30s of the 20th century cases were introduced in psychiatry. Case reports were written to document diseases and to consult the cases with other specialists. Today, all medical specialties use case reports for didactic and research purposes. Case studies started to be used in business in 1967 when Strauss and Glazer created their 'grounded theory'. In the mid-70s of the 20th century they were introduced in business schools. Harvard Business School has been using this method intensively to teach future managers how to solve real-life problems.

Today, the case study method is widely used as a teaching and researching tool in medicine, psychology, anthropology, sociology, economics, management, finance

and other sciences where the presentation and analysis of a real problem is of relevance in teaching and researching.

The paper presents the case study method as an interesting and motivating teaching material that can be widely used in teaching business English to adult learners.

The main function of case study is to teach how to solve practical-professional oriented tasks including non-standard problems. The main thing about case studies is that they have a problem situation from real life or from professional sphere. This is the main feature that makes them different from traditional exercises or study tasks. They allow many alternative ways of solving them and many ways of research. We call them pragma-professional tasks.

The main principle in case study is clarity of expression, accessibility and simplicity. When making case studies:

-topicality;
-correspondence to the aims of teaching;
-correspondence to the levels of language learners;
-creative character;

Stages:
1. the aim of case study;
2. preliminary work on the search of the sources of information for the case study;
3. collection of information from different sources;
4. How to present case study? In what form?
5. To analyze the case study and if necessary to correct it before presentation;
6. To prepare recommendations as to how to use it. To think of all possible questions that may arise in the course of discussion

The supporters of the context-based technology consider it is necessary to model professional communication which includes:

professionally oriented organization of the content of FL teaching in the framework of professional communicative spheres;

selection of the content based materials;

formation of context-based skills on the basis of professionally based situations;

Problematic questions:
1. Define content and context based Instruction in FLT.
2. How can we integrate different technologies in order to develop Intercultural Communicative Competence?
3. What is integration of technologies in\of FLT?

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