

INTEGRATING CASE BASED LEARNING IN ESP COURSE: A CASE STUDY AT STKIP PGRI PONOROGO IN THE ACADEMIC YEAR OF 2014-2015

Ratri Harida

STKIP PGRI Ponorogo

ratri3rida@gmail.com

Abstrak: Sebagai salah satu mata kuliah wajib untuk mahasiswa pendidikan bahasa Inggris, mata kuliah ESP harus ditujukan untuk mempersiapkan mereka untuk tugas profesional mereka dalam kelas ESP mereka di masa datang. Studi ini difokuskan pada penerapan pembelajaran berbasis kasus pada mata kuliah ESP di STKIP PGRI Ponorogo. Studi ini meliputi rencana pembelajaran, materi instruksional dan media, aktivitas instruksional, dan cara mengukur tingkat pemahaman mahasiswa. Pembelajaran berbasis kasus melibatkan mahasiswa untuk menyelidiki, mengkomunikasikan, dan memberikan solusi praktis untuk diterapkan pada suatu kasus. Studi ini menggunakan desain deskriptif kualitatif untuk mengidentifikasi dan menngambarkan fenomena pengintegrasian pembelajaran berbasis kasus pada mata kuliah ESP di STKIP PGRI Ponorogo. Data didapatkan dari wawancara, observasi, dan studi dokumen. Data yang diperoleh kemudian dianalisis menggunakan metode triangulasi pembelajaran berbasis kasus merupakan aktifitas pendamping untuk aktifitas ceramah. Case base learning is an augment activity for traditional lecturing activity. Pembelajaran menggunakan kasus meningkatkan kemampuan berfikir tinggi dan membantu mahasiswa untuk menghadapi bebrbagai konteks pembelajaran ESP. Pembelajaran ini juga mendorong mereka untuk mendesain atau mengembangkan secara kritis sebuah pembelajaran ESP yang disesuaikan dengan analisis kebutuhan.

Kata Kunci: Pembelajaran Berbasis Kasus, Matakuliah ESP, Calon Guru

Abstract: As one of the compulsory courses offered for the pre-service teacher, ESP course must aimed to prepare the students for professional tasks in future ESP class. The study is focused on the implementation of the teaching of ESP which integrates case based learning in STKIP PGRI Ponorogo. The study covers the lesson plan, the instructional materials and media, the instructional activities, and the assesment. Case base learning is a kind of learning activity in which the students are asked to investigate, communicate and establish possible practices for the case. This study employed a descriptive qualitative design to identify and describe the overall phenomena of the integration of the teaching of ESP with case –based learning in STKIP PGRI Ponorogo. The data were gained from interview, observation, and documents. The data then analyzed using triangulation method. Case base learning is an augment activity for traditional lecturing activity. Learning through cases also promotes higher order thinking and help the students dealing with different context of ESP teaching. It also encourages them to critically design or develop an ESP course that meets the need analysis.

Keywords: *Case-based Learning, ESP Course, Pre-service Teachers*

INTRODUCTION

Generally ESP is commonly considered as different section of ELT. In fact, ESP is part of ELT, whereas the research of ESP is identified as part of applied linguistic research. Practical outcome is always being the main importance in ESP. Need analysis, text analysis, and lesson design for specific study or work task based on the learners' need are the main concerns of ESP. English for specific Purposes (ESP) has become a vital and innovative activity within TEFL/TESL movement since 1960s. Globalization makes ESP flourishes a new fertile land for the language teacher especially as an ESP practitioner. As one of the compulsory courses offered for the pre-service teacher, ESP course must aimed to prepare the students for professional tasks in future ESP class. Zuocheng and Lifei's (2011:18) said that appropriate education for pre-service ESP teachers is essential as they are main elements of ESP teaching and learning process. Those pre-service teachers must be introduces to different role between ESP and EGP teacher. According to Dudley-Evans and St. John (1998:13) ESP practitioner should play as (1) a teacher, (2) a course designer and materials provider, (3) a collaborator, (4) a researcher, and (5) an evaluator. ESP teacher/practitioner multiple roles cannot be easily taught in the college level with only two credits hours. The suitable method must be applied in the course to help the pre service teacher experience all the roles of ESP practitioner within limited time.

Basturkmen (2014:20) claims the researches about ESP teacher's education are not as much as those of EGP teacher. Thus, choosing the suitable teaching and learning method to link the reality and theory of designing ESP course is rather difficult. As a part of applied linguistics, an ESP course must be able to connect the classroom learning with professional experience (Brooks, Harris, and Clayton, 2010:57). It is also in line with the National Curriculum Framework (KKNI), in which the pre-service teacher is highly demanded for their knowledge and other soft skills. It also demands that the students' competence should link the need of work field.

The study is focused on the implementation of the teaching of ESP which integrates case based learning in STKIP PGRI Ponorogo. Specifically, the study cover the lesson plan designed by the ESP lecturer for the teaching of ESP which integrates

the case based learning, the instructional materials and media used by the ESP lecturer for the teaching of ESP which integrates the case based learning, the instructional activities in the teaching of ESP which integrates the case based learning, and the way the English teacher assesses the students' achievement in the teaching of English which which integrates the case based learning.

Since ESP is emphasized on more practical outcome, the teaching methods in ESP should be determined by the needs to motivate students to achieve better outcomes in their studies Hutchinson and Waters (2002). Such combination is highly motivating because students are able to apply when they learn in their English classes to real live. He also said that ESP approach enhance the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will give them motivation to interact with speakers and text. ESP is English instruction based on actual and immediate needs of learners of learners who have to successful perform real life task unrelated to merely passing an English class or exam. Designing and teaching ESP is challenging especially for the ESP practitioner and English language teacher in general.

Plenty of researches show the use of case based learning has in several areas of disciplines (Chaplin, 2009;Pariseau and Kezim, 2007; Prince and Felder, 2004; Whitehouse and McPherson, 2002; Styer, 2009; Thomas, 1993; Harjai and Tiwari, 2009; McDade, 1995; Yadav et al. 2007; Greenwood, and Lowenthal, 2005 in Brooks, Harris, and Clayton,2010). Business English is a part of ESP which mostly applied case-based- learning (Wei, 2011:103-4). Case based learning is a type of learning strategy that develop students' active contribution as well as their ability to do critical thinking, problem-solving, and decision-making (DeSanto-Medeya, 2007 in Brooks, Harris, and Clayton, 2010). The use of case based learning in teacher education program encourages the pre service teacher to be more independent and critical thinker.

Mauffette-Leenders cited in Jackson (2004: 214) defined the case in case-based teaching is as a real description of actual event in which somebody must overcome a problem by making decision, experiment, chance. Wei (2011:98) states that in case base learning the students are asked to investigate, communicate and establish possible practices for the case. This statement seems to give similar description for case based and problem based learning. According to Williamson and Chang (2009) and Brooks,

Harris, and Clayton (2010), the difference between case-based and problem-based learning the information presentation and the main objective. The case based learning provides thorough information initially, whereas the problem based learning only provides limited information to promote the students' further interest to particular learning objective. Case based is designed to emphasize critical thinking and reflection on the case. On the contrary, the problem based learning focuses on dilemmas or problems found within particular cases. Case based learning provides sufficient examples of the ESP practices to face the problems they will find upon leaving the college. The use of cases to support a traditional lecture format enable the students get through depiction of the real application of ESP teaching, notice the complexity of the affairs and conclude suitable respond to be applied (Spackman and Camacho, 2009). The case based learning bridges the theory with the final project and their future profession.

Extensive application of case based learning in different fields is an indicator of its effectiveness. Case based learning helps to develop the students' critical and analytical reasoning skills and problem-solving processes (Merseeth, in Lee, Lee, Liu, Bonk and Magjuka 2009). Those three skills are the requirement for a professional teacher, especially the ESP practitioner. They are needed to design or develop an effective ESP course. Wua and Badger (2009:20) states that teacher should be able to decide any necessary actions to achieve the course's goal or overcome any problem within. They cannot figure out the right decision if they are not developing their critical and analytical reasoning skills. Basturkmen (2010:x) also states that the students can gain more understanding of genuine cases by studying the experienced teachers/course developers' steps to overcome the problem arouse in ESP course. Some important features to be noticed in case-based learning is the selection of case materials (Jackson ,1998), different learning objectives (Ellis and Johnson, 1994), and evaluation. In the meantime, the relation between teacher and students can influence case-based learning also. In China, for instance, respect for teachers and their wisdom is necessary to keep harmony (Liu, 2006: 8) and this can make it more difficult for both students and teachers to interact more effectively.

A research-based article by Wang Wei in 2011 shows the use of case-based learning in teaching Business English in China. The case study research also shows the

integration of culture teaching and case-based learning. Case-based study in intercultural business communication serves as a good example of how to integrate the three aspects of capacity training based on the fact that this communicative practice requires knowledge of the subject matter (e.g. business negotiation, marketing), the linguistic proficiency, and the strategies adopted in the process. The major elements for teachers to determine are activities and tasks, interaction, topic, attitude and tones, mode of interaction and setting. The second concern is the materials used in case teaching. Teachers fully explore the sources available for suitable case materials and even. Writing and teaching one's own case can motivate both teachers and students and result in good learning outcomes. Another important aspect associated with teacher is management style and relation to students in the case study. No matter what personality, background a teacher possesses, he or she should manage the case study in accordance with the needs of the students. The communicative approach teaching like case-based method should be employed despite the cultural restraints in Business English teaching in Chinese universities. Last but not least, the teaching can be progressed with the improvement of teachers themselves.

The second research is Impact of Case Study Method on an ESP Business Course by Ozgur Ates, Ph.D in 2012. The research shows that using the case study learning, helped students to apply their skills on decision making, critical thinking through global business cases as well as improve their English language skills. Methods of small group activities, case studies and cooperative student projects give the opportunity to actively participate in the learning process by talking, reading, writing and reflecting. Case-based learning enables students to discover and develop their unique framework for dealing with business problems.

METHOD

This study employed a descriptive qualitative design. The present study was aimed to identify and describe the overall phenomena of the integration of the teaching of ESP with case –based learning in STKIP PGRI Ponorogo consisting of the lesson plan designed by the ESP lecturer, the instructional materials and media used by the lecturer, the instructional activities conducted by the ESP lecturer, and the way the ESP lecturer assesses the students' achievement

in the form of words, rather than numbers in detail. In this study, the data were gained from interview, observation, and documents. The data of this study were facts and information of teachers' activities on classroom practices. It attempted to observe, describe, and interpret a learning-teaching process in the classroom. Bogdan and Biklen (1998:55) classify such research as a case study. The data then analyzed using triangulation method.

FINDINGS AND DISCUSSION

How the ESP Lecturer Designs the Lesson Plan which is integrated with Case Based Learning

Based on the documentations of the lesson plans made by the lecturer, it was found that the lesson plans were based on the 2005 Course Description issued by Department of English Education STKIP PGRI Ponorogo and review of ESP textbooks by Hutchison and Waters (1987), and Basturkmen (2010). The course description and the review were then interpreted in so called ESP instructional analysis. The instructional analysis showed one standard competence and three basic competences for the course. The standard competence of ESP course was to analyze the application of ESP theories in practice. The basic competences were students are able to understand the theories of ESP, students are able to understand the application of ESP theories in designing a course, and students are able to identify the application of ESP theories in particular cases. In addition to the instructional analysis, the lecturer also developed the ESP syllabus. The components of the syllabus were course identity, standard competence, basic competences, indicators, topic/theme, method, time allotment, source, references, and assessment. The components of lesson plan per meeting were course identity, standard competence, basic competence, indicators, topic/theme, and the teaching and learning steps. The steps showed the time allotment, learning steps, method, and material (media included), and the type of assessment for each meeting.

The findings showed that the lesson plans designed by the lecturer cover all of the components above which were interrelated with each other. The standard of competence and the basic competence were developed from the instructional analysis of ESP course based on the 2005 Course Description issued by Department of

English Education STKIP PGRI Ponorogo and review of ESP textbooks by Hutchison and Waters (1987), and Basturkmen (2010). The lecturer then formulated the indicators and learning experiences based on the basic competence. The learning experiences were formulated by using action verbs that can be used to identify the student behavior. The examples of these action verbs are *to identify*, *to mention*, and *to define*. Next, she stated the method and technique that would be applied and she arranged the activities that would be conducted during the learning and teaching process. Besides, she also determined the procedure of assessment.

The integration of the case based learning in the lesson plans was done in the section of the learning experiences. The learning experiences were formulated based on the indicators and the basic competences taken from the syllabus. The learning experiences which integrated the case based learning were done on the last eight meetings after the students had finished learning ESP theories. The learning experiences which integrated the case based learning were done for selected topic/theme which were (1) case study in English for police, (2) case study in English for medical doctor, and (3) case study in English for thesis writing

The topics/themes that would be presented in the learning-teaching activities were: (1) origin of ESP, (2) development of ESP, (3) ESP: approach not product, (4) course design, (5) language description, (6) theories of learning, (7) need analysis, (8) approaches to course design, (9) ESP syllabus, (10) case study in English for police, (11) case study in English for medical doctor, and (12) case study in English for thesis writing. The topics/themes were developed based on the instructional analysis. The selected topics/themes were chosen to provide the students with theoretical and practical experiences for designing ESP course.

In the section of the learning activities in the lesson plans, the integration of case based learning was done on the last eight meetings by the activities during the learning-teaching process. For example: (1) doing class discussion to identify the language description, learning theories, need analysis, approach, syllabus, and material used in particular ESP case; and (2) asking the students to do a project on the ESP case they found in real life.

In short, it can be said that in designing the lesson plans, the lecturer integrated the case based learning in the instructional materials and in the section of the

instructional activities of the lesson plans. The case based learning was implemented for half semester. The lecturer still considered the lecturing method necessary to give appropriate basis for the students to do case based learning. the case based method also used to bridge the theory-lecturing with the completion of final project of the course.

How the ESP Lecturer Selects the Instructional Materials and Media for the Teaching of ESP course which is Integrated with the Case Based Learning

The data of the teaching materials and media were obtained from the interviews and observation during the class. The data in terms of the teaching materials were dealing with textbooks used by the lecturer and other supplementary materials that may support the learning-teaching process, while the data of the use of media were obtained from the observation during the class.

The Instructional Materials Selected by the ESP Lecturer

From the observations conducted during the teaching-learning activities and based on the interview to the ESP lecturer, the data showed that the ESP Lecturer at STKIP PGRI Ponorogo used the textbooks as the main instructional materials.

Based on the interview to the ESP lecturer, the criteria used to select the instructional materials among others are: (1) the materials should be in accordance with the syllabus; (2) the relevancy of the materials ; and (3) the materials are written in relatively simple sentences. Based on these criteria, the English teacher used two ESP textbooks as the main instructional materials.

The first textbook was written by Tom Hutchinson and Alan Waters entitled *English for Specific Purposes*. The textbook was published in 1987by Cambridge University Press. It uses English as the medium of instruction. The textbook is on PDF format. The students were given the file before the course starts. The lecturer gave it in PDF format so that the students did not have to carry a lot of textbook to the college and for the sake of money and paper cutback.

The textbook is based on the research done by Tom Hutchinson and Alan Waters. Even though the textbook was dated back on the late 90-ies, it is still used by many ESP researcher and practitioners as their reference. It has four major section; (1) what is ESP?, (2) course design, (3) application, and (4) the role of ESP teacher. The first section has three subsections: (1) the origins of ESP, (2) the development of ESP, and (3) ESP: approach not product. The second section has four subsections: (1)

language descriptions, (2) theories of learning, (3) need analysis, and (4) approaches in course design. The third section has five subsections: (1) the syllabus, (2) material evaluation, (3) materials design, (4) learning, and (5) evaluation. The fourth section only has one subsection; orientation. The book provides guidance to design an ESP course based on learning-centered approach. The approach concerns to *how* to make the people learn ESP effectively. This book also provides *challenges and pleasures to be enjoyed and pitfalls to be avoided* in teaching ESP (Hutchinson and Waters, 1987:2). According to the interview with the lecturer used three sections and eleven subsections excluding the evaluation subsection. Her reason to exclude the evaluation subsection in her teaching was the evaluation section could be better learnt through case based learning. The language used in the textbook is quite easy to understand. All of the students have this textbook in form of PDF file.

The second textbook used was *Developing Courses in English for Specific Purposes* by Helen Basturkmen.. It was published in 2010 by Palgrave Macmillan. The textbook provides description on how ESP courses are developed and designed for practical purposes. The textbook aims to deepen the ESP teachers and course developers' understanding on need analysis, specialist discourse, and ESP curriculum. The textbook provides some examples of case studies in relation to those three important aspects of ESP. The textbook has two main parts beside one additional part (introduction). The introduction part has six parts; (1) Describing ESP, (2) Areas in ESP, (3) Demands of teaching ES, (4) Effectiveness of ESP, (5) Summary, and (6) Discussion. Part I has three chapters. Chapter I introduces ESP by examining definitions of ESP and the different areas of work involved (such as English for Academic Purposes and English for Professional Purposes). It considers the demands that teaching and developing ESP courses make on the teacher and thus paves the way for the book, which aims to provide teachers with the relevant knowledge and skills for these tasks. Finally, the chapter considers how ESP teaching promotes learning. Chapter 2 focuses on Needs Analysis and highlights its importance in ESP. The chapter describes the types of needs that are investigated and the role of needs analysis in the course design process. The chapter makes suggestions for how teachers and course developers can set about investigating needs and describes the types of information that are collected. The chapter also describes ways teachers and course developers can make use of published

needs analyses. Chapter 3 focuses on Investigating Specialist Discourse. The chapter considers the importance of descriptions of specialist discourse in teaching ESP. It discusses the circumstances in which course developers need to conduct their own investigations and shows ways this can be done. The chapter also makes suggestions for when and how teachers and course developers can track down and make use of published descriptions of specialist discourse. Chapter 4 examines the kinds of decisions teachers and course developers make in designing a curriculum and developing materials. It discusses when and why wide- and narrow-angled ESP courses are developed and how the results of a needs analysis can be used in determining the curriculum. Part II presents four ESP case studies (English for the Police, English for Medical Doctors, Academic Literacies in Visual Communication, and English for Thesis Writing). Each case is discussed in relation to decisions made and how the ESP course developers set about analyzing needs, investigating specialist discourse and determining the curriculum. The chapters in the main body of the work end with discussion questions. The questions encourage the reader to draw on the concepts introduced in the chapter in examining their own experiences and views of teaching and learning, investigating ESP courses in their own environments or developing small-scale projects. Only three chapters were used as the reference in the course. Those are English for the Police, English for Medical Doctors, and English for Thesis Writing. According to the lecturer, those three cases are more familiar with the students' knowledge background. The writer also gives clear explanation and example of materials for each case. All of the students have this textbook in form of PDF file.

Based on the observations and the interview to the ESP lecturer, the book was used when she reviewed the materials from the two main textbooks. Since the theories are mostly discussed in the first textbook, the lecturer decided to use the first textbook in the first seven meetings. The second textbook was used in the next seven meetings. The second textbook was discussed to provide clearer description to the student on how to make use of the theory in particular cases. Three cases within the textbook were discussed during the session. Those three cases were chosen considerably based on the logic that the cases were also happen in Indonesia. The students were supposed to discuss the cases on the basis of the need analysis instruments, need analysis findings, course design approach, syllabus type, language theory, learning theory, and material

selected. They started it by reading three cases of ESP course taken from the main textbook. The cases were English for Police Officer, English for Medical Doctor, and English for Thesis Writing. A brief summary findings based on the reading was written by the students in group of three or four. In the paper, they acted as if they were an experienced ESP practitioner who designed a course for their own ESP case. Each week, two groups of students presented their findings on the same case to see the depth of their case analysis. They were supposed to write how the need analysis in the case was done, and what and why particular language and learning theory was applied. They also had to write how they developed the materials and the assessment for their own case. Their findings were crosschecked with peer in a class discussion.

Based on the findings, the lecturer expected the students to be more aware on how to design their own ESP course design. The lecturer encouraged the students to be a critical reader, especially when they read the cases assigned.

The Instructional Media Used by the English Lecturer

The data of this section were obtained from the observation during the class. The observation was conducted along with obtaining the data of the teaching-learning activities. In this case, the researcher observed what and how the teachers used media in the classroom. Besides, the researcher conducted informal interview with the lecturer dealing with the use of media.

The data showed that the ESP teacher used media in her learning teaching-processes to make the teaching and learning process more meaningful. The media she used were whiteboard, note book and LCD projector. She used the whiteboard write the topic to be discussed and for giving clearer explanation on the theory. Meanwhile, note book and LCD projector were used as a medium for giving power point presentation.

Based on the observation the lecturer mostly used note book and LCD projector more than other media since they were very effective to explain the theory. She made the PPT based on the two textbooks and additional reference from the internet. The data from observation revealed that PPTs was used mostly to help the lecturer explained the theory of ESP. The students usually paid attention to the PPT slides and take-notes on the teacher explanation. Occasionally, some students got bored and yawned.

So, the media used by the lecturer are mostly in form of whiteboard and marker, note book and LCD projector. The media was quite simple and rather dull. Since the use

of media can help to motivate the students, the lecturer can use video related to the case studied as additional teaching media.

How the ESP Lecturer Integrates the Instructional Activities with the Case Based Learning

Instructional activities are activities conducted by the lecturer in presenting the instructional materials in the learning-teaching process that are directed toward achieving the instructional objectives. The instructional activities conducted during the learning-teaching process can be labeled with theoretical activities, and case based activities. Based on the data obtained from the observation during the theory-lecturing, students paid attention to all the lecturer explanation, but only few of them responded when the lecturer asked for their comments and questions on the today's topic, then the lecturer asked some questions on the theory given, only few of the students answered. It means that the students' give fewer attention to the theory-lecturing session.

Some important notes were taken during the implementation of case based learning. The first note was the students given more participation during the discussion session when the case based learning were implemented. Before the discussion session was conducted, the students made a group consisted of three or four students. They seated near their group and started the discussion after they had read the case assigned. Ten minutes were given for reading time. Then they started their group discussion. The lecturer gave ten minutes for the discussion session. The lecturer only gave spoken instruction on what should be discussed. Spoken instructions were then clarified through written instructions on the board. Students had ten minutes to do the discussion. During the discussion session the lecturer moved around to see whether the students had difficulty or not. The lecturer also did it to make sure that the students' really discussed the case given. Some students finished the session on time, while others were late. This session lasted five minutes longer than the lecturer expected. Additional time for discussion session influenced the time for the presentation session. The lecturer cut off one minutes from three minutes presentation allotment for each group. Time management became the second note to be considered by the lecturer. The third notes were about the presentation session. The students were supposed to present their finding on the case read. All of the groups were presented their findings. This session was aimed to crosscheck students' ability to analyze the case and gave them clearer

description on how their final project was supposed to be. The lecturer also gave reinforcement on the students' finding. Since their findings were mostly similar, the students got a bit boredom in listening to their friends' presentation.

The lecturer had done each step written in the lesson plan which integrated case based learning in its instructional activities. Time management, students' active and joyful participation during the implementation of case based learning had to get more consideration.

How the Lecturer Assesses the Students' Achievement in Teaching of ESP which is Integrated with Case-Based Learning

To measure the students' progress, the lecturer used several ways to assess the students' progress. To assess the students' on-going progress, the lecturer used formative and summative assessment. The lecturer used observation and verbal questions for formative assessment. Two forms of summative assessment were used during the semester. The first form was paper and pencil test on the mid and final semester tests. The second form was project assessment.

The lecturer developed an observation rubric to help the observation. The observation rubric helped to assess the students' participation during the discussion session. The rubric indicated whether the students made contribution in each discussion, and came up with the correct findings or not. Verbal questions were given to check whether the students could perceive the lecturers' explanation or not. The questions were given to the class or to individual students randomly. The lecturer gave point to the students who gave correct answer. The point would help the students to gain more score to add for final score.

The paper and pencil tests were done in the middle and final term of the semester. The middle term test was mostly dealt with the theoretical-lecture, and the final test was mostly dealt with the summary of the students' project. The lecturer assigned a project for ESP course to construct a settled comprehension of the practice of ESP teaching. The lecturer developed a scoring rubric to help scoring the project assigned. The rubric was mostly dealt with the whether the students had critically analyzed the case found. The report of this project was submitted to the lecturer in form of the paper two weeks before the final exam. The project is in form of proposed model of ESP course for particular purposes they found around.

Those kind of assessments provided overall information about the students' learning progress and the effectiveness of the learning-teaching activities. She could monitor the students' improvement in daily basis. The assessment also gave information on the lecturer's way to effectively manage the teaching and learning activities.

CONCLUSION

Case base learning implementation in ESP course for pre-service teacher enhances the students' learning experience during course. It is an augment for traditional lecturing activity. The implementation of case based learning can be a warm-up activity to construct the written reports and make presentations. Learning through cases also promotes higher order thinking, which help them dealing with different context of ESP teaching. It also encourages them to critically design or develop an ESP course that meets the need analysis.

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