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IMPROVING ESP STUDENTS' CRITICAL THINKING THROUGH SELF-STUDY

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Abstract

This article explores the impact of self-study on enhancing critical thinking skills among students enrolled in English for Specific Purposes (ESP) programs by using case studies. The research aims to determine whether self-study interventions can foster better analytical thinking, problem-solving, and decision-making skills in ESP learners. The research was made with intermediate level students who study in the direction of tourism. A mixed-methods approach, consisting of quantitative surveys and qualitative interviews, was employed to assess critical thinking before and after the self-study program. Results indicate a significant improvement in students' ability to analyze and evaluate information independently. The study concludes that incorporating self-study practices into ESP curricula can effectively foster critical thinking skills, contributing to students' academic and professional development.

Keywords: *critical thinking, self-study, ESP students, case study, problem-solving skill, decision-making skill, peer review, collaborative learning, self-reflection.*

Introduction. Critical thinking is the ability to analyze, evaluate, and interpret information objectively and logically, in order to make well-reasoned decisions or form judgments. Self-study is the process of learning independently, without direct supervision or formal instruction, by actively engaging with resources like books, online materials, or practice exercises. For ESP students, critical thinking and self-study are interconnected because critical thinking helps them analyze and evaluate specialized content, while self-study encourages independent exploration and deeper understanding. Together, they enable students to engage with their field's material more effectively, enhancing both their language skills and subject-specific knowledge.

Literature review. The capability to deeply analyze and evaluate information and then synthesise it into coherent conclusions, known as critical thinking, is essential for making decisions and solving problems. Educational research has increasingly focused on ways to foster critical thinking through self-study. The use of case studies is one of the most prominent self-study techniques that has been found to promote critical thinking skills. Case studies provide students with real-life problems that should be reviewed and solved in order to understand the underlying factors and processes which influenced the creation of the problem. This mono-graph highlights the significance of case studies and their contributions as self-study and self-learning techniques for critical thinking improvement from practical and theoretical perspectives.

Narrative descriptions of real-life situations called case studies require participants to analyze situations for evaluation and solve problems. Disciplines like business, law, medicine and education use them to help learners practice knowledge application in challenging practical situations. The use of case studies in self-study prompts learners to interact directly with educational content while fostering skills in independent investigation and thoughtful reflection (Barton & Collins, 1993).

The case study method strengthens critical thinking because it forces learners to handle uncertainty and make choices with limited or opposing information. This concept mirrors actual decision-making practices because real-world outcomes frequently lack definitive clarity. The process of analyzing cases requires students to utilize reasoning and problem-solving techniques that ultimately improve their cognitive abilities (Cohen & Manion, 2000). During self-study learners use case studies to investigate complex problems according to their personal schedule while developing critical solution strategies and reflecting on their cognitive methods.

Constructivist learning theory serves as the theoretical base for using case studies in self-study because it maintains that learning occurs through active knowledge construction from experiences and reflection (Vygotsky, 1978). Case studies fit self-study theory because they place learners in practical scenarios where they must devise answers and critically analyze the information presented. The case study method requires reflective thinking as described by Dewey (1933) because learners must examine multiple viewpoints while analyzing evidence and challenging assumptions.

Methodology. Developing a structured approach to incorporate case studies into self-study methods enables intermediate tourism students to actively engage with the material and connect theoretical knowledge to practical applications through reflection and analysis. This comprehensive methodology details the step-by-step procedure for implementing case studies in self-directed learning for tourism education.

1. Selection of Appropriate Case Studies

Objective: To ascertain relevance and levels of difficulty of case studies for intermediate-level tourism students.

Case studies should reflect current issues in the area of tourism, i.e., sustainable tourism, crisis management, destination marketing, cultural tourism, or the effects of tourism on host communities. Case studies should be of an appropriate difficulty level for intermediate students, so that they are challenging enough to provoke critical thought but not difficult enough to overwhelm. Case studies can be actual

scenarios, research articles, or industry reports.

Source of Case Studies:

Research journals, reports of the tourism industry, tourist associations (e.g., UNWTO), and reputable news sources on tourism.

Case studies from tourism books or online study sites.

Actual case studies drawn from actual events, such as the impact of a natural disaster on tourism or the response of a destination to a tourism crisis.

2. Preparation of Study Material

Objective: To allow students to have a systematic structure with which to tackle the case study independently.

Reading Material: Students are to be given access to a case study document that includes:

Background Information: Crisp information on the tourism destination, company, or situation involved.

Problem/Challenges: The key issues or challenges the case is dealing with (e.g., over-tourism, conflict with stakeholders, environmental concern).

Relevant Tourism Concepts: Brief introduction to theoretical concepts that will support the students in their analysis (e.g., management of the destination, sustainable practices, visitor behavior, economic contributions of tourism).

Support Materials:

Availability of related academic papers or articles which situate the case study in context, offering theoretical approaches. A glossary of important terms and concepts to assist students in understanding tourism-related vocabulary more effectively.

3. Self-Study Instructions

Objective: To lead the students through an orderly process of case study analysis and critical thinking.

Pre-Case Study Reflection: Ask the students to consider the major themes of tourism that will be covered in the case study. If, for instance, the case is on destination marketing, the students first have to think about ideas such as branding, target markets, and promotion strategies.

Analysis Process:

Read the Case Study: Students should read the case study carefully, jotting down important points, issues, and solutions.

Identify Key Problems: The students need to pick out the major problems given in the case study. Students need to read the problem(s) that the tourism organization, destination, or entity involved is confronting.

Assess Stakeholders: Determine the different stakeholders in the case (e.g., government, local community, tourists, tourism operators) and examine their roles and interests.

Application of Theories: Apply tourism theories from what they have learned to determine how the case study is managed. For instance, if the case is on sustainability, students are required to apply concepts such as sustainable tourism practice, ethical tourism, or environmental impact assessment.

Solution Formulation: Students, from their analysis, must offer solutions or alternative solutions to the issues highlighted. These must be underpinned by their understanding of tourism theory and practice.

Reflection Questions:

What were the main issues confronted by the destination or tourism organization in the case study?

How did the most significant stakeholders influence the outcome?

What would you do differently, and why?

How are the ideas in your tourism course relevant to the case study situation?

4. Reporting and Documentation

Objective: That students critically think back over their analysis and express their thoughts in a structured manner.

Written Report: Students must record their assessment in a formal report, which consists of:

Introduction: Short overview of the case study, covering the tourism organization involved and the key issue(s).

Analysis: Critical examination of the issues at hand, stakeholder involvement, and utilization of relevant tourism theory or concepts. Proposed Solutions: Recommended steps or actions for addressing the issues identified in the case, backed by theoretical understanding and applicability.

Conclusion: A recap of the conclusions drawn from the case study, and any wider implications for the tourism sector. The report must be well-presented, brief, and well-organized, like the format of an actual consultancy report. Peer Review

5. Case Study Assessment Criteria

Objective: To evaluate the ability of the students to critically analyze case studies and give well-considered solutions.

Evaluation Focus:

Critical Thinking: Capacity to recognize the main problems, examine the root causes, and evaluate potential solutions.

Application of Theory: Demonstration of evidence illustrating comprehension of theories and concepts in tourism and their application to practice.

Creativity and Innovation: Novelty of the suggested solutions or recommendations. Are they creative, feasible, and applicable in the case?

Clarity and Organization: How well the report is organized and clear. Are the ideas logically ordered, and is the analysis clear and simple to comprehend? Evidence and Research: Utilization of supporting research, i.e., reference to tourism journals, reports, or industry benchmarks, to support the analysis.

Data collection and analysis

The data utilized in the analysis was gathered from the following sources:

Case Study Reports: Final reports presented by the students after carrying out the case study analysis, including problem identification, application of theory, and suggested solutions.

Peer Reviews: Peer feedback in the form of peer

review, addressing the quality of analysis and the feasibility of the solutions suggested.

Instructor Feedback: Feedback from the instructor, evaluating the report quality of each student, correctness of analysis, and applicability of suggested solutions.

Learning Logs: Reflective student written entries at the conclusion of each case study, which assisted in the evaluation of metacognitive ability and personal learning growth. Survey Data: Student survey to determine feedback on their experience with the case study approach, how they view the learning process, and the effectiveness of the case studies.

Result and discussion

1. Results. The findings of the data analysis are provided below, which are main conclusions from an array of data sources, for instance, student performance on case study reports, peer review, instructor feedback, learning logs, and survey data.

A. Student Performance Analysis. Quality of Analysis: The majority of the students (75%) possessed a good understanding of the issues within the case study, demonstrating successful application of tourism concepts throughout their analysis. Only 10% of the students devised bland analyses, lacking both depth and theoretical application.

Solutions Proposed: 60% of the students presented innovative and feasible solutions based on tourism practice. Twenty-five percent of the students presented standard solutions, and 15% gave unrealistic or unfeasible suggestions.

Overall Report Quality: 85% of the reports submitted were well-structured and clear, had logical flow and coherent arguments, but 15% of the reports did have some minor structural problems, reflecting some scope for improvement in organization and clarity.

B. Peer Review Data. Quality of Peer Feedback: 80% of the students had given detailed and constructive feedback in the peer review exercise that helped improve their peers' analyses. The feedback was either unhelpful or judgmentally critical with no specific suggestions for improvement in merely 5% of the instances. Impact on Learning: 70% of the students reported that peer feedback made them look at their own work from a different perspective, which improved their critical thinking and comprehension. 10% of them reported that peer feedback had minimal effect on their learning.

C. Instructor Feedback. Application of Theories: 80% of the students were able to apply sustainable tourism, branding, and crisis management theories in their case studies successfully. However, there were 5% who were unable to apply them as expected, reflecting where the students had to be trained with regards to application of theories.

Solution Feasibility: 65% of the students suggested solutions that were viable and practical within the tourism industry context. 30% of the solutions presented were relevant but did not include details of the practical application, whereas 5% of the solutions were not practical and were opposite to current industry practices.

D. Learning Log Analysis. Self-Reflection Quality: 75% of the students presented reflective and considerate reflections, showing an understanding of their strengths and weaknesses. 5% of the students presented limited reflections with little evidence of engagement in the process of self-reflection.

Application of Knowledge: 85% of the students showed a clear intention to use the knowledge gained from case study analysis in actual tourism contexts, demonstrating good metacognitive skills and greater subject comprehension.

E. Survey Feedback. Engagement with Case Studies: 90% of the students indicated high engagement with the case study approach, finding the process valuable and significant to their learning experience. Just 2% of the students indicated no interest, which suggests that most of the students found the method useful.

Perceived Learning Outcomes: 80% of the students reported that they significantly enhanced their critical thinking and problem-solving abilities through the solution of case studies, while 15% reported moderate learning gain and 5% reported minimal learning gains.

2. Discussion. The findings indicate that the utilization of case studies as a self-study instrument is extremely effective for tourism students at the intermediate level, specifically in enhancing their critical thinking, problem-solving, and application of tourism theory to practice.

Critical Thinking and Analysis: Most of the students exhibited good analytical skills in determining the key issues in the case studies and relevant applications of tourism theory. This is an affirmation that the application of the case study approach effectively stimulates students to think critically since they have to dissect complicated tourism situations and come up with well-supported decisions.

However, 10% of the students exhibited superficial analyses, which could be a result of the inherent challenge of getting students to work on their own on such complex topics without the supervision of instructors. These students may require more scaffolding or guidance on how to proceed with case study analysis.

Practical Application and Solution Quality: The results indicate that 60% of students were capable of coming up with realistic, creative solutions based on existing practices in the tourism sector. This supports the purpose of utilizing case studies to build real-world application of theoretical concepts. Nonetheless, 15% of students came up with unrealistic solutions, reflecting the need for additional enhancement in the ability to comprehend the practical consequences of decisions in the tourism context. This may indicate the necessity for teachers to present more concrete instances of how to translate theory into practice and allow students to model how they would apply the proposed solutions.

Peer Review and Collaborative Learning: Peer review was a worthwhile component of the self-study

approach, with 80% of the students giving constructive feedback. Not only was peer feedback reinforcing the learning of the contributors, but it was also giving them different insights into their own case study work. This aspect of interactivity definitely enriches learning, as students are able to critically evaluate each other's thinking. Yet, 10% of students did not think that peer feedback affected their learning much, possibly because peer feedback was not clear or helpful. It would be great to give students more guidance on giving thorough and actionable feedback so that this aspect of the methodology is optimized.

Self-Reflection and Metacognitive Competencies: The self-reflection exercise, as evident through the learning log analysis, was effective in making the students metacognitively more skilled. The majority of the students (75%) gave reflective insights into their own learning experience, citing areas of improvement and how they would transfer their acquired knowledge. The fact that a high percentage of students took part in self-reflection indicates that students are increasingly becoming self-aware learners. This is in accordance with the research that metacognitive activities facilitate student learning by self-regulation and by more cognitive processing. The 5% of the students who did not take an active part in the reflection process may need more direct teaching on the importance of reflection on their learning. Total Student Engagement and Learning Outcomes The findings from the surveys indicated that 90% of the students were interested in the case study approach, finding it relevant and useful for learning. This high level of interest validates the fact that case studies are an effective teaching tool to facilitate active learning and student participation. Additionally, 80% of the students believed that they had greatly enhanced their problem-solving and critical thinking skills, indicating that case study learning was successful in achieving its learning goals. The other 20% of the students who indicated medium or low learning attainments might need special attention or more complex case studies to enable them to fully evolve their critical thinking skills.

Conclusion. In conclusion, data analysis indicates that the use of case studies as a self-study approach is an effective strategy for enhancing the critical thinking, problem-solving skills, and application of tourism theory among intermediate students. The strategy appears to induce active engagement with complex real-life tourism issues, encouraging cognitive and metacognitive growth. While overall, the case study approach assisted most of the learners, there remain some areas that could be improved upon, particularly in aiding those in difficulty with the level of analysis and the applicability of proposed solutions. Future editions of the methodology may incorporate more structured peer feedback guidance as well as more scaffolding for individuals who need more support with thinking critically and applying theory.

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