



” Chyzhykova O. Utilizing the case study method in teaching english for specific purposes to students of economic specialties for developing speaking skills. *Освіта. Інноватика. Практика*, 2026. Том 14, № 3. С. 129-137. <https://doi.org/10.31110/2616-650X-vol14i3-018>.
 Chyzhykova O. Utilizing the case study method in teaching english for specific purposes to students of economic specialties for developing speaking skills. *Osvita. Innovatyka. Praktyka – Education. Innovation. Practice*, 2026. Vol. 14, No 3. S. 129-137. <https://doi.org/10.31110/2616-650X-vol14i3-018>.

UDC 378.147:811.111

DOI: 10.31110/2616-650X-vol14i3-018

Ольга ЧИЖИКОВА

Державний університет економіки і технологій, Україна

<https://orcid.org/0000-0002-4432-9743>

olgalehina@ukr.net

ВИКОРИСТАННЯ КЕЙС-МЕТОДУ У ВИКЛАДАННІ ФАХОВОЇ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ З МЕТОЮ РОЗВИТКУ НАВИЧОК ГОВОРІННЯ

Анотація. У статті висвітлено використання кейс-методу у викладанні фахової англійської мови студентам економічних спеціальностей з метою розвитку професійних навичок говоріння. В умовах інтеграції України в міжнародний освітній простір володіння іноземною мовою відіграє вирішальну роль у підготовці майбутніх економістів. У статті проаналізовано різні наукові підходи до визначення кейс-методу в контексті викладання англійської мови професійного спрямування. Кейс-метод розглядається як ефективний педагогічний інструмент для розвитку навичок усного спілкування, критичного мислення та креативних здібностей майбутніх економістів. Під час вирішення кейсів студенти аналізують і вирішують реальні професійні завдання, співпрацюють, збагачують професійну лексику та інтегрують знання іноземної мови з фаховими компетентностями. Автор досліджує структуру кейсів, переваги та потенційні виклики під час впровадження кейс-методу в контексті іншомовної освіти професійного спрямування. У дослідженні представлені практичні кейси з фахової іноземної мови для студентів економічних спеціальностей з урахуванням рівня мовної компетентності. Кожен кейс розглянуто у межах певних модулів та тем курсу фахової англійської мови й висвітлено навички професійного говоріння, що розвиваються в процесі його реалізації. Результати педагогічного експерименту з упровадження методу кейсів у курс фахової англійської мови для студентів 3-го та 4-го курсів економічних спеціальностей Державного університету економіки і технологій продемонстрували суттєве покращення навичок говоріння за сімома критеріями після застосування цього методу. Крім того, наведено рекомендації щодо ефективного застосування кейс-методу для підвищення навичок іншомовної професійної усної комунікації студентів економічних спеціальностей.

Ключові слова: кейс-метод; навички говоріння; англійська мова професійного спрямування; майбутні економісти; мовна компетентність; педагогічні методи.

Olha CHYZHYKOVA

State University of Economics and Technology, Ukraine

<https://orcid.org/0000-0002-4432-9743>

olgalehina@ukr.net

UTILIZING THE CASE STUDY METHOD IN TEACHING ENGLISH FOR SPECIFIC PURPOSES TO STUDENTS OF ECONOMIC SPECIALTIES FOR DEVELOPING SPEAKING SKILLS

Abstract. The article highlights the use of the case method in teaching English for Specific Purposes (ESP) to students in economic specialties, emphasizing the development of learners' speaking skills in English. In the context of Ukraine's integration into the international educational space, proficiency in foreign languages has become a key factor in the professional training of future economists. The paper analyzes various scientific approaches to defining the case study in ESP teaching. The case-study method is explored as an effective pedagogical tool for developing future economists' speaking skills, creativity, and critical thinking. Moreover, the case study fosters idea generation, problem-solving skills, and enhances the motivation of non-linguistic students in ESP learning. Students majoring in economic specialties address real-world professional issues, collaborate, expand business vocabulary, and integrate language practice with professional knowledge. Furthermore, the author explores stages, advantages, and potential challenges in implementing the case study in ESP courses. Practical case studies for students majoring in economic specialties are analyzed. Each case is explored within specific ESP modules and topics, and it describes the key speaking skills developed during its implementation. The results of the pedagogical experiment on implementing the case method in the English for Specific Purposes course for third- and fourth-year students majoring in economics-related specialties at the State University of Economics and Technology demonstrated a significant improvement in speaking skills across seven criteria after its application. Moreover, the article offers recommendations for effectively using the case study method to enhance professional speaking skills.

Key words: case studies; speaking skills; English for Specific Purposes (ESP); future economists; language proficiency; pedagogical methods.

Statement of the problem. European integration processes on a global scale require a qualitatively new level of English language proficiency, thereby fostering the improvement of foreign language teaching methodologies. In the context of globalization and Ukraine's integration into the international educational and scientific community, foreign language proficiency has become essential for future economists.

Teaching English for Specific Purposes (ESP) in higher education requires the application of innovative approaches and methodologies that ensure the formation of professionally oriented foreign language communicative competence [5; 9; 17]. The contemporary professional environment demands that future economists use English for communication with foreign investors and partners, including presentations and negotiations, thereby transforming English into an essential means of professional interaction.

Despite the importance of communication skills, teaching speaking is often neglected in ESP courses, with the focus on memorizing dialogues, retelling texts, and performing repetitive, structured exercises. Developing students' speaking skills for professional purposes, however, requires extensive practice, training, and engaging classroom activities. ESP students should develop productive thinking, enhance creativity, and improve speaking skills through interaction and collaboration [10].

This research focuses on the case study method as an effective instrument for developing professional foreign language speaking skills. Moreover, the effectiveness of the case-study method lies in its capacity to model real-life professional situations, stimulate analytical and critical thinking, and foster active learner engagement. The use of case studies in teaching ESP enables economics majors to develop key language functions required for professional communication, such as discussing economic issues, generating ideas, analyzing data, making decisions, and presenting solutions in English.

Accordingly, we believe that the case study method best aligns with the ultimate goals of teaching a professionally oriented foreign language to future economists, particularly in developing their professional speaking skills.

Analysis of recent research and publications. English for Specific Purposes (ESP), which aims to equip students with the linguistic tools necessary for effective performance in specialized fields, has been the focus of numerous contemporary studies, including those by O. Chaikovska, T. Fitria, Yu. Herasymchuk, O. Khorosh, N. Pankovyk, T. Sinkus, and A. Stefanova. The researchers emphasize that future specialists across various professional domains acquire English to perform their professional activities, engage in international communication within their fields, and remain competitive in the labor market [5; 13; 17]. Furthermore, O. Chaikovska, Yu. Herasymchuk, O. Khorosh, N. Pankovyk, T. Sinkus highlight case studies as an effective tool of fulfilling the goals of ESP and addressing learners' specific needs.

The importance of developing effective communication skills as one of the essential elements of ESP course is underscored by numerous modern researchers such as A. Dzięcioł-Pędich, A. Dudzik, I. Ionițiu, B. Ličen, V. Bogdanović and others [4; 8; 10]. The scholars emphasize the necessity of enhancing speaking skills in ESP learning to ensure students' ability to deliver professional oral presentations, express their ideas, engage in negotiations, discuss research findings, and perform various job-related tasks [4]. Consequently, achieving this objective requires the implementation of innovative teaching approaches, among which the case-study method holds particular relevance.

A well-known approach of using case studies is Harvard Business School, which introduced case studies to teach students how to analyze real or simulated business issues. Following its example, the case study approach has become an integral part of the educational process worldwide and is regarded as an effective teaching method. Prepared cases represent a real -world business situation and serve as a starting point for student discussion, analysis, and problem-solving activities [6; 15].

A significant contribution to the implementation of the case method in the educational process has been made by both domestic and foreign scholars. The theoretical foundations of the case method, the problem of applying its general principles, and the identification of its specific features have been highlighted in the works of such modern Ukrainian researchers as S. Kovalyova, V. Loboda, V. Shymanska, L. Sikorska, and Yu. Surmin. Their research primarily addresses the application of the case study method within particular professional domains. Specifically, the method has been investigated in the context of professional training of teachers (S. Kovalyova) [9], lawyers (Yu. Herasymchuk, O. Khorosh, N. Pankovyk) [13], and students majoring in agronomy (O. Chaikovska) [1].

At the same time, other researchers have focused on the potential of the case study method to foster the development of specific student competencies, including communication and creative skills (V. Loboda, L. Sikorska) [15], critical thinking (S. Nykyporets) [12], and socially relevant professional qualities (Yu. Surmin) [18].

A substantial contribution has been made by such foreign researchers as Ch. Grosse, M. Hamilton, Ch. Roell, T. Sinkus, S. Smith, highlighting the role of the case study in the development of both personal abilities and professional competences in the course of English teaching. Thus, Ch. Roell considers the case study a powerful tool in foreign language education, as learners integrate linguistic competence with analytical and interpersonal skills when addressing complex problem-based situations [14].

Case studies are analyzed as a powerful pedagogical tool for fostering critical thinking by such researchers as O. Chaikovska, M. Hamilton, S. Nykyporets, and others. Thus, S. Nykyporets explores a case-study approach as an effective means of developing critical thinking among future power engineering specialists during foreign language acquisition [12]. This is a similar conclusion to that made by O. Chaikovska, who

focuses on the implementation of the case method in teaching English to agronomy students for enhancing critical thinking, teamwork, and professional communication skills. Special attention is given to the structure of the learning process, after-class activities and students' feedback [1]. While these researchers focus on general case studies, M. Hamilton analyzes the use of case studies in teacher professional education, focusing on comparative case studies as a dynamic and adaptable approach to enhancing critical thinking abilities [7].

A more precise role of case studies in the development of peculiar professional competences is examined by T. Sinkus [16]. The author analyzed the case-based approach in the formation of business-related competences among future business administration students in Professional English Course [16].

Despite extensive research, insufficient attention has been given to the application of the case method specifically for enhancing professional speaking skills in teaching ESP to students majoring in economic specialties. Most research focuses on the general effectiveness of the method in education or its impact on critical thinking and other personal abilities, leaving aside the issues of developing students' oral communication, fluency, working with economic terminology and professionally oriented vocabulary, expressive devices, and functional language in the frame of a particular professional topic aimed at practicing speaking skills in realistic contexts.

Furthermore, although the case method offers significant advantages, it remains underutilized, revealing a clear gap between its theoretical potential and its actual implementation in both research and teaching practice.

The purpose of the study is to analyze the effectiveness of the case-study method in teaching English for Specific Purposes to future economists to enhance their professional foreign-language speaking proficiency.

Based on the purpose, the following tasks were set:

- To examine the theoretical foundations of ESP in relation to professional speaking skills.
- To analyze the key components of speaking.
- To analyze the structure, benefits, and challenges of the case-study method in ESP instruction.
- To design and implement a set of case-study-based activities aimed at developing students' professional speaking skills.
- To conduct a practical experiment and a questionnaire among students majoring in economic specialties to identify students' needs and to prove the effectiveness of case studies in the development of students' professional speaking skills.

Research methods. The study employed a combination of theoretical and empirical research methods. Theoretical methods comprised the analysis, generalization, and synthesis of scientific and pedagogical literature, as well as the formulation of research conclusions. Empirical methods included a pedagogical experiment conducted at the State University of Economics and Technology to examine the effectiveness of implementing the case study method in the ESP course. Statistical methods, including a comparative analysis of data collected before and after the experiment and an analysis of students' language performance, were used to evaluate the effectiveness of the case study method. Furthermore, a questionnaire was employed to gather empirical data on students' needs and perceptions regarding the development of professional speaking skills through case studies.

Results. *The goal of teaching ESP* is to prepare students for professional communication, enabling them to exchange information, ideas, opinions, and thoughts on specific topics. In doing so, they deliberately engage in negotiating meaning, striving to understand one another and achieve specific language outcomes [8]. Moreover, ESP courses are mainly designed for students who need to perform specific communicative tasks required by their professional environments, including delivering presentations, presenting ideas in professional contexts, or negotiating with suppliers in business situations [4, p. 57]. Speaking skill development is now considered a fundamental aspect of ESP courses [4; 8; 10; 11]. The need for oral communication is increasingly evident in multicultural and global professional environments. Speaking demonstrates learners' comprehension through immediate feedback, serves as a practical tool for real-life and professional purposes, and supports the learning process by helping students actively use the input they receive [4; 8].

The analysis of scholarly literature allows us to identify such core components of speaking skills as pronunciation, fluency, comprehension, grammar, and lexis [11]. Speaking skills also involve voice and speech traits such as volume, intonation, expressive devices, clarity, projection, and self-presentation [10, p. 268]. These criteria can be further complemented by functional language [8], professional vocabulary and terminology [10; 17], accuracy, discourse competence, and critical and analytical thinking in speech [10]. Functional language involves such tasks as presenting data and reports, describing graphs and trends, negotiating agreements, expressing opinions and arguments, and agreeing and disagreeing diplomatically, while discourse competence refers to the ability to structure speech logically, develop arguments, link ideas coherently, and maintain professional interaction [8; 10].

The case-study method provides an effective approach for developing all these components of speaking skills, as it engages students in authentic, interactive, and professionally oriented communicative

tasks that foster pronunciation, fluency, grammatical accuracy, professional vocabulary, functional language, and discourse competence in speech.

The analysis of the latest research and publications allows us to make the conclusion that there are various approaches to the definition of *the case-study method*. Thus, O. Chaikovska defines the case method as a teaching tool that fosters critical thinking, improves language proficiency, and ensures practical learning experience [1, p. 64]. Case-based learning is determined as a teaching method that presents students with realistic or hypothetical complex situations to analyze, discuss, and solve, fostering critical thinking and preparing them for real-world professional practice. The cases are defined as specially designed questions that model the conditions of professional activity students may face in their future [1; 7]. Ch. Roell considers a case study as a type of task-based learning for applying a communicative approach in foreign language teaching, focusing on communication rather than isolated grammar or vocabulary practice. Moreover, it is appropriate for engaging students in oral activities, including discussions that ensure their collaboration [14, p. 24]. According to L. Sikorska, and V. Loboda the case study is a method of active problem-situational analysis based on learning through solving specific situations [15, p.133]. T. Sinkus reckons that the case study method is a modern approach and an active-learning method for professional English teaching, providing students' interaction, engagement, discussion, and group problem-solving [16]. Taking into consideration the above-mentioned studies, *the case study* can be defined as an interactive learner-centered method based on real-world situations for analysis and students' interactive collaboration through team-based discussion and solving particular professional scenarios. Furthermore, the case method in ESP for future economists is purposefully designed to simulate real-life professional situations, encouraging non-linguistic students to use a foreign language during problem-solving and fostering the development of critical thinking, collaboration, and professional language proficiency.

The benefits of case studies, as emphasized in the scholarly literature, lie in their focus on the analysis of real-life situations that may occur in students' professional practice [13]. Among the key advantages of the case method the researchers highlight the implementation of the communicative approach, in which English serves as a tool for communication [14, p. 25]; students' active engagement and interaction [13; 14]; learners' involvement in discussions and collaborative activities [12, p. 195]; problem-solving skill development [9; 12], promotion of critical thinking [7; 12; 16]; better understanding of the business environment, integration of Business English concepts with knowledge from other subjects [16]; increased motivation [16], ability to handle uncertainty and distinguish facts from opinions [16]; ability to bridge the gap between theoretical knowledge and practical business communication [6]. Nonetheless, alongside considerable benefits, teachers and students may encounter some challenges during the implementation of case studies. Ch. Roell mentions such challenges as dependence on students' linguistic level, time-consuming nature, and difficulties in assessment [14].

The main benefits of using case studies in ESP courses to enhance the professional speaking skills of future economists are summarized as follows:

1. A learner-centered teaching approach, which encourages students to participate actively in professional discussions [14].
2. Interactive collaboration among students [13; 14], promoting the exchange of economic ideas, negotiation strategies, and decision-making processes.
3. Integration of professional knowledge and foreign language communication skills [16].
4. Encouragement of critical thinking and creativity [1; 7; 12].
5. Development of professional communicative competence in a foreign language [1; 6; 13].
6. Incorporation of role-playing activities, allowing students to assume professional roles (company manager, marketing specialist, or economic consultant).
7. Focus on solving real-world professional issues, helping students bridge the gap between theoretical economic knowledge and practical business communication [6].
8. Increase in language-learning motivation, as students see the direct relevance of English to their future careers in economics and business [16].

The challenges that may arise when using case studies in an ESP course include [13; 14]:

1. Successful implementation requires thorough preparation, including careful selection or design of relevant case materials.
2. Consideration of students' language proficiency is essential, since inadequate knowledge of economic vocabulary, professional terminology, and speaking strategies may restrict their active engagement in discussions, negotiations, and presentations.
3. The more complex the case study is, the more advanced subject-specific speaking skills students will require, particularly in areas of professional communication such as argumentation, data interpretation, and financial reporting.

4. The importance of interdisciplinary cooperation, as the development of subject-specific case studies may require collaboration with specialists in economics, finance, or business to ensure professional relevance and accuracy.

In scientific literature, the structure of the successful case study implementation has been analyzed. Among the key stages, the researchers highlight such *structural components* as: 1. Introduction to the situation; 2. Dividing students into groups; 3. Study of the situation; 4. Group discussion and distribution of roles within the group; 5. Role-playing process (analysis of the situation, decision-making); 6. Summing up and analysis of the groups' activities: unclosing assessment; 7. Analysis of the optimal solution; 8. General discussion [15, p. 133]. Another approach to structuring a case study includes the following stages: presentation of the case and provision of context, problem-solving and justification of the chosen solution, group discussion, and feedback [13]. Providing constructive feedback to students should be considered an essential component of the case study structure for developing students' speaking skills in economic specialties [2].

Based on the scientific literature [3; 8; 14; 15], the following situations can serve as practical cases for students majoring in economic specialties to develop their professional speaking skills in ESP learning:

1. *Modul / Topic: Negotiations. English Proficiency Level: Intermediate*

Online Business Meeting with a Foreign Client

One of your international clients is scheduled to participate in an online business meeting with your company. The meeting will be conducted in English, but the employee responsible for communication with foreign partners is unavailable at the last moment.

1. *How will you organize effective communication during the meeting? 2. How will you manage the potential risks of miscommunication? 3. What strategies can you use to ensure an accurate understanding of technical and contractual terms?*

Students' activities: role-play, problem-solving scenarios, vocabulary practice, and discussion.

Developed Students' Speaking Skills: professional vocabulary (phrases for negotiation, clarification, confirmation, polite disagreement); presentation skills, asking and answering precise questions, active listening, presentation of arguments and proposals, problem-solving in real business scenarios.

2. *Modul / Topic: Career. Choosing a candidate. English Proficiency Level: Intermediate*

Selecting an Executive Director for a New Branch

A large American sportswear manufacturing company is expanding its production capacity and plans to open a new branch in Spain. To ensure effective management and successful integration into the local market, the company needs to appoint a new Executive Director for the Spanish branch. The management team is considering three candidates. Candidate A: married, has a young daughter, proficient in Spanish and English, limited experience in senior management positions, strong intercultural communication skills. Candidate B: middle-aged, divorced, two children, fluent English, Spanish – beginner level. Significant experience in managerial positions. Strong leadership and decision-making skills. Candidate C: Single, extensive experience working within the company, good knowledge of the company's strategy, corporate culture, and its strategies, experience as a project manager. Limited flexibility.

1. *Analyze the professional strengths and potential limitations of each candidate. 2. Conduct an interview with the candidates. 3. Choose the best candidate, and prove your opinion.*

Students' activities: group discussion, role-play interviews, problem-solving, and vocabulary practice.

Developed Students' Speaking Skills: professional argumentation and persuasion, conducting a job interview, use of business vocabulary (terms related to management, leadership, executive roles, international business, strategy, and corporate culture), argumentation and persuasion in English (phrases for evaluating, comparing, persuading, and justifying choices), presenting one's professional background, discussing different opinions with peers, critical thinking and quick decision-making.

3. *Module / Topic: Starting a business. English Proficiency Level: Upper-Intermediate*

Restaurant Startup Case: Management Failures

A talented chef decided to open his own restaurant. He had saved enough money to rent suitable premises, but did not have sufficient funds for marketing and promotion. No detailed business plan was prepared, and most decisions were made only when problems appeared.

The chef managed to obtain a bank loan to purchase professional kitchen equipment. However, in order to repay the loan, he significantly increased the prices on the menu. As a result, customer demand decreased. To reduce costs, he was forced to dismiss one-third of the staff. This led to dissatisfaction among the remaining employees, as their workload increased while their salaries remained the same. The restaurant soon faced financial difficulties and the risk of bankruptcy.

Analysis: What Went Wrong? Analyze the case and identify the key mistakes the restaurant owner made. Explain which managerial, financial, and strategic decisions were ineffective or inappropriate:

1. *Business Planning: Analyze how the absence of a detailed business plan affected the development of the restaurant. 2. Marketing Strategy: Assess the role of marketing and promotion in the success of a restaurant.*

3. *What mistakes were made in human resource management? 4. Provide well-structured recommendations on how bankruptcy could have been avoided.*

Students' activities: problem-solving exercise, role-playing, presentation of recommendations, discussion.

Developed Students' Speaking Skills: analysis and problem-solving discussions, business vocabulary practice, argumentation and persuasion in English, strategic thinking, making a business plan, financial planning skills, time management and project planning, decision-making and risk management, communicative skills in ESP

4. *Module / Topic:* Strategies for Investing to Increase Company Sales. *English Proficiency Level:* Upper-Intermediate

A dessert manufacturing company has 10 million to invest in strategies to increase sales. The management team has proposed several options, but the total cost of all options exceeds the available budget. Students need to analyze the options, make decisions, and justify their choices.

Options:

1. Advertising & Marketing Campaign (3 mln). Purpose: Digital advertising to increase brand awareness.
2. Expanding Product Range (4 mln). Purpose: Introducing new dessert flavors and seasonal products.
3. Opening a New Affiliate (6 mln). Purpose: Launching a new production and retail facility in another city.
4. Employee Bonus Program (2 mln). Purpose: Providing performance-based incentives to motivate staff.
5. Purchasing New Production Equipment (4mln). Purpose: Increasing efficiency and production capacity.
6. Developing a Special Children's Menu (2 mln). Purpose: Gluten-free and lactose-free desserts.

1. *Analyze the potential impact of each investment option on sales, brand image, and customer loyalty.*
2. *Decide which combination of options to choose within the 10 million budget. 3. Justify your choice in English, explaining why some options were selected and others were excluded. 4. Discuss potential risks and benefits of your investment plan.*

Students' activities: role-play, debate, group discussion, and presentation.

Developed Students' Speaking Skills: professional terminology (investment, budget, cost-benefit analysis, brand strategy, customer loyalty terms), decision-making, budget management, presentation of financial analysis, persuasive argumentation, explaining graphs/tables, critical thinking, decision-making.

5. *Module / Topic:* Time Management. *English Proficiency Level:* Upper-Intermediate.

The advertising department of a mid-sized marketing company is working hard to finish a major project for an important client. The deadline is approaching, and the team is already fully occupied.

Suddenly, the department receives another large project from a new client, also with a tight deadline. The team has limited resources, and it is impossible for all members to work on both projects at full capacity.

1. *Plan how to allocate tasks among team members effectively. 2. How can tasks be prioritized based on urgency and importance? Decide which tasks can be delegated, delayed, or streamlined. 3. Propose strategies to ensure that both projects are delivered on time without compromising quality. 4. How can time-saving tools or software support the team?*

Students' activities: role-play, group discussion, debate, and presentation.

Developed Students' Speaking Skills: time management skills, professional discussion and negotiation, conflict resolution skills, business English vocabulary on deadlines, workload, prioritization, delegation, workflow, critical thinking in speech, and use of professional vocabulary.

The experimental implementation of the case study method in the ESP course (2024-2026) involved 3rd- and 4th-year students of the specialties "Economics," "Finance, Banking and Insurance," "Marketing," "Entrepreneurship and Trade," and "Management" (n=58) of the State University of Economics and Technology, Ukraine. The educational environment was adjusted to align with the requirements of the case study method, including its learner-centered nature, the creation of supportive and motivating learning environment, the consideration of students' levels of linguistic proficiency, the promotion of interactive collaboration among students, the use of multimedia tools, encouragement of students' creativity and critical thinking, and the provision of constructive feedback. The effectiveness of the experiment was assessed using multiple methods: diagnostics of learning outcomes, including tests of lexical and grammatical accuracy; communicative language activities within case studies (such as role-plays, simulations, group discussions, debates, presentations, problem-solving exercises, and vocabulary practice), designed to evaluate professional speaking skills in the ESP course; content analysis of students' presentations on ESP topics, including *Negotiations, Career: Choosing a Candidate, Starting a Business, Strategies for Investing to Increase Company Sales, and Time Management*; questionnaires, used to measure both the level of speaking skill development and students' confidence in using English in professional contexts; and teacher observation, focusing on students' engagement and quality of task completion.

The table below presents an analysis of students' learning outcomes in the development of speaking skills, measured before and after the implementation of the case study method in the ESP course. The assessment was conducted according to the following criteria: pronunciation, fluency, grammatical accuracy,

professional vocabulary and terminology, discourse competence, presentation skills, and negotiation/argumentation skills.

Table 1

Results of Implementing the Case Study Method in ESP Instruction for Students of Economic Specialties

Speaking Ability Indicator	Before Implementation (Students' sufficient & high levels, %)	After Implementation (Students' sufficient & high levels, %)	Observed Progress
Pronunciation	52	67	+15% improvement
Fluency	48	72	+24% improvement
Grammatical Accuracy	50	69	+19% improvement
Professional Vocabulary and Terminology use	45	78	+33% improvement
Discourse Competence	47	74	+27% improvement
Presentation Skills	44	76	+32% improvement
Negotiation/Argumentation Skills	38	68	+30% improvement

The students were also asked to complete a questionnaire. The purpose of the questionnaire was to clarify learners' needs regarding the development of speaking skills and the role of the case study method in this process. Before the implementation of case studies, students were asked to answer the following questions:

Section 1: General Attitude Towards Speaking Skills

1. Do you consider it necessary to improve your English-speaking skills for your future career? Yes / No
2. How confident do you feel when speaking English in professional contexts (meetings, presentations, negotiations): very confident / somewhat confident / not confident

Section 2: Specific Speaking Abilities

3. Which aspects of your speaking skills would you like to improve the most? (You can choose more than one): pronunciation; fluency; grammatical accuracy; business/professional vocabulary and terminology; discourse competence (structuring your speech); presentation skills; negotiation/argumentation skills.

After having implemented the case study method in the ESP course, the same students were asked the questions concerning the effectiveness of case studies in enhancing their speaking skills:

Section 3: Role of Case Studies

4. Have case studies in your ESP course helped improve your speaking skills? Yes / Partially / No
5. Which speaking skills do you think were most developed through case studies?
6. Do you feel more confident participating in discussions, negotiations, or presentations after working with case studies?
7. Which activities during case studies did you find most useful for improving your speaking skills?

Role-plays and simulations, group discussions and analysis, presentations and justifications, debates, vocabulary exercises, and problem-solving exercises.

Section 4: Feedback and Suggestions

8. What recommendations would you give to improve the use of case studies for developing speaking skills in future ESP courses?

Interpretation of Results are the follows:

Question 1: 90% of students (52 students) indicated that improving English speaking skills is necessary for their future careers.

Question 2: 50% (29 students) felt somewhat confident, 26% (15 students) very confident, and 14% (8 students) not confident when speaking in professional contexts.

Question 3: The areas for improvement were (students were able to choose several options): business/professional vocabulary – 83% (48 students); grammatical accuracy 81 % (47 students); negotiation/argumentation skills 78 % (45 students); discourse competence – 66% (38 students); presentation skills – 60% (35 students); fluency – 55% (32 students); pronunciation – 40% (23 students).

Question 4: 69% (40 students) reported that case studies significantly improved their speaking skills, 21% (12 students) partially, and 10% (6 students) reported no improvement.

Question 5: The skills most improved through case studies were (students were able to point more than one): business/professional vocabulary – 76% (44 students); presentation skills – 79% (46 students); discourse competence – 67% (39 students); negotiation/argumentation – 45% (26 students); grammar – 41 % (24 students).

Question 6: 65% felt much more confident in discussions and presentations after case studies; 25% felt somewhat more confident, 10% were still unconfident.

Question 7: Most useful activities: role-plays and simulations – 78% (45 students); group discussions – 70% (41 students); presentations – 65% (38 students); debates – 45% (26 students).

Question 8: Students suggested: more role-play and simulation exercises; increased peer-to-peer discussion opportunities; structured feedback on pronunciation and fluency.

Thus, case studies in ESP courses proved to be an effective method for developing professional speaking skills, particularly vocabulary, presentations, fluency, negotiation, and discourse competence. Moreover, such interactive activities as role-plays and group discussions were the most beneficial. Nonetheless, students still need support with professional vocabulary, pronunciation, and expressing complex ideas, which should be explicitly integrated into ESP course design.

Based on the scientific literature and research findings we suggest the following *recommendations aimed at facilitating speaking skills by using case studies in ESP teaching to students majoring in economics*: taking into account students' linguistic proficiency; combining case studies with other pedagogical methods, such as discussion, debates, role-playing and others to ensure the development of foreign language communicative skills; designing challenge-based cases to stimulate critical thinking abilities; promoting active students' engagement, fostering collaborative problem-solving; using audiovisual materials; conducting evaluation, analysis and self-analysis; providing constructive feedback.

Conclusions and prospects for further research. In the context of Ukraine's European integration, English language proficiency has become a crucial requirement for the professional training of future economists. The implementation of the case study method in ESP courses contributes to the development of professionally oriented speaking skills among students majoring in economic specialties while also fostering critical thinking, decision-making, and problem-solving abilities.

The results of the experiment confirmed the effectiveness of the case study method in teaching ESP to economics majors for developing professional speaking skills. Case studies were particularly effective in enhancing fluency, discourse competence, presentation skills, negotiation, and expanding professional vocabulary. Interactive activities, such as role-plays, group discussions, and presentations, were found to be the most beneficial within the case study approach. The questionnaire results indicated that third- and fourth-year students of economics and related specialties recognized the significant role of case studies in developing professional English-speaking skills, particularly in business vocabulary, presentations, and structured communication. Utilizing the case-study method demands thorough preparation, taking into account students' levels of language proficiency. Moreover, it is advisable to use audiovisual materials to enhance students' understanding of the issue, conduct evaluation, analysis, and self-analysis, and provide constructive feedback.

Furthermore, future research should investigate interactive pedagogical technologies aimed at fostering the communicative competence of future entrepreneurs.

Conflict of Interest. The author declares no financial, personal, or other interests that could be considered a potential conflict of interest regarding the publication of this article.

Funding. This research received no funding from any public, commercial, or not-for-profit granting agencies.

Data Availability. The study does not involve the use of any additional datasets.

Use of Artificial Intelligence. AI tools were not used in the writing of this work.

References

1. Chaikovska, O. V. (2025). Case Method in Teaching English for Professional Purposes: Developing Critical Thinking and Professional Communication of Agronomy Students. *Professional and Applied Didactics*, 2, 64-68. <https://doi.org/10.37406/2521-6449/2025-2-10>
2. Chyzykova, O. V. (2021). Provision of Constructive Feedback by Means of Information Technologies in the Process of Foreign Language Competence Development of Students of Economic Specialties. *Information Technologies and Learning Tools*, 82(2), 231-242. <https://doi.org/10.33407/itlt.v82i2.3999>
3. Cotton, D., Falvey, D., & Kent, S. (2016). *Pre-intermediate market leader: Business English course book*. Pearson Education Limited.
4. Dzięcioł-Pędich, A., & Dudzik, A. (2021). Technology in Support of Developing Speaking Skills in ESP Courses. *Lublin Studies in Modern Languages and Literature*, 45(3), 57-69. <https://doi.org/10.17951/lsmll.2021.45.3.57-69>
5. Fitria, T. N. (2019). Business English as a Part of Teaching English for Specific Purposes (ESP) to Economic Students. *Education and Economics*, 2(2). URL: <https://ssrn.com/abstract=3527868>
6. Grosse, Ch. (1988). The case study approach to teaching business English. *English for Specific Purposes*, 7(2), 131-136. [https://doi.org/10.1016/0889-4906\(88\)90031-2](https://doi.org/10.1016/0889-4906(88)90031-2)
7. Hamilton, M. (2012). Case Studies: Developing Critical Thinking in New Teachers. *Journal of Humanities and Social Sciences*, 1(1), Article 6. URL: <https://doi.org/vlm1.4>
8. Ionițiu, I. (2024). Practicing Speaking Skills in the ESP Context to Prepare Students for Their Careers. *Analele Universității „Ovidius” Constanța. Seria Filologie*, Vol XXXV, 1. <https://doi.org/10.61801/UOCFILO.2024.1.19>
9. Kovalyova, S. (2014). Different Approaches to the Classification of Cases. *VISNYK Zhytomyrskogo Derzhavnogo Universytetu*. 2 (74). URL: <http://eprints.zu.edu.ua/11683>
10. Ličen, B., & Bogdanović V. (2017). Teaching assessment to develop ESP students' speaking skills. *Facta Universitatis, Series: Linguistics and Literature*, 15(2), 263-271. <https://doi.org/10.22190/FULL1702263L>

11. Muntiningsih, R. (2015). The Need of ESP Course in Communicative Speaking Skill. *Journal of English Language and Learning*, 2(2), 283-293. URL: <http://fkip-unswagati.ac.id/ejournal/index.php/perspective/article/viewFile/146/142>
12. Nykyporets, S. (2023). Utilizing A Case Study Approach to Foster Critical Thinking in Foreign Language Teaching for Masters in Power Engineering. *Collection of Scientific Papers «ΛΟΓΟΣ»*, (August 18, 2023; Cambridge, UK), 191-196. <https://doi.org/10.36074/logos-18.08.2023.54>
13. Pankovyyk, N., Khorosh, O., & Herasymchuk, Yu. (2024). Problem-based learning: case study method in ESP for law majors. *Current Issues of the Humanities*, 73(3). <https://doi.org/10.24919/2308-4863/72-3-38>
14. Roell, Ch. (2019). Using a Case Study in the EFL Classroom. *English Teaching Forum*, 57(4), 24-33. URL: https://americanenglish.state.gov/files/ae/resource_files/etf_57_4_pg24-33.pdf
15. Sikorska, L., & Loboda, V. (2021). Peculiarities of using the case method in the process of teaching English at non-linguistic specialties. *International Journal of Philology*, 25(1), 132-136. <https://doi.org/10.31548/philolog2021.01.132>
16. Sinkus, T. (2021). Development of Business-Related Competences in Case Study-based Professional English Course in Business Administration Studies. *Proceedings of the 14th International Scientific Conference "Rural Environment. Education. Personality. (REEP)"*, 14, 299-310. <https://doi.org/10.22616/REEP.2021.14.033>
17. Stefanova, A. (2021). Studying the ESP needs of students of economics and socio-political studies. *The Journal of Teaching English For Specific and Academic Purposes*, 9(4), Special Issue, 627-642. <https://doi.org/10.22190/JTESAP2104627S>
18. Surmin, Yu. (2015). Case-Method: Becoming and Development in Ukraine. *Visnyk NAPA*, 2, 19-28. URL: http://nbuv.gov.ua/UJRN/Vnadu_2015_2_5

/ Матеріал надійшов до редакції: 02.02.2026 р. / Прийнято до друку: 10.03.2026 р. / Опубліковано: 31.03.2026 р. /

