CASE BASED FOR PROJECT BASED LEARNING: AUGMENTING TRADITIONAL LECTURES IN ESP COURSE FOR PRE-SERVICE TEACHERS

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Abstract

Teaching ESP course for students of English Education Department should be more than theory of lecturing. Those pre-service language teachers are the future ESP course's designer. To equip them with sufficient knowledge to design a matched ESP course, case based and project based learning can be used to augment the traditional lecturing course. The case based learning enable the students to analyze some cases of real application of ESP case. The project based learning enables the students to show the analysis of the ESP theory application. This article discusses about the use of cases of ESP teaching for medical doctors, police, and academic writing as the preliminary activities before doing the project. Those cases were discussed and analyzed in terms of need analysis, syllabus, course design, language description, and learning theories used.

Keywords: ESP course, case based learning, project-based learning, pre-service language teachers

INTRODUCTION

English for specific Purposes (ESP) has become a vital and innovative activity within TEFL/TESL movement since 1960s. Globalization, which creates broader job opportunity, becomes fertile land for the language teacher especially as an ESP practitioner. In the college level, ESP becomes one of the compulsory courses offered for the pre-service teacher. Based on the undergraduate profile of STKIP PGRI Ponorogo, the students are aimed to become professional pre-service teacher especially in English. A professional pre-service English teacher is claimed to have the equal ability to teach either English for General Purpose (EGP) or ESP which is also parts of English Language Teaching. As Zuocheng and Lifei's (2011:18) said that language teacher is one of the crucial factors for the success of ESP teaching and learning process, proper education for pre-service ESP teacher is also

essential. Differences between ESP and EGP teaching influence the teacher's role on the course. Since ESP is considered to set on practical basis and the use of language in particular context, the role of ESP practitioner is broader than EGP teacher. Dudley-Evans and St. John (1998:13) stated that 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. Unfortunately, the ESP course in college level only has two credits hours. It means that the lecturer has to find the suitable method to help the pre service teacher experience all the roles of ESP practitioner has within limited time.

Since, the researches about ESP teacher's education are not as much as those of EGP teacher (Basturkmen, 2014:20), finding the suitable teaching and learning method for pre-service teacher is rather complicated. Various kind of learning ranging

from traditional lecturing to various methods of cooperative learning offers its own merits and drawbacks. The main consideration in choosing the suitable learning to apply in the pre service teacher education is the fact that ESP is a part of applied linguistics. ESP education for pre service teacher should be able to bridge the classroom learning and the application. Brooks, Harris, and Clayton (2010:57) said that the key in applied learning is the ability to connect the classroom learning with professional experience. It means that the teaching of ESP should facilitate the pre service students to relate the theory of language learning and the real implementation of ESP teaching.

Educational researches show that students who are actively participating in educational process gain more knowledge and retention on particular subject taught. Even though traditional lecturing is still widely accepted in the learning environment but an dynamic, mutual, or supportive learning environment is more preferable today (Pariseau and Kezim, 2007, Meyers and Jones, 1993 in Ates, 2012).

In case of ESP course for pre-service teacher, supplementing traditional lectures with case base learning, writing written reports, and making presentations are expected to enhance the students' learning experience during course. 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). 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. To construct a settled comprehension of the practice of ESP teaching, the lecturer gave a project for ESP course. 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.

THEORETICAL FOUNDATION
CASE BASED LEARNING

Case based learning has been extensively used in several areas of disciplines such as biology, business, engineering, ethics, genetics, medicine, nursing, psychology, science, and social work (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). Case based learning is also used to teach English for in specialized context. In the area of ESP, the case based learning is mostly applied in Business English course (Wei, 2011:103-4). It becomes an alternative to the traditional lecture as an instructional method (Artan; Garvey, O'Sullivan and Blake; Marcus, Taylor, and Ellis; Williams in Lee, Lee, Liu, Bonk and Magjuka, 2009). Additionally, case based learning is a kind of learning strategy that improve students' class participation as well as their critical thinking, problem-solving, and decision-making skills (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 become autonomous and critical thinker. Both criteria are important for a professional ESP practitioner.

The case in case-based teaching is defined as the real depiction of a real event in which a choice must be done, a trial must be faced, an chance must be seized, a trouble or an matter need to be tackled by a person (or persons) in an organization.'(Mauffette-

Leenders et al., 1997, cited by Jackson, 2004: 214). Case based learning provides ample examples of the ESP practices. Those reality-based examples contribute to their preparation toward the problems they will face upon leaving the academic environment.

Wei (2011:98) states that case base learning is somehow similar to problem based learning in which 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. For this study, the lecturer wants to make distinction between case based and problem based learning. According to Williamson and Chang (2009) the difference between case-based and problem-based learning is the previous provides thorough information initially whereas the following only gives glimpse of information to encourage the students' further interest to particular learning objective. According to Brooks, Harris, and Clayton (2010:56) the main difference between case based and problem based learning is that the first is designed to point critical thinking and reflection upon the case, whereas the second focuses on dilemmas or problems found within particular cases. The lecturer provides lengthy readings about three different cases for the students to be discussed, reflected, and decided the suitable steps to solve the problem. The case based learning is aimed to serve the basis for the final project and their future profession.

Benefits of Case Based Learning

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 (Merseth, 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.

Since English is considered as foreign language in Indonesia, educating pre service ESP teacher using case based learning is helpful. Ates (2012:136) states that the case based learning which is to help the students to increase their linguistic ability by doing case presentation, discussion, and making written report in English. The students' language skills increase as they use it on the presentation and discussion.

Implementing Case Based Learning

The implementation of case based learning in the course was done after the lecturing sessions on the theory of ESP. The theory lecturing concerned about need analysis, course design, linguistic schools, learning methodology, materials, and assessment for ESP course in general. After five weeks of traditional lecturing, the students began the case based learning in the sixth week. 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. Reading, analyzing, and discussing the cases help them to get clearer idea on the project given. The case based learning also exposes them to the new 'fertile land' for teaching, the land which still has few 'inhabitants', especially in Indonesia

PROJECT BASED LEARNING

Project based learning has similar advantage with the case based learning. The advantages are enabling the students to enlarge and improve their language fluency and accuracy, self-confidence, and problem-solving, decision-making, and partnership skills (Fried-Booth, 2002; Stoller, 2006; Beckett and Slater, 2005). Moss (Foulger and Jimenez-Silva, 2007) indicates the presence of product development or problem solving at project-based learning as an instructional approach. The product to develop for this ESP course was a proposed model for ESP course. The proposed model was written in the form of research report on ESP as practiced in reality. The authentic project-based learning benefits the students in terms of better academic skills, better interaction with the peer in academic context, improved motivation, and allows them to connect the theories to the actual practice of ESP (Moss in Foulger and Jimenez-Silva, 2007).

The project was done in group to promote collaborative learning. Hernandez-Ramos and De La Paz (2009) said that collaborative project motivated and encouraged more positive attitude towards learning. The students are eager to get better

score and improve their cooperation with their group. The students must propose the best model for an ESP course which they found. The students wrote the paper after presenting their finding on the subject case. The presentation was done to ensure the students' did not choose the wrong ESP case.

Implementing Project-Based Learning

Thomas (2000) in Tamim and Grant (2013:73) defines five criteria for PjBL; the project given is considered as essential to the curriculum, concentrated on the problems which lead the students to fully understand the main objectives specified, engaged the activities that enable the students to create holistic comprehension, involved more participation from the students, and based on the genuine situation. In the first meeting, the lecturer and the students decided the topic for the final project. The students asked to have the freedom to choose their own ESP case for the final project. If the case was fixed, they were afraid they could think up similar analysis with the other students' group. To avoid additional error in case choice, the lecturer asked the students to make a brief-descriptive-presentation of their chosen case before come up with the full paper.

The students presented their proposals in the basis of the data collection. They should supply the proposal with the detail on the need analysis instruments, findings of need analysis, and proposed language, learning, material and assessment for the case. Improved critical and analysis skill were mostly seen in most of the students' final project. It indicates that they are willing and ready to face other authentic ESP cases in the future.

CONCLUSION

Educating the pre service teacher to be an ESP practitioner is rather different from the educating the pre service teacher to be a language teacher. Lecturing as commonly

uses in the college classroom, cannot fully equip them with comprehensive experience needed to develop accurate ESP course design. The use of case based and project based learning in ESP course help to bridge the classroom learning and professional experience. The case based learning was done after the traditional lecturing sessions ended. The cases were meant to be discussed and analyzed. The case based became the warm-up activities for the project. Proposed model of ESP course was a project which showed the students' analysis depth and higher critical thinking toward the case. Both models are meant to promote students' autonomy, critical thinking, motivation, and cooperative learning as well.

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