



Curtin University

*8th International Conference on TESOL:  
ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*

Date: **Thursday, Aug 10, 2017**

Time: **11:00-11:30**

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Presenter/s: **Ms. PHAM Ngoc Khanh Ly & Ms. HOANG Van Trang**

**Bio:**

Ms. PHAM Ngoc Khanh Ly received her MA in TESOL (University of Queensland, Australia) in 2011. She has worked as an EFL teacher at the University of Languages and International Studies, Vietnam National University for nearly 10 years. Her research interests are in ESP, teacher training and teacher professional development. She can be contacted at [phkhanhly@gmail.com](mailto:phkhanhly@gmail.com).

Ms. HOANG Van Trang (MA) has been an EFL teacher at the University of Languages and International Studies, Vietnam National University for more than 10 years. She is interested in EAP, ESP, and teacher education. She can be contacted at [vantrang80@yahoo.com](mailto:vantrang80@yahoo.com).

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Title: **The Use of Case Study in Business English Language Teaching: Feedback from Insiders**

**Abstract:**

Case study, as an example of Task-based learning, has been prevalent in English for specific purposes courses for some time. There have been a considerable number of papers presenting the benefits and opportunities of utilizing case study in Business English classes, although they are almost state-of-the-art, little empirical work has been recorded. Thus, this study is to seek the feedback from lecturers and students concerning the criteria for a well-designed case study, the stages to implement, purposes, benefits and challenges posed by case studies. Five lecturers and 56 students participated in the study. They were surveyed via open-ended questionnaires and in-depth interviews. Content analysis has been used, revealing that there are seven stages in dealing with a case study, all of which are logically coherent according to both lecturers and most students. There is no clear answer in relation to the criteria for a well-designed case study since they were simply picked up from a Business English textbook for their usability and availability. Both instructors and students realize the ultimate purposes for using case study are to get prepared for real-life business situations and develop soft skills such as problem-solving or computer literacy. Most students find the most challenging element is their limited knowledge in doing business; as a result, they resort to the Internet to look for the solutions and require more instructions from teachers. Lecturers, on the other hand, point out that students' low motivation confronting their practice the most and have managed to boost their learning autonomy. These are hoped to effectively bridge the gap between students' and lecturers' expectations in their use of case study.