



**THE EFFECTS OF USING CASE STUDIES TO DEVELOP  
HOTEL MANAGEMENT STUDENTS' CRITICAL THINKING  
SKILL AT A PRIVATE UNIVERSITY IN THAILAND**



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## ABSTRACT

Weerapa Pongpanich 2565: The Effects of Using Case Studies to Develop Hotel Management Students' Critical Thinking Skill at a Private University in Thailand Rangsit English Language Institute Rangsit University 57 Pages

Thailand's hospitality industry plays a crucial role in its economy, emphasizing the significance of critical thinking for hotel staff who routinely encounter unexpected situations. However, the traditional Thai curriculum does not effectively incorporate critical thinking into English education, focusing primarily on language structures rather than independent analysis. To address this gap, the research investigates whether the use of case studies can develop students' critical thinking abilities and assesses their perceptions of this teaching approach. Therefore, this study explores the integration of case studies to enhance critical thinking skills within the context of English for hotel personnel in Thailand. The study employs a mixed methods approach, combining questionnaires and focus group interviews with 22 participants majoring in Hotel and Restaurant Management. The findings reveal that participants show critical thinking skills, progressing from understanding and explaining situations to analyzing and applying solutions within case studies. Surprisingly, case studies not only enhance critical thinking but also elevate students' educational achievements to the highest level of Bloom's taxonomy, demonstrating their ability to create solutions. Recommendations include incorporating critical thinking into English education, providing teacher training, integrating case studies into the curriculum, encouraging independent thinking, and emphasizing real-world applications. These measures aim to enhance the Thai education system by nurturing critical thinking alongside language proficiency, better equipping students for success in the hospitality industry and beyond.

## บทคัดย่อ

วีรภา พงษ์พานิช 2564: The Effects of Using Case Studies to Develop Hotel Management Students' Critical Thinking Skill at a Private University in Thailand สถาบันภาษาอังกฤษ มหาวิทยาลัยรังสิต 57 หน้า

งานวิจัยชิ้นนี้มีจุดประสงค์เพื่อตรวจสอบว่าการใช้กรณีศึกษาสามารถพัฒนาความสามารถในการคิดเชิงวิพากษ์ของผู้เรียนและประเมินการรับรู้ของพวกเขาต่อแนวทางการสอนแบบนี้หรือไม่ ดังนั้น การศึกษานี้จึงเป็นการสำรวจการบูรณาการในการใช้กรณีศึกษาเพื่อพัฒนาทักษะการคิดเชิงวิพากษ์ในบริบทของภาษาอังกฤษสำหรับบุคลากรโรงแรมในประเทศไทย การศึกษานี้ใช้วิธีการวิจัยแบบผสมผสาน โดยมีการใช้แบบสอบถามและการสัมภาษณ์กลุ่มโดยมีผู้เข้าร่วมทั้งหมด 22 คนที่กำลังศึกษาอยู่ในสาขาวิชาการจัดการ โรงแรมและภัตตาคาร ผลการวิจัยพบว่าผู้เข้าร่วมแสดงทักษะการคิดเชิงวิพากษ์ โดยมีการพัฒนาจากการทำความเข้าใจและสามารถอธิบายสถานการณ์ ไปจนถึงการวิเคราะห์และประยุกต์ใช้แนวทางแก้ไขในกรณีศึกษาต่างๆ นำประหลาดใจที่กรณีศึกษาไม่เพียงแต่ส่งเสริมการคิดอย่างมีวิจารณญาณ แต่ยังแสดงถึงความสำเร็จทางการศึกษาขั้นสูงสุดตามทฤษฎีการเรียนรู้ของ Bloom ซึ่งแสดงให้เห็นถึงความสามารถในการหาแก้ปัญหา การให้คำแนะนำ และคาดคะเนผลที่จะเกิดได้ ผลจากการศึกษาในครั้งนี้สามารถประยุกต์ใช้ในการเรียนการสอนภาษาอังกฤษ การจัดฝึกอบรมครู การบูรณาการโดยการสอดแทรกกรณีศึกษาไว้ในหลักสูตร การส่งเสริมการคิดอย่างอิสระ และเน้นการประยุกต์ใช้ในโลกลงแห่งความเป็นจริง โดยวิธีการเหล่านี้มีจุดมุ่งหมายเพื่อยกระดับระบบการศึกษาของไทยด้วยการส่งเสริมการคิดเชิงวิพากษ์ควบคู่ไปกับการส่งเสริมความสามารถทางภาษา เพื่อจะช่วยให้ผู้เรียนสามารถนำไปใช้ในอุตสาหกรรมบริการและอื่นๆ ได้ดียิ่งขึ้น

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Thank you.  
Sincerely,  
Weerapa Pongpanich

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background

The Mutual Recognition Arrangements on Tourism Professionals (MRA on TP) facilitate labor mobility and information exchange among ASEAN members. It establishes the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP), ensuring that certified professionals are qualified to work in the ASEAN Economic Community (AEC) without further examinations (“ASEAN Tourism Professional Registration System”). To meet ASEAN specifications, competency-based training (CBT) and competency-based assessment (CBA) methods have been adopted in English subjects to train individuals in the tourism and hospitality industry across ASEAN member states. One of these English subjects is English for hotel personnel, considered as English for Specific Purposes (ESP), which focuses on teaching English as a second or foreign language for specific purposes (Paltridge & Starfield, 2013). ESP aims to address trainees’ specific needs by designing activities that help them achieve their learning goals and objectives.

In Thailand, the tourism industry contributes significantly to the economy, with hotel staff playing a crucial role in interacting with travelers. As they encounter unexpected situations daily, developing critical thinking skills is essential for hotel staff to effectively solve problems (Ploysangwal, 2019). So, critical thinking is a topic of widespread discussion. Halpern (2001) defines it as the ability to analyze, synthesize, evaluate, and apply information to real-life situations. Developing critical thinking skills benefits both individuals and society by enabling systematic and logical problem-solving. Consequently, there have been several attempts (Auttawutikul et al., 2014; Boa et al., 2018; Changwong et al., 2018) to increase Thai students’ critical thinking skills. Furthermore, since 2015, the Ministry of Education

has made efforts to reform education in order to foster critical thinking (Kanokpermpoon, 2019).

However, the Bangkok Post reported that the Thai curriculum fails to effectively teach critical thinking. Additionally, English in Thailand is traditionally taught as a second language, focusing on sentence structures and expressions rather than incorporating critical thinking. In other words, learning and teaching English in Thailand lack emphasis on critical thinking, focusing mainly on language use. Thai students are often unable to analyze situations or make independent decisions, as they are accustomed to following given instructions without thinking critically.

Overall, it appears that enhancing Thai students' critical thinking is challenging, resulting in a lack of improvement in their critical thinking skills. Importantly, English for hotel personnel in Thailand focuses more on competency-based training (CBT) and competency-based assessment (CBA) to meet ASEAN specifications, leaving no room for fostering students' critical thinking skills. Additionally, while case studies (Barnes et al., 1994; Herreid, 2011) have been proven effective in various fields, including business and medicine, engaging students in decision-making processes and problem-solving, it is worth exploring whether they would help foster hotel students' critical thinking skills.

## **1.2 Research Objectives**

This presents an opportunity to investigate whether the use of case studies in English for hotel personnel can develop students' critical thinking skills and how students perceive this teaching method. Therefore, this present study aims to investigate whether using case studies in English for hotel personnel will be able to develop students' critical thinking skills and explore students towards this method.

### 1.3 Research Questions

- 1) Does the use of case studies in English for hotel personnel develop students' critical thinking skills; and
- 2) What are students' perceptions of this teaching method?



## CHAPTER 2

### LITERATURE REVIEW

In studying the topic of The Effects of Using Case Studies to Develop Hotel Management Students' Critical Thinking Skill at a Private University in Thailand, the researchers utilized relevant theories, concepts, and related research studies as follows.

2.1 Critical Thinking

2.2 Using Case Study in Teaching

2.3 Developing Critical Thinking Skills by Using the Case Method

2.4 Applications of Case Studies

2.5 Conceptual Framework



## 2.1 Critical Thinking

Critical thinking is a process of actively and skillfully conceptualizing, analyzing, synthesizing, and evaluating information and beliefs. It is a skill that needs continuous practice and is particularly important in education. Developing critical thinking allows individuals to analyze information objectively, consider alternative perspectives, and engage in meaningful discussions (Byram, 2008). There are various methods and approaches that teachers can use to stimulate students' critical thinking, ranging from dialogic techniques to qualitative research methods.

For example, Dredger and Lehman (2020) implemented the "Dialogue multimodal paired presentations" technique, where students worked in pairs, combining written assignments with visual aids to support their arguments. This approach encouraged students to evaluate their partners' ideas and improve communication skills. Norton and Slipe (2018) focused on critical reflexivity, asking students to narrate their life stories and examine how their actions were influenced by their contexts and relationships. This approach facilitated understanding of different perspectives and discourses. Kinnear and Ruggunan (2019) emphasized the need for qualitative research in management studies and used a dialogical approach to challenge assumptions and increase reflexivity.

These studies highlight the importance of creating a dialogic space for students to engage in evaluative and reflective discussions. Different methods such as dialogue multimodal paired presentations, deoethnography, and narrative inquiry can be employed depending on the researchers' chosen approaches. This variety of approaches provides valuable insights for novice researchers and teachers seeking to apply diverse methods in their studies and classroom practices.

## 2.2 Using Case Study in Teaching

According to Kokebayeva and Kartabayeva (2015), the case study method originated in the 1920s at Harvard University's Business School, initially designed to teach business students. This method involved analyzing real-life situations and developing models of event development, with students taking on decision-making roles (Barnes et al., 1994; Herreid, 2011). Case studies present problems that students are expected to solve using provided data, information, and theories (Richardson, 1993; Roy & Banerjee, 2012). The primary objective of the case study method is to enhance student participation and satisfaction in the classroom (Roy & Banerjee, 2012).

Leenders et al. (2001) defined a case study as a description of an actual situation, often involving a decision, challenge, opportunity, problem, or organizational issue. While cases do not provide explicit answers, they encourage students' critical thinking. Tourism and hospitality students, described as activist learners who prefer learning from experiences rather than theories, have been found to benefit from case studies as a pedagogical approach (Lashley & Barron, 2006; Barron & Arcodia, 2002; Falkenberg & Woiceshyn, 2008). Case studies allow for the presentation of scenarios that align with their learning preferences.

Described as experiential learning, a case study allows students to actively participate in a situation, placing them at the center and fostering cooperation and problem-solving skills (Thomas, 2009). In the nursing field, the case study method offers students a chance to experience real-life patient situations and practice their critical thinking abilities to determine appropriate treatment strategies (Popil, 2011). Case studies in nursing education not only assess students' thinking skills but also provide instructors with insights into their ability to think critically and identify optimal patient treatment approaches.

Given that critical thinking can be taught and learned, educators have explored various approaches to teaching this skill in the classroom. Problem-based learning, a

widely recognized method, encompasses scenario-based learning, hands-on learning, case study methods, and different types of discussions (Coker, 2009; Goodin, 2005; Norman & Schmidt, 2000; Phillips & Mackintosh, 2011; Yang et al., 2008). While these approaches may differ in course design, their central focus remains the same: requiring students to solve real-life problems (Agwu, 2015).

### **2.3 Developing Critical Thinking Skills by Using the Case Method**

According to the significance of critical thinking and the use of the case study method in teaching mentioned above, even the study of language teaching and critical thinking is demanding and difficult to explore. Moreover, many researchers have claimed that teachers can facilitate students' critical thinking skills by using the case study method (Popil, I., 2011; Schwartz, M., 2014; Lian Nui et al., 2013).

Popil (2011) claimed that a case study is one of the active learning methods that can promote students' critical thinking (p. 207). He also added that it is one of the methods that can be used to teach critical thinking to students. Using a case study method helps students think critically because case studies encourage students to think systematically and find the right solution with limited resources. Case studies allow students to discuss and exchange their points of view with other students and lecturers. Students learn how to apply theoretical concepts to solve possible problems (Dowd & Davidhizar, 1999). Cases can be scenarios and "food for thought" that let students think, express their questions, and apply all theories to find the best answer to solve the problem. Baumberger-Henry (2003) and Campbell (2004) summarized that a case study is the method that allows nursing students to think critically about the situations they might face. Herreid et al. (2011) concluded that the case study approach is a strategy that greatly facilitates teaching and developing students' critical skills. This approach presents questions within a narrative story that promotes students' activities and group discussions. Furthermore, cases do not provide direct solutions or answers. On the other hand, cases allow students to think in their own styles with their ideas, opinions, and judgments based on their background knowledge



(DeYoung & DeYoung, 2003). Popil (2011) asserted that using the case study as a teaching method can facilitate students' critical thinking skills and encourage active learning.

Mahdi et al. (2020) concluded that case-based teaching is a unique strategy that can enhance students' critical thinking and decision-making skills. They added that the case method yields outstanding outcomes in teaching and learning critical thinking. In conclusion, the case study approach effectively facilitates students' critical thinking skills.

#### **2.4 Applications of Case Studies**

Firstly, Popil (2011) wrote a paper to examine the use of case studies as teaching strategies to promote critical thinking among nursing students. As a nursing lecturer, she explores ways to foster critical thinking in students through active learning processes. The purpose of her writing is to provide an in-depth review of case studies as teaching strategies that promote critical thinking. She referred to Clark and Hott (2001), who stated that "critical thinking and decision-making skills will be increasingly necessary in nursing in the future." She also added that case studies provide students with the opportunity to practice problem-solving skills with theoretical practice. She found several strengths of using case studies, such as facilitating students' critical thinking skills. However, there were also some limitations associated with using case studies in teaching, both from teachers and learners. Overall, she recommends that educators widely incorporate case studies into their teaching methods (p. 207).

Secondly, Agwu (2015) conducted research using case studies as an effective teaching method. His participants were Ph.D. students enrolled in BUS 327 – Research Methodology in the School of Business. These students also engaged in discussions with students from three other departments: Business Management, Accounting, and Banking and Finance. He discovered that the majority of students



experienced stress due to the depth of their understanding required by case studies. Students believed that using case studies influenced their learning perceptions. From his research, he concluded that the current teaching approach is somewhat outdated, characterized by an excessive number of assignments, both individual and group-oriented. However, he also found that using case studies as a teaching method can enhance students' retention rates. Furthermore, case studies proved to be a productive tool for motivating students to engage actively during class and become better learners.

Next, Kokebayeva and Kartabayeva (2015) observed the analysis of experience in applying case studies to teaching historical disciplines in higher educational institutions. Their research aimed to develop methods for the application of case studies in teaching historical disciplines and demonstrate the value of the case method in developing critical thinking among history students. They employed two research approaches: one based on real-life situations and the other a competency-based approach to teaching. They formulated five research questions: "What problems are solved in the considered case?", "How are these problems solved?", "What information is necessary to use?", "How can necessary information be found and presented effectively?", and "How can the analysis of collected data be carried out?". Given that students often tend to offer immediate solutions without engaging in analysis, the teacher's initial role in the class is to prepare students for the complexity of the case and the necessity of an analytical approach. During group discussions, the teacher's role remains discreet, involving only regulation and correction, steering discussions when needed and alleviating group tension.

Next, Kosawanon et al. (2015) examined the effect of the case study teaching method on critical thinking in nursing students. Their study aimed to investigate the impact of teaching critical thinking through case studies and gather nursing students' opinions on this method. They employed a mixed-method approach, with a study population of 67 third-year nursing students attending the course on nursing care for children and adolescents. Before the course, all students completed a critical thinking assessment questionnaire. Over approximately six class sessions, they utilized a

teaching method that combined lectures and case studies. At the end of the course, students completed a post-test, and a focus group discussion involving 12 nursing students explored their opinions on critical thinking and the teaching method. Quantitative and qualitative analyses involving descriptive statistics, t-tests, and content analysis revealed that, by the end of the course, students achieved moderate critical thinking scores. Specifically, there was no significant difference between students' critical thinking abilities before and after learning through the case-study teaching method. The content analysis indicated that nursing students generally defined critical thinking as "thinking and reflecting systematically." The use of case studies allowed nursing students to practice step-by-step, systematic thinking, a skill that could be further developed during ward training. They concluded that nursing curricula should incorporate scenarios that enhance students' critical thinking skills.

Following that, Sangboonraung et al. (2017) reported the results of using the LCVLE Learning Model to enhance critical thinking skills in a virtual learning environment for undergraduate students. The research aimed to: 1) compare the mean critical thinking skills score of the experimental group, which used the LCVLE learning model, with that of the control group, which used traditional learning, and 2) assess student satisfaction with web-based instruction following the LCVLE learning model. The participants included 35 students in the experimental group and 35 students in the control group. The research utilized three instruments: 1) web-based instruction based on Merguigans' criteria, 2) Cornell critical thinking test level Z, and 3) a questionnaire measuring student satisfaction. The study found that 1) critical thinking skills of the experimental group after learning were significantly higher than those of the control group at the .01 level, and 2) student satisfaction with web-based instruction following the LCVLE learning model was high.

Additionally, in 2017, Limsukon and Meesri conducted a survey on strategies for developing critical thinking skills in upper secondary English language learners in Thailand. The research aimed to: 1) investigate the strategies used by upper secondary EFL teachers in Thailand to develop students' critical thinking skills, 2) examine the types of questions asked by these teachers, and 3) identify barriers preventing the use

of teaching methods that foster critical thinking. Thirty upper secondary EFL teachers from Thai institutions completed a self-administered survey, providing insights into their teaching approaches, questioning strategies, and obstacles to teaching critical thinking skills. The findings revealed that 1) these teachers employed various strategies.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This research aimed to explore the critical thinking processes of RSU students through various critical case studies and investigate the students' perspectives on the use of cases to enhance critical thinking. It consisted of two methods: qualitative and quantitative. These approaches were utilized to assess the students' critical thinking abilities using case studies as a tool. This chapter provides information about the research participants, data collection procedures, instruments, and data analysis. Specifically, this chapter is composed of: research design; research context; participants; variables; research instruments; data collection; and data analysis.

#### **3.1 Research Design**

Recognizing the significance of understanding the critical thinking processes of RSU students through a variety of critical case studies and investigating their perspectives on using cases to facilitate critical thinking, I chose to employ a mixed methods approach (Maxwell, 2012). This approach enabled us to gain insights into how students perceived the use of cases to enhance their critical thinking skills.

#### **3.2 Research Context**

At a macro level, there are 93 universities in Thailand, and this research was conducted in Bangkok using Zoom for interview communication. Participants are from a private university, which offers a range of programs in Thai and English. It is among the top private university in Thailand. At the time of this study, the public university had approximately 38,252 current students and 11,480 personnel. It comprises 19 faculties, 5 colleges, and 335 academic programs. Meanwhile, the private university had approximately 19,359 current students, about 2,500 personnel, 15 colleges, 17 faculties, and 2 institutions.

### 3.3 Participants

In the second semester of the academic year 2021, 22 participants enrolled in HOS 345, Advanced Communication in Hotel Business. The participants consisted of sophomores, juniors, and seniors majoring in Hotel and Restaurant Management from the College of Tourism, Hospitality, and Sports at Rangsit University. Their ages ranged from 19 to 25 years old, with 5 being male and 17 being female. Their English abilities were equivalent to B1 as they had all passed at least 2 English courses before registering for this course.

Exclusion criteria were applied to the participants. Those who attended classes less than 80% of the time were not included in the study's data. Attendance was only counted up to 80%. As a result, 22 participants were included in the study.

Upon completing the course, they completed questionnaires, and five of them volunteered to participate in focus-group interviews through the use of pseudonyms: A, B, C, D, E, and F.

### 3.4 Quality of research instruments: Questionnaire Validity and Reliability

To inspect the validity and reliability of the research instruments, three steps were taken to assess the instruments:

1. Step one: The questions for the questionnaire were formulated and presented to the research advisor for suggestions for improvement.
2. Step two: The questionnaire was reviewed and adjusted based on the comments and recommendations provided by the advisor.
3. Step three: After obtaining approval for the questionnaire, it was distributed to three specialists to assess the Index of Item-Objective Congruence (IOC) for content validity. This process involved the examination of the questionnaire by three experts, including two Thai

experts specializing in the field of English language teaching and one expert in hotel and restaurant management

The Item-Objective Congruence (IOC) was utilized to evaluate the questionnaire items, with scores ranging from -1 to +1:

1. Congruent = +1
2. Questionable = 0
3. Incongruent = -1

Items with scores lower than 0.5 were revised, while items with scores equal to or higher than 0.5 were retained.

### **3.5 Data Collections and Ethical Considerations**

In this research, data collection occurred in two phases: Questionnaire distribution and Focus group interview.

**Phase 1: Questionnaire Distribution.** After conducting the validity and reliability tests, the questionnaires underwent thorough review and quality control. Subsequently, on April 25th, 2022, the researcher administered the questionnaires to all 22 participants at the end of the semester.

**Phase 2: Focus Group Interview.** During the final class, the researcher invited five voluntary participants for an interview, which took place on May 2nd, 2022 via Zoom, a virtual meeting platform. This interview session was recorded, and the interview was later transcribed.

Prior to the interview process, the interview questions were formulated and validated for content validity using the Index of Item-Objective Congruence (IOC) by three experts. The interview questions centered on the students' perceptions regarding



whether the use of case studies could enhance their critical thinking and how they handled challenges and issues encountered in case studies. The interviews were conducted in the Thai language to ensure the participants' comfort and familiarity with the interviewers.

Consent forms and study information sheets were provided to the participants before the interview. They were well-informed about the research objectives, significance, their roles, and, importantly, their right to withdraw from the study if they felt uncomfortable. Their identities were kept entirely anonymous through the use of pseudonyms, and the data was securely stored with password-protected electronic files.

After the semi-structured group interview, the interviews in Thai were transcribed, saved, and shared within a Google Docs folder. Subsequently, three researchers independently conducted 1) thematic (Appendix 1) and 2) inductive grounded theory analysis (Appendix 2) as a shared method, following the approach outlined by Cho & Lee (2014) and Saldana (2014). The interview was conducted in Thai and the chosen excerpts were translated in English.

Table 3.1 Teacher participant demographics of gender identity and sexual orientation.

<b>Name</b>	<b>English</b>	<b>Nationality</b>	<b>Birth Gender</b>
A	L2	Thai	Female
B	L2	Thai	Male
C	L2	Thai	Male
D	L2	Thai	Female
E	L2	Thai	Male

### 3.6 Data Analysis

Upon receiving the completed questionnaires, I conducted data analysis on Thai interview descriptions (Appendix 3) using descriptive statistics, particularly focusing on percentages. Our analytical procedures for qualitative data were divided into four distinct stages:

1. Stage 1: In the initial stage, I conducted thematic analysis on the interview transcriptions to explore general perceptions of students towards the use of case studies enhancing their critical thinking and how they handled challenges and issues encountered in case studies.

2. Then, I performed process coding on the interview transcriptions to show linguistic evidence to support the use of case studies enhancing students' critical thinking and how they handled challenges and issues encountered in case studies. This method exclusively employed gerunds ("-ing" words) to represent actions suggested by the data, as outlined by Saldana (2014, p.585). Subsequently, all finalized codings in UPPERCASE were collectively debriefed, following the guidance of Merriam & Tisdell (2015).

3. Stage 2: Moving on to the second stage, I utilized process coding once more, this time to categorize similar or related codes into groups, facilitating pattern construction and analysis, as described by Saldana (2014, p.587). This process allowed for the emergence of linguistic themes related to the challenging experiences of the teacher participants. Subsequently, all categories underwent a comprehensive review.

4. Stage 3: In the third stage, I proceeded to create themes based on patterns of categories. Themes identified in UPPERCASE were subject to debriefing. In the findings, all UPPERCASE themes were transformed into italicized phrases within the text and were immediately supported with excerpts from certain participants.



### 3.7 Time Frame

The researcher collected data during the second semester of the academic year 2022, spanning from January 10th to April 29th, 2022.

Table 3.2 Timeline of the research study

Timeline of the research study	
Time	Procedure
Jan- Mar 2022	Implementing the research instruments to HOS 345 Advanced Communication in Hotel Business course
Apr- Jun 2022	Data collection and data analysis
Jul –Sep 2022	Editing the research study
Oct-Dec 2022	Finishing the research study



## CHAPTER 4

### RESEARCH RESULTS

This research aimed to explore the critical thinking processes of RSU students through various critical case studies and investigate the students' perspectives on the use of cases to enhance critical thinking and this chapter presented the results obtained from the questionnaire and interview excerpts, serving the research objectives and addressing the two research questions: 1) Does the use of case studies in English for hotel personnel develop students' critical thinking skills; and 2) What are students' perceptions of this teaching method?

#### **Research Question 1: Does the Use of Case Studies in English for Hotel Personnel Develop Students' Critical Thinking Skills?**

**Questionnaire Results.** The questionnaire results revealed diverse demographics among the participants. Part 1 of the questionnaire was utilized to collect background information, which included the participants' general demographic characteristics, such as their genders, ages, and study years. Table 3 presented the gender distribution of the 22 respondents, with 17 women and 5 men. All participants were enrolled in the College of Hospitality, Tourism, and Sport, majoring in Hotel and Restaurant Management. Table 4 provided details about the ages of the participants. It showed that the majority of students who participated were 20 years old, with only one participant being 19 years old. Additionally, Table 5 displayed the participants' academic years, indicating that there were 9 sophomores, 9 seniors, and 4 juniors among the respondents.

With 22 respondents, the researcher deemed the data collected to be sufficient. This recognition implies that the researcher identified similarities among all

participants. As suggested by Ritchie J. and Lewis J. (2003), gathering sufficient data until reaching theoretical saturation eliminates the need for further data collection.

Table 6 showed level of agreement to enhance students' communication and problem-solving skills in the context of hotel business while Figure 1 visualized Table 6 in a bar chart.

Table 4.1 The genders of the participants

Men	Women
5	17

Table 4.2 The ages of the participants

Age	Amounts
19	1
20	7
21	4
22	5
23	3
24	2

Table 4.3 The study year of the participants

Year	Amounts
Sophomore	9
Junior	4
Senior	9

Table 4.4 Level of Agreement to Enhance Students' Communication and Problem-Solving Skills in the Context of Hotel Business

	<b>Do you believe that the cases covered in Advanced Communication in Hotel Business will enhance your ability ...</b>	<b>Level of Agreement</b>
1	to communicate over the phone and deal with unexpected situations?	4.41
2	to respond to customer requests and deal with unexpected situations?	4.45
3	to deal with complaints and unexpected situations?	4.41
4	to write short messages and deal with unexpected situations?	4.45
5	to write e-mails and deal with unexpected situations?	4.41
6	to make requests and deal with unexpected situations?	4.45
7	to describe routines and deal with unexpected situations?	4.55
8	to present products or projects in hotel businesses and deal with unexpected situations?	4.27
9	to converse face to face and deal with unexpected situations?	4.36
10	to think critically?	4.23
11	to evaluate the encountered situation?	4.32
12	to interpret or explain the encountered situations?	4.45
13	to classify the situations you encounter?	4.5
14	to infer the encountered situation?	4.36
15	to explain the encountered situation?	4.5

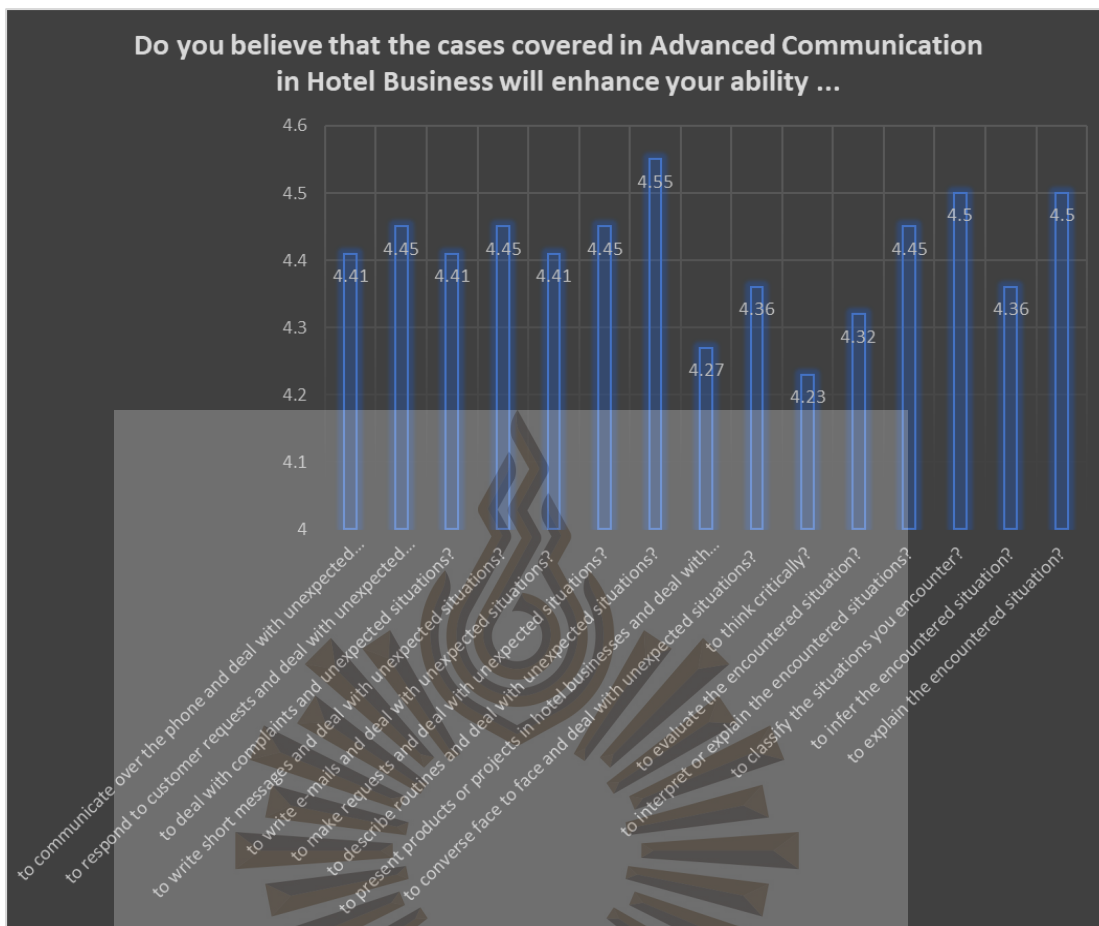


Figure 1: Level of Agreement to Enhance Students' Communication and Problem-Solving Skills in The Context of Hotel Business

According to Table 4 and Figure 1, the questionnaire results regarding the impact of the cases covered in the Advanced Communication in Hotel Business course provided valuable insights into participants' perceptions of the course's effectiveness. On average, participants indicated a high level of agreement (with scores ranging from 4.23 to 4.55). This meant that they believed the course fostered various communication and problem-solving skills.

Notably, skills related to dealing with unexpected situations, such as describing routines, classifying situations, and explaining encountered situations, received particularly high ratings, with scores of 4.5 or above. This suggested that participants believed these skills were significantly improved by the course.

Skills related to written communication, such as writing short messages and emails, as well as making requests, also yielded positive outcomes, with scores of 4.41 and 4.45. The ability to respond to customer requests and complaints, as well as dealing with unexpected situations, was also highly regarded, with scores of 4.45.

However, critical thinking and evaluating skills in encountered situations showed slightly lower ratings, with scores of 4.23 and 4.32, respectively.

Nevertheless, these scores still provided a generally positive outlook on the course's potential to enhance these skills. Consequently, this answered research question 1: *Does the use of case studies in English for hotel personnel develop students' critical thinking skills?*

In summary, the findings indicated that participants had a strong belief in the course's ability to develop their communication and problem-solving skills in the context of the hotel business, particularly in dealing with unexpected situations and various forms of written and interpersonal communication. These results underscored the course's potential value in improving the skill set of participants in the hotel industry.

### **Research Question 2: What Are Students' Perceptions of This Teaching Method?**

**Focus Group Interview Results.** The interview questions involved around the students' perceptions regarding whether the use of case studies could enhance their critical thinking and how they handled challenges and issues encountered in case studies. There were several excerpts which supported the questionnaire results.

***Perceptions Towards the Use of Case Studies.*** Participants felt positive about the case studies, which could be applied to real-life experiences. D states, “making them (case studies) valuable for practical application by others.” C also supports this:

“I believe so. When we encounter *real* issues at the hotel, we can draw upon what we’ve learned in the classroom and apply it to the problems in front of us.”

These two quotations suggested the importance of case studies, which could help participants cope with any future issues they may have. Given the importance of real-life experience, particularly unforeseen challenges, A mentions:

“Yes, case studies have proven effective in addressing *unforeseen* issues by providing real-world examples and in-depth analysis.”

According to the three quotations, participants were able to practice case studies for addressing unforeseen challenges that happened in real working life experiences.

In addition, B and E suggested that using case studies as models could help them solve various issues, as noted:

“I think yes because various events that happen tend to repeat themselves. They may come in different forms, but in the end, you can *compare* cases with each other.”

Furthermore, case studies were able to help participants understand customers' needs better, allowing us to improve our service. To be more specific, when customers complained, we needed to focus on solving problems. We then learnt from this mistake and understand that meeting our customers' needs is essential for making positive changes, as E states:

“Yes, I believe so because case studies help us organize our thoughts into actionable steps for problem-solving, which in turn allows us to gain a better *understanding* of our customers.”

***Handles of Challenges and Issues in Case Studies.*** This section provided examples of common issues or challenges the participants encountered and how they coped with these issues. The issues or challenges varied, ranging from staff shortages, language barriers, to room issues. For example, A and C mentioned staff shortages:

“Our hotel is small in size, and there is *no staff* available after 10 pm. One night, there was a water shortage, and I was not on shift; fortunately, I lived nearby.”

“Due to COVID-19, the hotel's operating hours have been reduced to 7 am to 10 pm, with *no staff* available after 10 pm.”

These two quotations highlighted common problems during COVID-19, particularly at small hotels. Furthermore, most of the time, customers did not speak English, which created communication problems, as D stated: “There was a customer trying to communicate with us in a language we did not understand at all.” The communication issue also occurred with E as there was miscommunication, and E states:

“The customers complained that their room wasn't cleaned and requested a room change.

However, the manager found out that they had placed a 'DND' (Do Not Disturb) sign on the door. That means the housekeeping staff were not able to enter and clean.”



In addition, other common issues were related to the guest rooms. For example, the room pictures did not match what was shown in the advertisement, as mentioned by B:

“The bedroom did not look like the one shown on the hotel's website or in the brochure.

The wallpaper was not as bright as shown in the pictures too.”

These were common issues that occurred at the hotel. However, the participants were able to cope with these situations and offer solutions to customers. The coping strategies mainly included the following. First, participants utilized apology as the first strategy to resolve issues, as mentioned by A and B:

“I quickly rushed to the scene, offered a sincere apology to the customer for the inconvenience, and promptly resolved the issue.”

“We needed to apologize and explain that the pictures in the hotel brochures or on the website were for marketing purposes only. There might have been some differences.”

Utilizing technology can also be helpful when customers did not speak English. In D's case, a translation application was used, as D mentions:

“If customers cannot communicate effectively in English, I use a translation application, asking them to speak into the app for English translation. This is an effective way to address the issue.”

Assurance, willingness to help are important strategies which participants use to handle staff unavailability or water shortage as C and E states:

“We needed to *ensure* that customers were informed of these issues. For instance, signs or notices would be in place to make them aware of situations such as staff unavailability or water shortages.”

“We *willingly* listened to the customers' complaints and tried to explain that there might have been a misunderstanding due to the misplaced 'DND' (Do Not Disturb) sign on the door. If they still insisted on changing the room, we *accommodated* their request while gently reminding them to place the sign correctly.”



Overall, case studies are important tools for fostering students' abilities to solve issues or challenges in their future real lives. This can be seen from the positive responses above. Therefore, this answers research question 2: *What are students' perceptions of this teaching Method?*



## **CHAPTER 5**

### **DISCUSSION**

#### **Benefits of Case Studies to Develop Students' Critical Thinking Skills**

These interview excerpts from the result section indicate a positive perception of using case studies in a hotel context to teach critical thinking.

Participant recognizes the practical applicability of the knowledge gained through case studies. They appreciate the transfer of classroom learning to real-world problem-solving situations, indicating that case studies effectively prepare them for addressing issues in a hotel setting. They also acknowledge that case studies are effective in preparing them for handling unexpected challenges in a hotel context. They emphasize the importance of real-world examples and in-depth analysis provided by case studies, suggesting that these elements contribute to their effectiveness. Additionally, they see value in case studies due to their ability to highlight recurring patterns or commonalities in different situations. By comparing cases, they can identify underlying principles or strategies that can be applied to various scenarios, demonstrating a holistic understanding of problem-solving. Further, case studies aid in structuring their thought processes for effective problem-solving. Additionally, they stress the importance of case studies in enhancing their understanding of customers, indicating that this teaching method contributes to their customer service skills.

Overall, these responses reflect a consensus among your participants that using case studies in a hotel context is beneficial for developing critical thinking skills and preparing them to address real-world challenges in their hospitality careers.

## Measurement of Students' Critical Thinking Skills

Not only is the use of case studies in a hotel context beneficial for developing critical thinking skills and preparing participants to address real-world challenges in their hospitality careers, but it has also been shown to significantly increase participants' critical thinking skills. In this section, the UPPERCASE codings, categories, and UPPERCASE themes (Appendix 2) suggest linguistic evidence in the interview excerpts, demonstrating how case studies can enhance participants' critical thinking skills.

Linguistic evidence reveals several verbs that correspond to different levels of critical thinking skills development, as outlined in Bloom's revised taxonomy (Anderson & Krathwohl, 2001). These levels include *remembering*, *understanding*, *applying*, *analyzing*, *evaluating*, and *creating*. These verb categories can contribute to the enhancement of critical thinking skills, as some verbs reflect critical thinking skills in action, such as *applying* and *analyzing*.

**Explanation Ability.** The first two levels of Bloom's revised taxonomy, which include *remembering* and *understanding*, are characterized by verbs that indicate participants have achieved this level. These verbs include *recall*, *illustrate*, and *explain*, the examples of language in Table 7 suggests that participants generally possess explanatory skills.

Table 5.1 Explanation Ability

Bloom's revised taxonomy	Verbs	Examples
Remembering Level	Recall	<ul style="list-style-type: none"> <li>• <u>RECALLING</u> THE CASES WHEN WE STUDIED AND APPLYING TO THE REAL S I T U A T I O N</li> </ul>
Understanding Level	Illustrate, explain	<ul style="list-style-type: none"> <li>• <u>ILLUSTRATING</u> EXAMPLE OF HOW STAFF'S WORKING TIME WAS REDUCED</li> <li>• <u>EXPLAINING</u> TO GUESTS WHY THE WATER WAS NOT RUNNING</li> <li>• TRYING TO <u>EXPLAIN</u> TO CUSTOMERS THAT THEY MAY VISIT THE HOTEL IN A WRONG SEASON.</li> <li>• <u>EXPLAINING</u> THAT CUSTOMERS HANGING 'DO NOT DISTURB' TAG, SO NO HOUSEKEEPING SERVICE WAS PROVIDED THAT DAY</li> </ul>

**Analysis and Application Abilities.** The next two levels of Bloom's revised taxonomy, which cover *applying* and *analyzing*, are portrayed by verbs showing participants have reached this level. These verbs include *apply*, *develop*, *inspect*, and *solve*. The examples of language in Table 8 indicates that participants have developed critical thinking skills.

Table 5.2 Analysis and Application Abilities

Bloom's revised taxonomy	Verbs	Examples
Applying Level	apply, develop	<ul style="list-style-type: none"> <li>• <u>APPLYING</u> FOR FUTURE REFERENCES</li> <li>• <u>APPLYING</u> SOLUTIONS TO DIFFERENT ISSUES AND CHALLENGES</li> <li>• BEING ABLE TO <u>DEVELOP</u> OUR SOLUTION THINKING SKILLS, SO WE CAN UNDERSTAND OUR CUSTOMERS BETTER.</li> <li>• BEING ABLE TO <u>APPLY</u> THINK CRITICALLY</li> </ul>
Analyzing Level	inspect, solve	<ul style="list-style-type: none"> <li>• <u>INSPECTING</u> OUR CURRENT ROOMS WHETHER THEY WERE THE ONES WHICH LOOKED LIKE IN THE ADVERTISEMENT OR NOT</li> <li>• <u>SOLVING</u> UNEXPECTED PROBLEMS</li> <li>• TRYING TO COMMUNICATE IN ENGLISH FIRST, BUT IF NOT WORKING, <u>SOLVING</u> THE PROBLEMS BY USING TRANSLATION APPLICATIONS.</li> </ul>

**Assessment and Construction Abilities.** The last two levels of Bloom's revised taxonomy, *evaluating* and *creating*, are represented by verbs that indicate participants have reached these advanced levels. These verbs encompass *evaluate*, *recommend*, *agree*, *plan*, and *compile*. Examples from Table 9 demonstrate that participants are capable of both evaluating existing solutions and generating new ones.

Table 5.3 Assessment and Construction Abilities

Bloom's revised taxonomy	Verbs	Examples
Evaluating Level	apply, develop	<ul style="list-style-type: none"> <li>• <u>APPLYING</u> FOR FUTURE REFERENCES</li> <li>• <u>APPLYING</u> SOLUTIONS TO DIFFERENT ISSUES AND CHALLENGES</li> <li>• BEING ABLE TO <u>DEVELOP</u> OUR SOLUTION THINKING SKILLS, SO WE CAN UNDERSTAND OUR CUSTOMERS BETTER.</li> <li>• BEING ABLE TO <u>APPLY</u> THINK CRITICALLY</li> </ul>
Creating Level	inspect, solve	<ul style="list-style-type: none"> <li>• <u>INSPECTING</u> OUR CURRENT ROOMS WHETHER THEY WERE THE ONES WHICH LOOKED LIKE IN THE ADVERTISEMENT OR NOT</li> <li>• <u>SOLVING</u> UNEXPECTED PROBLEMS</li> <li>• TRYING TO COMMUNICATE IN ENGLISH FIRST, BUT IF NOT WORKING, <u>SOLVING</u> THE PROBLEMS BY USING TRANSLATION APPLICATIONS.</li> </ul>

Overall, participants have demonstrated the development of critical thinking skills, starting with the ability to explain and understand situations. They have progressed to analyzing and applying solutions within case studies, addressing real-world issues, and ultimately reaching the highest levels of assessment and creative problem-solving. These results underscore the cultivation of multifaceted critical thinking skills among the participants.

Surprisingly, it is evident that case studies have not only enhanced participants' critical thinking skills but have also facilitated students' learning outcomes at the highest level of Bloom's revised taxonomy (Anderson & Krathwohl, 2001), which is the *creating* level.





## CHAPTER 6

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Conclusion

The Mutual Recognition Arrangements on Tourism Professionals (MRA on TP) in ASEAN promote labor mobility and information exchange. It establishes common competency standards for tourism professionals, ensuring qualified professionals can work across ASEAN without additional exams. Competency-based training (CBT) and assessment (CBA) methods, including English for hotel personnel, are used in ASEAN to train individuals in the tourism industry. However, critical thinking skills are crucial for hotel staff in dealing with daily challenges. The Thai curriculum has struggled to effectively teach critical thinking, with English education focusing on language use over critical thinking. Thai students often lack analytical and decision-making skills. This study aims to explore whether case studies can foster critical thinking skills in English for hotel personnel students.

The results show that the participants have shown the growth of critical thinking abilities, starting with their capacity to clarify and comprehend situations. They have advanced to analyzing and applying solutions within case studies, tackling real-world challenges, and ultimately attaining the top of evaluation and innovative problem-solving. These findings highlight the development of diverse critical thinking skills among the participants. It is clear that case studies have not merely boosted the participants' critical thinking capabilities but have also facilitated students' educational achievements at the highest echelon of Bloom's revised taxonomy (Anderson & Krathwohl, 2001), which corresponds to the *creation* level.

## 6.2 Recommendations

**Incorporate Critical Thinking into English Education.** The Thai education system could consider embedding critical thinking skills into English language education. This can be done by designing curriculum modules that focus on problem-solving, analysis, and independent thinking alongside language skills.

**Training for Teachers.** Teachers may receive training and resources to effectively utilize critical thinking into their English teaching methods. Professional development programs can help educators implement strategies that encourage critical thinking among students.

**Case Studies Integration.** The study's positive results employing case studies to enhance critical thinking skills in the context of English for hotel personnel indicate that case studies should be integrated into the curriculum. Case studies can be designed to align with specific learning objectives and promote critical thinking.

**Encourage Independent Thinking.** The teachers can create a classroom environment that motivates students to think independently, ask questions, and analyze problems critically. Encourage discussions and debates to promote critical thinking skills.

**Promote Real-World Application.** Emphasize the real-world applicability of language skills. Showcase how critical thinking can be applied in various career contexts, such as the hospitality industry, to motivate students.

By implementing these recommendations, Thailand can enhance its English education system by nurturing critical thinking skills alongside language proficiency, better preparing students for success in the tourism and hospitality industry, and beyond.

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**APPENDIX**



**Excerpts from interview transcriptions in Thai, accompanied by English translations**

Participants	<p align="center">การเรียนการสอนโดยใช้ เหตุการณ์ตัวอย่าง สามารถทำให้ นักศึกษาคิดเชิงวิพากษ์ได้ หรือไม่</p> <p align="center">Can teaching and learning using case studies enable students to think critically?"</p>	<p align="center">ยกตัวอย่างปัญหาที่เกิดขึ้น</p> <p align="center">Provide issue examples</p>	<p align="center">แก้ไขปัญหาที่เกิดขึ้นอย่างไร</p> <p align="center">How did you handle issues?</p>
A	<p>คิดว่าทำให้เราสามารถคิด แก้ไข ปัญหาที่เหตุการณ์ ที่เราไม่เคย คิดว่า มันจะเกิดขึ้น ได้</p>	<p>โรงแรมเราเป็นโรงแรม ขนาดเล็กไม่มี staff รออยู่ หลัง 10 pm แล้วแต่ทันใด นั้นเองน้ำเกิดไม่ไหล ตอน 11.30 pm และ เรา พักอยู่ ใกล้ๆ และยังไม่ได้ออก บ้าน</p>	<p>รีบ ไปแก้ไขในจุดนั้นที่น้ำ ไม่ ไหลขอโทษแบบว่า พยายาม แสดงออกให้แขกรู้ ว่า เราใส่ใจ แล้วก็พยายาม แก้ไขอย่างเต็มที่ ถึงแม้ว่าเรา จะออกเวรของเรา แล้ว</p>
	<p>Yes, case studies have proven effective in addressing unforeseen issues by providing real-world examples and in- depth analysis.</p>	<p>Our hotel is small in size, and there is no staff available after 10 pm. One night, there was a water shortage, and I was not on shift; fortunately, I lived nearby.</p>	<p>I quickly rushed to the scene, offered a sincere apology to the customer for the inconvenience, and promptly resolved the issue.</p>
B	<p>คิดว่าได้เพราะว่าเหตุการณ์ต่างๆ ที่เกิดขึ้นมันก็จะวนซ้ำๆ มัน อาจจะมาต่างรูปแบบกันแต่ว่า สุดท้ายแล้วมันก็จะ สามารถ เอาเคสมาเปรียบเทียบกันได้</p>	<p>รูปห้องที่แขกนอนไม่ตรง ปกดูเตียงก็ไม่หน้าผ้าปูดูไม่ นิ่มเท่าในรูป สี ของผนังก็ ไม่สว่างเท่าในรูป</p>	<p>ขอโทษอีกครั้งที่ทำให้เขาใจ ผิดใน brochure อาจจะใส่ รายละเอียดเอาไว้ไม่ครบว่า มัน คือ รูปเพื่อการโฆษณา มันเป็น ที่ การจัดห้องด้วย ก็ ต้องขอโทษ เขาก็อกรอบ</p>
	<p>I think yes because various events that happen tend to repeat themselves. They may</p>	<p>The bedroom did not look like the one shown on the hotel's website or in the</p>	<p>We needed to apologize and explain that the pictures in the hotel brochures or on the</p>

	come in different forms, but in the end, you can compare cases with each other.	brochure. The wallpaper was not as bright as shown in the pictures too.	website were for marketing purposes only. There might have been some differences.
C	คิดว่าได้ เนื่องจากว่า ทำให้เมื่อเรา ไปเจอกับสถานการณ์จริง เราก็จะ สามารถนึกถึง สถานการณ์ที่เราเรียน มาได้	เนื่องจากสถานการณ์โควิด ทำให้โรงแรมต้อง reduce working shift ลดการทำงานเหลือแค่เช้ากับบ่าย เพราะฉะนั้นเวลา staff ทั้งโรงแรมทำงานจะเป็น ตั้งแต่ 7 am – 10 pm หลังจาก 10 pm จะ ไม่มี staff available	มีการติดป้ายบ่งบอกข้อมูล ก่อนที่ แยกจะเข้าพักให้ เรียบร้อยว่า โรงแรมจะมี ปัญหาเรื่องอะไร บ้าง เช่น ตอนไหน เวลา ที่ พนักงาน จะไม่อยู่ และเมื่อใดที่ น้ำ ของโรงแรมจะไม่ไหลต้องมี ป้าย แล้วก็ให้ข้อมูลแยกให้ เรียบร้อยก่อนที่แยกจะเข้า พัก เพื่อให้แยกยอมรับท้อม นี้
	I believe so. When we encounter real issues at the hotel, we can draw upon what we've learned in the classroom and apply it to the problems in front of us.	Due to COVID-19, the hotel's operating hours have been reduced to 7 am to 10 pm, with no staff available after 10 pm.	We needed to ensure that customers were informed of these issues. For instance, signs or notices would be in place to make them aware of situations such as staff unavailability or water shortages.
D	คิดว่าทำให้เรามีความคิดที่เป็น ขั้นตอนควรเริ่มจากอะไรก่อน เป็น อันดับแรกเพื่อที่จะได้เข้าใจ ลูกค้า มากขึ้นด้วย	มี customer คนนึงเขา ถาม คำถามอะไรก็ไม่รู้ซึ่งเรา ฟัง ไม่ออกเรารู้ว่าเขา พยายาม จะถาม พยายาม จะพูดอะไร แต่มันไม่ใช่ ภาษาอังกฤษมัน อาจจะ เป็นภาษามลายู หรือ ภาษา อื่นเขาที่เราไม่เข้าใจ	ถ้าสมมติเขาฟัง ไม่ออกจริงๆ ก็ จะใช้แอปแปลภาษาให้เขา ฟิมพ์ หรือว่าให้เขาพูดใส่ แอปแปล ภาษา จากนั้น แอปก็ จะแปล ภาษาออกมาได้ให้ สื่อสารกัน ผ่านทางแอป เพื่อให้เขา ได้ข้อมูล เบื้องต้น
	Yes, I believe so because case studies help us organize our thoughts into actionable steps	There was a customer trying to communicate with us in a language we	If customers cannot communicate effectively in English, I use a translation

	for problem-solving, which in turn allows us to gain a better understanding of our customers.	did not understand at all.	application, asking them to speak into the app for English translation. This is an effective way to address the issue.
E	case study มันเป็นเรื่องที่เกิดขึ้นแล้วนำมาให้คนศึกษาต่อให้รู้ขั้นตอนก็เห็นด้วยว่า case study มันมีความจำเป็นมาก	บอกว่าไม่มีคนไปทำความสะอาดห้องเขาให้เลย เขาอยากจะทำห้อง อยากจะย้ายห้องเพราะว่าเขาเป็นคน แพ้ฝุ่น ผู้จัดการดันไป เจอว่า ลูกค้าไปแขวนป้าย“DND” do not disturb ไว้ที่ ประตู ทำให้ไม่มีใครไป clean the room ให้เขาได้	พยายามทำให้ลูกค้าใจเย็นก่อน แล้วก็รับฟังปัญหาเขาว่า ห้อง เขา ที่ไม่มีการทำ ความสะอาด เพราะว่าเขาไปแขวนป้ายไว้ ทำให้พนักงานไม่เข้าไปยุ่งในห้อง นั้นในเมื่อแขกอยากจะทำห้อง เราก็จะเปลี่ยนห้องให้ และในการเปลี่ยนห้องเราก็จะพูดเสริมให้แขกว่าป้ายที่แขวนนำไป แขวนไว้มันมีความหมายว่าอะไร เพื่อป้องกันไม่ให้เกิดเหตุการณ์แบบนี้ซ้ำอีก
	The case studies were based on real-life situations, making them valuable for practical application by others.	The customers complained that their room wasn't cleaned and requested a room change. However, the manager found out that they had placed a 'DND' (Do Not Disturb) sign on the door. That means the housekeeping staff were not able to enter and clean.	We willingly listened to the customers' complaints and tried to explain that there might have been a misunderstanding due to the misplaced 'DND' (Do Not Disturb) sign on the door. If they still insisted on changing the room, we accommodated their request while gently reminding them to place the sign correctly.

## Categories and Themes of Discussion

### EXPLANATION ABILITY

#### Remembering

- RECALLING THE CASES WHEN WE STUDIED AND APPLYING TO THE REAL SITUATION

#### Understanding

- ILLUSTRATING EXAMPLE OF HOW STAFF'S WORKING TIME WAS REDUCED

- EXPLAINING TO GUESTS WHY THE WATER WAS NOT RUNNING
- TRYING TO EXPLAIN TO CUSTOMERS THAT THEY MAY VISIT THE HOTEL IN A WRONG SEASON.

- EXPLAINING THAT CUSTOMERS HANGING 'DO NOT DISTURB' TAG, SO NO HOUSEKEEPING SERVICE WAS PROVIDED THAT DAY.

### ANALYSIS AND APPLICATION ABILITIES

#### Applying

- APPLYING FOR FUTURE REFERENCES
- APPLYING SOLUTIONS TO DIFFERENT ISSUES AND CHALLENGES
- BEING ABLE TO DEVELOP OUR SOLUTION THINKING SKILLS, SO WE CAN UNDERSTAND OUR CUSTOMERS BETTER.

- BEING ABLE TO APPLY THINK CRITICALLY

#### Analyzing

- INSPECTING OUR CURRENT ROOMS WHETHER THEY WERE THE ONES WHICH LOOKED LIKE IN THE ADVERTISEMENT OR NOT

- SOLVING UNEXPECTED PROBLEMS

- TRING TO COMMUNICATE IN ENGLISH FIRST, BUT IF NOT WORKING, SOLVING THE PROBLEMS BY USING TRANSLATION APPLICATIONS.



## ASSESSMENT AND CONSTRUCTION ABILITIES

### Evaluating

- CUSTOMERS COMPLAINING THAT THE PICTURES IN THE HOTEL WERE NOT THE SAME WHEN VISITING THE HOTEL ONSITE AND NOW WE NEEDED TO EVALUATE THIS SITUATION AND COME UP SOLUTIONS TO THIS ISSUE.

- CONCLUDING THAT THIS WAS OUR HOTEL FAULT, SO WE NEEDED TO APOLOGIZE TO THE CUSTOMERS FIRST.

- RECOMMENDING ANOTHER HIGHER RATE IF THE CUSTOMERS WOULD LIKE TO HAVE THE ROOM WITH BETTER FACILITIES AND AMENITIES.

- AGREEING THAT CASE STUDIES ARE IMPORTANT TO HELP SOLVE ISSUES IN THE FUTURE.

### Creating

- BEING A MANAGER NEEDS TO PLAN FOR EMERGENCY SUCH AS LEAVE A MOBILE NUMBER SO THE CUSTOMERS CAN CALL ANYTIME IN CASE OF EMERGENCY.

- COMPILING CUSTOMERS' COMPLAINTS TO IMPROVE THE HOTEL SERVICE IN THE FUTURE.

- PLANNING TO ALLOCATE HOTEL STAFF CAREFULLY WHEN THERE WAS A STAFF SHORTAGE.

- PLANNING TO HAVE INTERPRETER STAND BY IF THERE IS THIS ISSUE AGAIN.

## Interview Transcriptions in Original Language (Thai)

### Student A

เรียนอยู่ชั้นปีที่ 4 วิทยาลัยการท่องเที่ยวและการบริการ สาขา การจัดการ โรงแรมและภัตตาคาร

1. นักศึกษาคิดว่า การเรียนการสอนโดยใช้เหตุการณ์ตัวอย่าง สามารถทำให้นักศึกษาคิดเชิงวิพากษ์ได้หรือไม่ อย่างไร

คิดว่าทำให้เราสามารถคิดแก้ไขปัญหาที่ เหตุการณ์ที่เราไม่เคยคิดว่ามันจะเกิดขึ้น ได้ค่ะ ทำให้เราหาวิธีแก้ไขปัญหาที่ อาจารย์ได้ยกตัวอย่างมาให้ เพื่อเป็นเคสดตัวอย่างจะได้นำไปใช้ในอนาคต

2. อธิบายขั้นตอนการแก้ไขปัญหาที่เกิดขึ้นอย่างไร

ส่วนใหญ่แขกผู้มีเกียรติของเราเข้าพักจะ complain บอกว่า สมมติว่าตอนนี้ โควิด 19 แล้ว staff แน่นนอน จะลดเวลาการทำงานหรือว่าจะเพิ่มขยายเวลาของเรา สมมติว่า ให้เราเข้ากะต่าง ๆ โดยตั้งแต่ 7 am – 10 pm แล้วหลังจากนั้นที่โรงแรม โดยโรงแรมเราเป็นโรงแรมขนาดเล็ก ไม่มี staff รออยู่หลัง 10 pm แล้ว แต่ทันใดนั้นเอง น้ำเกิดไม่ไหล ตอน 11.30 pm และเราพักอยู่ใกล้ ๆ และยังไม่ได้ออกบ้าน เราจะทำอย่างไรกับเหตุการณ์นี้ ถ้าเกิดเราบังเอิญเดินมาเจอแขกพอดี แต่ว่ามันออกเวรของเราแล้ว จะทำอย่างไร

กล่าวขอโทษแขก แล้วก็ถามถึงเหตุการณ์ประมาณว่าน้ำไม่ไหลตั้งแต่ตอนไหน หรือว่าเกิดเหตุการณ์นั้นเมื่อไหร่ แล้วก็พยายามอธิบายแขกว่า ทำไมถึงเกิดเหตุการณ์นั้น แล้วก็รีบไปแก้ไขในจุดนั้นที่น้ำไม่ไหล ขอโทษแขกแบบว่า พยายามแสดงออกให้แขกรู้ว่า เราใส่ใจ แล้วก็พยายามแก้ไขอย่างเต็มที่ ถึงแม้ว่า เราจะออกเวรของเราแล้ว

### Student B

เรียนอยู่ชั้นปีที่ 3 วิทยาลัยการท่องเที่ยวและการบริการ สาขา การจัดการ โรงแรมและภัตตาคาร

1. นักศึกษาคิดว่า การเรียนการสอนโดยใช้เหตุการณ์ตัวอย่าง สามารถทำให้นักศึกษาคิดเชิงวิพากษ์ได้หรือไม่ อย่างไร

คิดว่าได้ เพราะว่าเหตุการณ์ต่าง ๆ ที่เกิดขึ้น มันก็จะวนซ้ำ ๆ มันอาจจะมาต่างรูปแบบกัน แต่ว่าสุดท้ายแล้ว เหตุผลที่ว่าจะต้องแก้หรืออะไร มันก็จะอยู่คล้าย ๆ กัน มันก็จะสามารถเอาเคสมาเปรียบเทียบกับกันได้ มันอาจจะไม่เหมือนกันเลย 100 % แต่ มันอาจจะนำมาเป็นตัวอย่าง คิดแก้ไขได้แบบคล้าย ๆ กัน

2. อธิบายขั้นตอนการแก้ไขปัญหาที่เกิดขึ้นอย่างไร

เหตุการณ์นี้เป็นเหตุการณ์การที่เจอบ่อยมาก แขกจะ complain บอกว่า รูปห้องที่แขกนอนไม่ตรงปก ดูเตียงก็ไม่น่า ผ้าปูดูไม่นุ่มเท่าในรูป สีของผนังก็ไม่สว่างเท่าในรูป หรือแม้กระทั่งว่า เขาบอกว่า ไม่ตรงปก ไม่ตรงกับใน brochure เมื่อดูแล้ว เขาก็เอา brochure มาให้ดู ใน brochure เป็นฟ้าใส สมมติโรงแรมเราอยู่ติดทะเล เป็นห้องฟ้าใส แต่ข้างนอกตอนนี้ ฟ้าหม่น เขาก็เลย complain ว่าโรงแรมเราไม่ตรงปก ในฐานะ hotel staff ที่เขามา complain แล้ว จะทำอย่างไรกับคำ complain นี้

อย่างแรกเลย โรงแรมเราคิดเองจริง ๆ ถ้าเขามาแล้ว ดูแล้วมันไม่เหมือน มันไม่ใช่ มันไม่นุ่มเหมือนในที่โฆษณา เราก็ต้องขอโทษเขาก่อน อันดับที 2 ในสิ่งที่เขาต้องการ ว่าในห้องนั้น มันไม่ตรงปกใช่ไหม หรือคุณต้องการห้องแบบไหน ถ้าเขาบอกว่า ต้องการห้องที่ตรงปก ต้องการห้องที่แบบนุ่ม เราก็ต้องย้อนกลับมาว่า โรงแรมเราเปิดมานานมากหรือยัง ของเก่าหรือเปล่า หรือว่าการจัดห้องของแม่บ้าน หรืออุปกรณ์บางอย่างอาจจะไม่ใหม่เหมือนในรูป เพื่อการโฆษณา เราก็ต้องบอก พยายามอธิบายมันเป็นยังไง ถ้าสมมติว่าเขามาในตอนที่ท้องฟ้าปิด เขาอาจจะมาผิดฤดูของเรา หรืออาจจะไม่ใช่ช่วง high season ที่ว่าท้องฟ้าเปิดโล่ง เขาอาจจะมาเที่ยวทะเลตอนหน้าฝน ต่อไปก็ต้องขอโทษว่า มันไม่ตรงปกอย่างที่เขาคือต้องการจริง ๆ เราก็พยายามแก้ไขจริง ๆ เราก็ต้องขอโทษเขา

Step ที่ 2 ก็จะประมาณว่า ที่นี้มันจะมีช่วง season ในการท่องเที่ยวอยู่แต่ไม่ว่าที่เขายื่น brochure มาให้ เขาไปดูรูป หรือเปล่า หรือเขาไม่ได้อ่านว่าใน brochure มันมีเขียนเอาไว้ว่า รูปเพื่อการโฆษณา เราก็ต้องอธิบายให้เขาเข้าใจ แล้วต่อไปก็คือ ถ้าแขกต้องการห้องที่ตรงปก ต้องการเตียงนุ่ม ๆ เหมือนแบบที่เขาจะเห็น แต่พอมจริง ๆ แล้วมันอาจจะไม่นุ่มเท่า เราก็จะบอกเขาว่า ที่นี้มันเป็นแบบนี้ แต่ถ้าอยากได้เตียงที่นุ่มกว่านี้ ก็จะเพิ่มเรท แล้วก็ขอโทษอีกครั้งที่ทำให้เขาใจผิด ใน brochure อาจจะใส่รายละเอียด

เอาไว้ไม่ครบ ว่ามันคือรูปเพื่อการโฆษณา มันเป็นที่การจัดห้องด้วย ก็ต้องขอโทษเขาอีกรอบ

### Student C

วิทยาลัยการท่องเที่ยว บริการ และกีฬา

#### 1. นักศึกษาคิดว่า การเรียนการสอนโดยใช้เหตุการณ์ตัวอย่าง สามารถทำให้นักศึกษาคิดเชิงวิพากษ์ได้หรือไม่ อย่างไร

คิดว่าได้ เนื่องจากว่า ทำให้เมื่อเราไปเจอกับสถานการณ์จริง เราก็จะสามารถนึกถึงสถานการณ์ที่เราเรียนมาได้ อย่างเช่น ถ้าเราได้รับ complain จากแขก เราก็จะใช้ 4-5 ขั้นตอนในการรับมือกับการ complain ของแขก ซึ่งก็จะลดการ panic ในตัวเราได้ด้วย

#### 2. อธิบายขั้นตอนการแก้ไขปัญหาที่เกิดขึ้นอย่างไร

สมมติว่า เราเป็น manager ที่โรงแรมแห่งหนึ่ง แต่เนื่องจากสถานการณ์โควิด ทำให้โรงแรมต้อง reduce working shift ลดการทำงานเหลือแค่เช้ากับบ่าย เพราะฉะนั้นเวลา staff ทั้งโรงแรมทำงานจะเป็นตั้งแต่ 7 am – 10 pm หลังจาก 10 pm จะไม่มี staff available อยู่ที่โรงแรม แต่ใคร ๆ เนื่องจากเราเป็นผู้จัดการ เราก็ต้องทิ้งเบอร์ไว้ 11.30 pm น้ำเกิดไม่ไหล แล้วแขกโทรมาหาเรา แต่เราอยู่บ้าน ในฐานะที่เราเป็นผู้จัดการ อธิบาย step ว่า เรามีวิธีการแก้ปัญหาอย่างไร

อย่างแรกเราต้องรับฟังความคิดเห็นของแขกก่อน แล้วก็นำข้อดีเสียของแขกไปใช้ในการปรับปรุงโรงแรม ซึ่งแน่นอนเราก็ต้องขอโทษแขกด้วย ก็มีการคิดบ้ายบงบอกข้อมูลก่อนที่แขกจะเข้าพักให้เรียบร้อยว่า โรงแรมจะมีปัญหาเรื่องอะไรบ้างเช่น ตอนไหน เวลาที่พนักงานจะไม่อยู่ และเมื่อใดที่น้ำของ โรงแรมจะไม่ไหล ต้องมีบ้าย แล้วก็ให้ข้อมูลแขกให้เรียบร้อยก่อนที่แขกจะเข้าพัก เพื่อให้แขกยอมรับเรื่องนี้ เพื่อที่จะได้เข้าพักแล้วไม่มีปัญหากับตัวโรงแรม

กล่าวขอโทษตัวแขกก่อน แล้วหลังจากนั้นเราก็จะหาวิธีแก้ปัญหา โดยการที่เราจะต้องโทรไป เรื่องของน้ำไม่ไหล โรงแรมจะต้องมีระบบการสำรองน้ำไว้ใช้แล้ว แต่ว่าส่วนของพนักงาน เราจะต้องแบ่งพนักงานไว้ให้มีพนักงานคอยรับมือสถานการณ์ของโรงแรม โดยการแบ่งพนักงานไว้เป็นช่วง เป็นกะ เนื่องจากพนักงานของเราลดลง เราเลยต้องแบ่งพนักงานไว้เป็นกะ ๆ แทน ในช่วงที่ไม่มีพนักงานอยู่ เราก็ต้องหาคนมาแทนในช่วงนั้น เป็นคน Stand by รอ

### Students D

เรียนอยู่ชั้นปีที่ 2 วิทยาลัยการท่องเที่ยวและการบริการ สาขา การจัดการ โรงแรมและภัตตาคาร

#### 1. นักศึกษาคิดว่า การเรียนการสอนโดยใช้เหตุการณ์ตัวอย่าง สามารถทำให้นักศึกษาคิดเชิงวิพากษ์ได้หรือไม่ อย่างไร

คิดว่าทำให้เรามีความคิดที่เป็นขั้นตอน ควรเริ่มจากอะไรก่อนเป็นอันดับแรก เพื่อที่จะได้เข้าใจลูกค้ามากขึ้นด้วย คิดว่าช่วยได้

#### 2. อธิบายขั้นตอนการแก้ไขปัญหาที่เกิดขึ้นอย่างไร

เราไป Giving a presentation ในงาน hotel expo ที่ประเทศมาเลเซีย ในขณะที่เรากำลังพิธีเซ่นที่อยู่ที่ on the state มี customer คนหนึ่ง เขาถามคำถามอะไรก็ไม่รู้ ซึ่งเราฟังไม่ออก เราว่าเขาพยายามจะถาม พยายามจะพูดอะไรแต่มันไม่ใช่ภาษาอังกฤษ มันอาจจะเป็นอย่างอื่นหรือภาษาถิ่นเขาที่เราไม่เข้าใจ แต่ท่าทางของ customer แสดงให้เราเห็นว่า เขาอยากจะได้คำตอบ ณ ตอนนั้นเลย แล้วก็เริ่มโกรธแล้ว เราคิดว่ามันไม่ใช่หน้าที่เราแล้ว เรา handle ไม่ได้แล้ว แต่ตรงนั้น supervisor ก็ไม่ได้คุยกับเรา จะแก้ปัญหาอย่างไร

ขั้นตอนที่ 1 จะพยายามสื่อสารกับเขาด้วยภาษาสากลก่อน ถ้าสมมติเขาฟังไม่ออกจริง ๆ ก็จะใช้แอปแปลภาษา ให้เขาพิมพ์หรือว่าให้เขาพูดใส่แอปแปลภาษา จากนั้นแอปก็จะแปลภาษาออกมาได้ ให้สื่อสารกันผ่านทางแอป เพื่อให้เขาได้ข้อมูลเบื้องต้นไปก่อน ถ้าเขาเริ่มโกรธ เราก็ต้องทำความเข้าใจเขาอย่างลึกซึ้ง ว่าเราเข้าใจเขาแต่เราไม่สามารถสื่อสารกับเขาได้ เราเลยต้องใช้วิธีนี้ไปก่อน

ใช้ภาษาสากล ก็คือใช้ภาษาอังกฤษ ที่ส่วนมากคนทั่วโลกเขาใช้สื่อสารกัน

ถ้าต่อไปมีปัญหาแบบนี้เกิดขึ้นอีก ก็จะเตรียมล่ามไว้ ในการแก้ปัญหา

**Student E**

เรียนอยู่ชั้นปีที่ 2 วิทยาลัยการท่องเที่ยว การบริการ และการกีฬา สาขา การจัดการ โรงแรมและภัตตาคาร

**1. นักศึกษาคิดว่า การเรียนการสอนโดยใช้เหตุการณ์ตัวอย่าง สามารถทำให้นักศึกษาคิดเชิงวิพากษ์ได้หรือไม่ อย่างไร**

Case study สามารถนำไปใช้ในเรื่อง critical thinking การคิดเป็นขั้นเป็นตอน ได้ case study มันเป็นสิ่งที่เกิดขึ้น แล้วนำมาให้คนศึกษาต่อ ให้รู้ขั้นตอน ก็คิดว่า case study มันมีความจำเป็นมาก คิดว่าช่วยได้

**2. อธิบายขั้นตอนการแก้ไขปัญหาที่เกิดขึ้นอย่างไร**

สมมติว่าเราเป็น manager แล้ว customer จองห้องเป็นเวลา 3 วัน 2 คืน เช้าวันถัดมา customer มาไว้วาย ออกจะคุย กับผู้จัดการ แล้วเขาก็ inform กับตัวผู้จัดการ ซึ่งก็คือตัวเรา บอกว่าไม่มีคนไปทำความสะอาดห้องเขาให้เลย เขาอยากจะเปลี่ยนห้อง ออกจะย้ายห้อง เพราะว่าเขาเป็นคนแพ้ฝุ่น ผู้จัดการค้นไปเจอ find out ว่า ลูกค้าไปแขวนป้าย “DND” do not disturb ไว้ที่ประตู ทำให้ไม่มีใครไป clean the room ให้เขาได้ แต่ในเมื่อลูกค้ามาไว้วายแล้ว เราจะทำอย่างไร

วิธีการแก้ปัญหาแรก พยายามทำให้ลูกค้าใจเย็นก่อน แล้วก็รับฟังปัญหาเขาว่า ห้องเขาที่ไม่มีการทำความสะอาด เพราะว่า เขาไปแขวนป้ายไว้ ทำให้พนักงานไม่เข้าไปยุ่งในห้องนั้น พอมีแขกมา request ก็รับฟังปัญหาเขาก่อน และพยายามทำให้เขาใจเย็น ในเมื่อเหตุการณ์มันเกิดขึ้นแล้ว โดยแขกแขวนป้ายไปแล้ว คือพนักงานเข้าไปไม่ได้ เขาก็บ่นเรื่องความสะอาดของห้อง อยากจะ เปลี่ยนห้อง ทางเราก็จะเปลี่ยนให้ ถ้าคิดว่าเราแจ้งให้ housekeeping ขึ้น ไปจัดการตอนนี้ ก็ยังไม่หลักประกันว่า แขกจะพอใจไหม เพราะในเมื่อแขกเขาไว้วายมาแล้ว request ในแง่ลบไปแล้วว่า ห้องไม่ได้รับการดูแล ทางที่ดีก็คือ ในเมื่อแขกอยากจะเปลี่ยนห้อง เราก็จะเปลี่ยนห้องให้ และในการเปลี่ยนห้องเราก็จะพูดเสริมให้แขกว่า ป้ายที่แขวนไปแขวนไว้ มันมีความหมายว่าอะไร เพื่อ ป้องกันไม่ให้เกิดเหตุการณ์แบบนี้ซ้ำอีก

**ความคิดเห็นเพิ่มเติม**

หลังจากการจัดการเรียนการสอนโดยใช้กรณีตัวอย่าง (case) มาเป็นระยะเวลา 1 ภาคเรียน ท่านคิดว่าท่านมีความสามารถในการคิด เชิงวิพากษ์ (critical thinking) เพิ่มขึ้นหรือไม่ อย่างไร กรุณาอธิบายหรือยกตัวอย่าง

- เพิ่มขึ้นเพราะ ได้พูดภาษาทุกอาทิตย์ในการเรียนและพรีเซนต์
- มีเพิ่มขึ้น เพราะได้รับการเรียนรู้เพิ่มมา
- ได้มากขึ้น แต่ไม่ได้ช่วยทั้งหมด
- เพิ่มขึ้นจากการนำความรู้ทั้งหมดมารวมและคิดให้ถี่ถ้วน เพื่อนำไปใช้ควบคู่กับไหวพริบ
- มีเพิ่มขึ้น ในชีวิตประจำวัน
- I think real situation, practice real professional

## ประวัติผู้วิจัย

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