

# Case Based English Learning for Enhancing Public Policy Analysis

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## Abstract

This study explores how the integration of Case-Based Learning (CBL) and English for Specific Purposes (ESP) enhances students' analytical, linguistic, and reflective competencies in public policy analysis within the Public Administration Study Program at Cahaya Prima Bone University. Students' poor academic English proficiency in public administration and their incapacity to critically examine policies served as the driving forces behind the study. The objective of this research is to design, implement, and evaluate the effectiveness of a Case-Based English Learning model tailored to public policy analysis. Utilizing a qualitative methodology with a descriptive design, the study involved first-semester Public Administration students at Universitas Cahaya Prima Bone, selected using a purposive sampling technique. Data were gathered through direct observation, in-depth interviews with students and lecturers, and document analysis. Analysis was conducted interactively using data reduction, data presentation, and inductive conclusion drawing. The results show that when Case-Based Learning (CBL) and English for Specific Purposes (ESP) are combined, students' critical thinking, academic literacy, and contextual understanding of public policy are all significantly enhanced, and their interpersonal and collaborative abilities are also fostered. Group case study and classroom discussions were identified as the most successful activities, encouraging participation and peer interaction. However, a number of issues surfaced, such as differences in English language ability and a lack of time for in-depth conversations on difficult subjects. Despite these drawbacks, lecturers and students concurred that the Case-Based Learning approach effectively links linguistic competency and analytical reasoning. In conclusion, Case-Based English Learning is a pedagogical innovation that supports the development of graduates in public administration who are globally competent by linking language learning with professional policy analytic skills. It is advised that future studies apply this paradigm to other non-linguistic fields in order to investigate its wider pedagogical and institutional implications.

**Keywords:** *Case-Based Learning, English for Specific Purposes, Public policy Analysis, Academic Literacy, Public Administration*

## Introduction

In the era of globalization and digital transformation, higher education institutions are required to produce graduates with comprehensive competencies that integrate academic, professional, and cross-cultural communication skills. Within the discipline of public administration, such competencies must include the ability to think critically, perform policy analysis, and communicate effectively in foreign languages, particularly English (Nurmatova, 2025). English functions not only as an international language of communication but also as the primary language of science and global policy making. Consequently, A vast proportion of scholarly publications, policy documents, and empirical research in the field of public administration are written and disseminated in English, thereby fundamentally necessitating

students' advanced ability to comprehend and utilize English proficiently in both academic and policy analysis contexts (Julius et al., 2024; Selezneva, 2023).

Nevertheless, empirical observations consistently indicate that students' inherent ability to conduct robust public policy analysis remains significantly limited, particularly within Indonesian universities, including Universitas Cahaya Prima Bone. Initial findings obtained from English courses conducted within the Public Administration Study Program indicate that a significant portion of students faces considerable difficulty in understanding intricate English policy language and, additionally, do not successfully connect abstract theoretical ideas to concrete, real-world policy examples at the national or local tiers. As a result, English learning tasks in this setting tend to be predominantly theoretical, instructional, and mostly disconnected from actual administrative practices (Papatraianou, 2016).

Although English materials have been tailored to the needs of public administration students, significant challenges persist in successfully aligning learning content with students' disciplinary contexts (Hoffer, 2020). One established pedagogical model shown to significantly enhance analytical, decision-making, and problem-solving skills is the Case-Based Learning (CBL) approach, which immerses students in real policy scenarios that foster critical engagement and contextual understanding (Putu, 2021). Empirical evidence across disciplines has demonstrated the effectiveness of CBL approach. For instance, CBL approach significantly enhances interdisciplinary critical thinking through systematic literature engagement (Silitubun et al., 2025). Combining CBL approach with the Flipped Classroom model improves conceptual understanding, motivation, and active participation among international learners (Yang et al., 2024).

Applying CBL in English for Specific Purposes (ESP) instruction fosters contextual language competence, directly linking language use with practical communication contexts (Ramadhan, 2022). These findings collectively highlight CBL approach potential to bridge cognitive and communicative competencies through authentic, experience-based learning (Fajardo Dack et al., 2020). Despite its proven success in other fields, the practical implementation of CBL within public administration education, particularly in direct connection with English language learning remains significantly underexplored. Most existing studies have examined either the cognitive benefits of CBL in enhancing general critical thinking or its linguistic outcomes in general English contexts (Alisoy, 2025; Villabona et al, 2022).

The critical research gap emerges from the observation that few, if any, studies have fully investigated the genuine integration of English language learning with dedicated policy analysis skills, in a structure where English serves not merely as a passive linguistic medium but actively as an essential analytical tool for understanding and rigorously evaluating complex public policy issues. Thus, there exists a clear and compelling theoretical and practical gap in applying CBL to simultaneously strengthen students' English proficiency while developing their core policy analysis competence in public administration. The State of the Art and novelty of this research lies in the integrative model of Case-Based English Learning for Public Policy Analysis, which combines academic English mastery with public policy analysis skills through contextual case studies.

This approach systematically integrates the principles of active learning, experiential learning, and ESP to simultaneously develop critical thinking, policy literacy, and scientific communication skills (Hasanuddin, 2022; Song et al., 2024). Theoretically, this study develops the application of ESP in public administration through the English for Public Policy Purposes (EPPP) model. Based on the identified gap, this research seeks to answer the following question:

How can the Case-Based Learning (CBL) approach be effectively integrated into English instruction to enhance policy analysis skills among students in the Public Administration Study Program? The objectives of this study are to (1) to design and implement a Case-Based English Learning model tailored to public policy analysis and (2) to evaluate its effectiveness in improving students' analytical, critical, and communicative competencies. Practically, this study introduces a cross-disciplinary learning innovation at Cahaya Prima Bone University, a pioneer in the application of case-based learning in the context of English-language public policy. Novelty, this research not only adds insight into the theory of case-based pedagogy but also provides new contributions to the development of a more flexible, collaborative, and globally focused public administration curriculum.

## Method

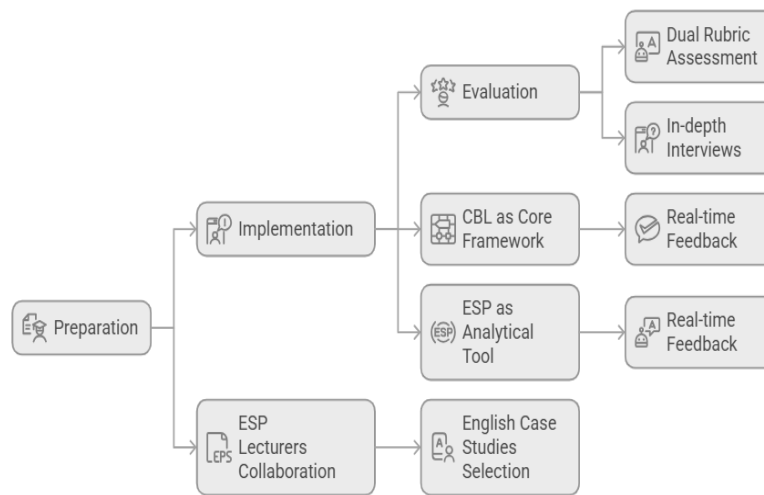
This study uses a qualitative methodology to describe the steps and results of combining case-based learning with enhancing the English proficiency of Cahaya Prima Bone University students enrolled in the Public Administration Study Program. This approach was chosen because it can provide a comprehensive understanding of complex learning phenomena, particularly in the context of the relationship between public policy analysis and students' English academic abilities (Creswell et al, 2018). The research subjects consisted of first semester students taking English courses in the 2025/2026 academic year that consisted of 30 students who served as the primary subjects for observation and document collection throughout the implementation phase. Informants selected using a purposive sampling technique based on considerations of their basic abilities and learning experiences in public policy and English courses.

In addition to students, informants who assisted included English lecturers who participated in material development and mentoring in learning. Data were obtained through three main methods: observation, in-depth interviews, and document collection. Observations were conducted during the learning process to assess student participation, interaction patterns, and their ability to analyze policy cases using English. In-depth interviews were conducted to obtain information on the views, experiences, and challenges faced by students and lecturers in implementing the integrative learning model, while documentation was used to analyze the Semester Learning Plan (RPS), learning materials, and the results of students' policy analysis assignments as supporting data sources. The research instruments included observation sheets for learning activities, semi-structured interview guides, and student assignment assessment sheets.

Data validity was carried out through a process of triangulation of sources and methods by comparing the results of observations, interviews, and learning documents to obtain a comprehensive picture. The collected data were analyzed interactively through three steps: data reduction, data presentation, and inductive conclusion drawing to identify patterns and meanings of the research findings. The research procedure was conducted through three stages: preparation, implementation, and evaluation. The preparation stage included designing the learning and selecting appropriate English language policy case studies; the implementation stage consisted of six meetings focused on discussion, analysis, and presentation; and the evaluation stage measured the progress of students' policy analysis skills and academic English proficiency.

This design is expected to provide empirical understanding of the effectiveness of integrating case-based learning and English instruction in improving the analytical skills and

professionalism of public administration students. The following diagram provides a detailed breakdown of these three stages, specifically highlighting how the integration of the Case-Based Learning (CBL) and English for Specific Purposes (ESP) approaches was implemented and evaluated in this study



**Figure 1.** *Integration of CBL and ESP in Policy Analysis*

Figure 1. Integration of CBL and ESP in Policy Analysis illustrates a structured framework that combines Case-Based Learning (CBL) with English for Specific Purposes (ESP) to support policy analysis learning. The process begins with a preparation stage involving collaboration among ESP lecturers and the selection of relevant English case studies. During the implementation stage, CBL functions as the core pedagogical framework, while ESP is utilized as an analytical tool to strengthen students' language competence in policy contexts. The model emphasizes continuous real-time feedback throughout learning activities to enhance understanding and engagement. Finally, the evaluation stage employs dual rubric assessment and in-depth interviews to comprehensively measure learning outcomes, ensuring both content mastery and language proficiency are systematically assessed.

## Results

Based on the interview results, several findings were identified that provide a detailed illustration of the perspectives, experiences, and evaluations of both students and lecturers regarding the implementation of the Case-Based Learning (CBL) model in contextual English language learning related to public policy. To present the information in a more systematic manner, the interview results are intentionally organized into two main sections. The first section consists of students' opinions and perspectives, which primarily describe their learning experiences through the integration of the Case-Based Learning (CBL) model. The second section presents the viewpoints and reflections of the lecturers, focusing on the level of effectiveness of the learning model, the challenges encountered, and the potential development of the Case-Based Learning (CBL) approach in the future.

### *Students' Responds of Case-Based Learning*

Most students respond positively to the implementation of Case-Based Learning in English classes. This method was considered engaging, challenging, and different from conventional teaching approaches. Students felt that case-based learning increased their motivation and participation because the language materials were connected to real public policy contexts.

**Table 1. Students' Responds of Case-Based Learning**

Subject	Interview results
Mhs 1	"Learning through case studies feels more interesting because we can understand theory through real-life situations"
Mhs 7	"It was quite difficult at first because the texts were in English, but after a few sessions, I got used to it and could follow along".
Mhs 14	"This approach is far more interactive than regular lectures; we became more active in discussions".
Mhs 23	"This method is challenging but helps us understand public policy in a more practical way".

Based on Table 1 regarding students' responses to Case-Based Learning, it can be concluded that students perceived Case-Based Learning (CBL) as an innovative and relevant method. This approach not only made the classroom atmosphere more dynamic but also helped students connect policy theory with administrative practice in a more concrete manner.

### ***The Relationship between the Method and Understanding of Public Policy***

In the second indicator, students acknowledged that Case-Based Learning helped them gain a deeper understanding of public policy, particularly in relation to vocabulary associated with public administration. The use of real and current cases made policy theories easier to apply while simultaneously fostering critical thinking skills in analyzing administrative issues

**Table 2. The Relationship between the Method and Understanding of Public Policy**

Subject	Interview results
Mhs 3	"Real cases make theories easier to understand, especially when discussing matters related to public services in villages"
Mhs 9	"I can connect the policy theories taught by the lecturer with real examples in the field".
Mhs 18	"Through case studies, I realized that public policy is not just theory but must be viewed from its social context".
Mhs 26	"This method helps me think more critically because we have to analyze and propose solutions, although it takes time to adjust to the learning process".

Based on Table 2 above, the findings show that students experienced tangible benefits from this approach in understanding public policy within English language learning. Case analysis enabled them to connect theoretical concepts with social and administrative dynamics, making the learning process more applicable and contextual, although students needed time to adjust to the learning process.

### **Impact on Academic English Proficiency**

Students also reported an improvement in their English proficiency, particularly in reading and writing texts related to public policy. Exposure to English-based case study materials enriched their technical vocabulary and strengthened their academic competencies relevant to the field of public administration.

**Table 3. Impact on Academic English Proficiency**

Subject	Interview results
Mhs 2	"My vocabulary has increased, especially terms related to policy and public administration"
Mhs 10	"My ability to read long texts has improved because I often read policy cases".
Mhs 16	"I feel more confident writing reports in English, although I still need guidance in grammar".
Mhs 27	"Speaking during discussions is still challenging, but my writing skills have improved significantly".

Based on Table 3, students experienced an improvement in their academic literacy skills. However, speaking and grammar remain areas that require further development. This indicates that the integration of Case-Based Learning (CBL) in English language learning within the Public

Administration Study Program gradually fosters students' improvement in reading and writing skills, although oral communication still requires additional reinforcement.

### ***Most Effective Learning Activities***

According to students, group discussions were identified as the most effective learning activity in improving understanding and engagement. These sessions encouraged students to exchange ideas, refine conceptual comprehension, and enhance academic speaking skills.

***Table 4. Impact on Academic English Proficiency***

<b>Subject</b>	<b>Interview results</b>
<b>Mhs 5</b>	"Group discussions are the most helpful because we can share opinions and deepen our understanding"
<b>Mhs 12</b>	"Reading policy cases individually make me better prepared for class discussions".
<b>Mhs 20</b>	"Case presentations train me to speak and use academic terms directly".
<b>Mhs 28</b>	"Writing analytical reports help me develop logical thinking in English".

Most students considered discussion and presentation activities as the most effective ways to enhance social interaction and critical thinking skills, particularly in learning English vocabulary. Thus, collaborative learning has proven to make a positive contribution to learning outcomes.

### ***Challenges in Using English***

Despite the generally favorable outcomes, a number of students continued to encounter both linguistic and technical obstacles. The most commonly reported difficulties involved a lack of proficiency in specialized vocabulary related to public policy, grammatical inaccuracies, and insufficient time to complete their assignments effectively.

***Table 5. Challenges in Using English***

<b>Subject</b>	<b>Interview results</b>
<b>Mhs 4</b>	"My main challenge is the lack of technical vocabulary related to policy"
<b>Mhs 11</b>	"Grammar often confuses me, especially when writing analysis reports".
<b>Mhs 19</b>	"Time for preparing assignments feels limited since I need to understand the case content first before writing".
<b>Mhs 24</b>	"I understand the content of the case, but it is difficult for me to explain it in English"

These challenges indicate that language proficiency is a key factor influencing the effectiveness of case-based learning. Therefore, additional support such as vocabulary development sessions and writing techniques is highly needed to help students better manage academic texts related to public policy.

### ***Students' Suggestions for Improving Learning***

Students offered a range of recommendations to improve the overall effectiveness of the learning process. The majority proposed allocating more time for discussions, increasing the intensity of vocabulary practice, and integrating examples of local policy cases in English to ensure that the learning experience is more aligned with their regional context.

***Table 6. Student's Suggestion for Improving Learning***

<b>Subject</b>	<b>Interview results</b>
<b>Mhs 6</b>	"Discussion sessions should be longer so we can explore the cases more deeply"
<b>Mhs 13</b>	"We need additional exercises to expand our public policy vocabulary".
<b>Mhs 21</b>	"It would be better if the lecturer provided examples of local policies in English".
<b>Mhs 29</b>	"We hope to have peer feedback activities so we can review each other are writing".

Based on table 6 above, these suggestions indicate that students possess a high level of awareness of the importance of more practical and contextually relevant learning. They expect an interactive learning environment that takes into account local realities and the specific demands of their field of study. On the other hand, researchers have also interviewed with two English lecturers in the Public Administration Study Program at Universitas Cahaya Prima Bone. The analysis focuses on three main indicators: model effectiveness, and implementation challenges, namely:

### ***Effectiveness of the Model in Enhancing Analytical and Language Skills***

Both lecturers confirmed that implementing Case-Based Learning effectively improved students' analytical skills and academic English proficiency. Students showed significant progress in reading and interpreting policy texts and in writing analytical reports using appropriate academic language.

***Table 7. Effectiveness of the Model in Enhancing Analytical and Language Skills***

Subject	Interview results
Dsn 1	"I observed a significant improvement in students' writing and comprehension of policy texts. They can now explain policy content using more academic language"
Dsn 2	"The model is effective because it trains students to think analytically and communicate simultaneously. Their ability to understand policy contexts in English has improved remarkably".

Based on table 7 above, overall, Case-Based Learning (CBL) has proven effective in bridging linguistic competence and analytical thinking skills. This model helps students develop academic literacy, critical reflection, and argumentative abilities when analyzing public policy in English, while also gradually increasing their learning motivation.

### ***Challenges during Implementation***

Despite its effectiveness, both lecturers identified several challenges in applying Case-Based Learning (CBL). The main issues included differences in students' English proficiency levels and limited class time, which restricted in-depth exploration of case studies.

***Table 8. Challenges during Implementation***

Subject	Interview results
Dsn 1	"The biggest challenge is the variation in students' English abilities. Some grasp concepts quickly, while others still struggle to read long texts".
Dsn 2	"Limited class time is the main obstacle. Discussions often have to stop even when students want to continue".

Based on table 8, these findings highlight that linguistic diversity among students significantly affects the learning pace and depth of case discussions. Time constraints also hindered comprehensive engagement with the materials. The lecturers suggested supplementary workshops or tutorial sessions to provide additional support for students with lower proficiency levels. To offer a deeper understanding of the research results, the interview data were analyzed in conjunction with observational notes and relevant documents using a triangulation method. The triangulation was performed in order to strengthen the unity, veracity, and consistency of data from various sources so that the analysis about the effectiveness use of Case-Based Learning (CBL) model can be more developed in English for Specific Purposes (ESP) context, English for Public Administration Study Program. Table below offers an integrated summary of triangulated results, which include data from interviews, observations and documents. This integration has provided a cleaner, more consistent and methodologically

rigorous account of the implementation of CBL, ESP and its impact on promoting students' analytical abilities and progress toward academic English.

**Table 9. Triangulation of Research Findings (CBL and ESP Integration)**

Focus of Findings	Interviews (Students & Lecturers)	Observations	Documents (RPS, Materials, Assignments)	Triangulated Findings
<b>Students' Responses to CBL</b>	Students stated that CBL is engaging, challenging, more interactive, and helps them understand public policy through real cases.	Students were actively engaged in discussions and case analysis; the classroom atmosphere was lively.	The syllabus (RPS) lists case discussions as the primary strategy; materials are case-based.	Consistent: CBL improves motivation, participation, and student engagement.
<b>Understanding Public Policy through CBL</b>	Students could connect policy theories with real-life cases, think critically, and understand policy within social context.	Students demonstrated the ability to explain theories using case examples and conduct analysis.	Case materials were relevant to public service and administrative issues.	Aligned: CBL strengthens the application of policy theories in real contexts.
<b>Strengthening Academic English (ESP)</b>	Students reported improved vocabulary, reading, and writing; speaking remains challenging.	Students could read long policy texts, summarize cases, and perform basic presentations; some struggled with grammar.	Written assignments show improved structure and use of administrative terminology.	Consistent: CBL–ESP enhances academic reading and writing; speaking needs reinforcement.
<b>Most Effective Learning Activities</b>	Group discussions, case presentations, and analytical writing were perceived as most effective.	Discussions were dynamic; presentations showed increased analytical ability.	Evaluation guidelines emphasize analytical reports and case discussions as key outputs.	Aligned: Discussions and presentations are the most effective activities.
<b>Challenges in Using English</b>	Students struggled with technical vocabulary, grammar, limited task time, and explaining ideas in English.	Some students lagged behind when reading long texts; others struggled during presentations.	Assessment results show variations in proficiency and issues with coherence and grammar.	Consistent: Main barriers include proficiency gaps, grammar issues, and limited time.
<b>Suggestions for Improving Learning</b>	Students suggested longer discussion time, more vocabulary practice, inclusion of local policy cases in English, and peer review.	Discussions were often cut short due to time; vocabulary support frequently requested.	Syllabus allows modification of cases but includes limited local case examples in English.	Aligned: Improvements needed in vocabulary, discussion time, and use of local cases.
<b>Model Effectiveness According to Lecturers</b>	Lecturers reported improvements in students' analytical skills and academic English, especially reading and writing.	Lecturers facilitated deeper discussions; students showed progress in analyzing policy texts.	Learning outcomes target analytical skills and academic writing.	Consistent: CBL effectively integrates policy analysis and ESP learning.
<b>Challenges During Implementation (Lecturers)</b>	Variation in students' English proficiency and limited class time were the main challenges.	Time constraints restricted full exploration of cases.	Teaching schedule and course duration limit in-depth analysis.	Aligned: Main challenges include proficiency differences and time limitations.



Table 9 demonstrates strong consistency and alignment across interviews, classroom observations, and document analysis, indicating that the integration of Case-Based Learning (CBL) and English for Specific Purposes (ESP) is effective in enhancing students' engagement, policy understanding, and academic English skills. The triangulated findings confirm that CBL supports active participation and critical thinking by enabling students to connect policy theories with real-world cases, while ESP strengthens academic reading and writing competencies, particularly in administrative and public policy contexts. However, challenges remain, especially related to students' varying English proficiency, grammatical accuracy, speaking confidence, and limited instructional time. Both students and lecturers emphasize the need for extended discussion time, targeted vocabulary support, and the inclusion of local policy cases in English. These findings suggest that while the CBL-ESP model is pedagogically effective, further refinement is required to optimize speaking skills development and address time and proficiency constraints.

## Discussion

Based on the findings presented, the implementation of the Case-Based Learning (CBL) model in English language instruction within the Public Administration Study Program has shown a significant impact on improving students' analytical abilities and mastery of academic language. The results indicate that a CBL approach successfully bridges theory and practice through learning activities oriented toward solving real world problems in the field of public administration. Students are not only trained to comprehend policy related texts in English but are also guided to interpret meanings, identify key issues, and formulate logical, data driven arguments in their academic writing (Sudarso et al., 2024). At the same time, this model is confirmed to work in terms of enhancing students' skills in reading public policy documents and analyzing them (Hwang et al., 2023).

They become more confident to use academic language in spoken and written responses when they are actively involved in discussing the case (Strangeways et al., 2016). This corresponds to the opinion of, who argue that problem-based contextual learning can support critical thinking abilities through reflection and social interaction (Aromatica et al., 2022). Thus, CBL approach serves as a vehicle for language learning and at the same time it fosters academic literacy and critical reading pertinent to Public Administration. However, this study also identified a number of difficulties with using the CBL model. The disparity in students' English proficiency some finding it difficult to understand challenging academic text was a major problem (Mustafa et al., 2025).

This disparity restricted the breadth of case analysis and disrupted the conversations' natural flow. Additionally, the short class period prevented a comprehensive analysis of every facet of each case (Al-Asmahi et al, 2022). These situations show that in order to improve the comprehension of students who are still at a foundational level, supportive techniques like extra tutorial sessions or rigorous training are necessary. These limitations actually underscore the critical importance of flexibility in designing case-based learning. According to, effective learning requires adaptation to the context, students' characteristics, and the availability of time and resources (Ain et al, 2025).

Therefore, the implementation of CBL model in ESP should be supported through collaborative methods across related courses, enabling students to understand interdisciplinary connections and gain a more comprehensive perspective on public policy issues. Furthermore, the lecturers highlighted the significance of including local policy cases in English instruction,

particularly within English courses in non-language programs. By grounding the learning materials in the social and administrative contexts of the students' own environment, this approach is considered effective in enhancing contextual relevance and fostering active student engagement (Abdullah, 2023). This perspective aligns with the principles of Contextual Teaching and Learning, which stress the importance of linking academic content to real life situations to facilitate deeper understanding and internalization of the material by students.

Incorporating CBL into English language instruction at the highest level of non-English study programs serves as a tool to enhance students' linguistic proficiency as well as a means of fostering analytical thinking and professionalism in public service (Yufrizal, 2021). For the CBL approach to be successful there must be institutional cooperation, interdisciplinary collaboration, and innovation in the development of teaching materials and evaluation techniques. If applied in a practical manner, the CBL approach has the potential to become a teaching model that emphasizes practical application that can enhance students' critical thinking skills, effectively communicate in academic contexts, and better understand the complexity of public policy.

## **Conclusion**

This research demonstrates that specific methods of case-based learning (CBL) serve as a viable pedagogical link between the learning of language and non-language-related academic content in public management. Through the use of regionally pertinent contexts that illustrate societal and executive practices, students come to read policy materials within a contextualized syntax. The results display significant large effect sizes of gains in critical, argumentative, and reflective thinking as well as improved academic literacy skill, especially regarding reading, writing, policy text comprehension. Moreover, students acquired a deeper analytical understanding of major public policy problems needed by future practitioners in the field of public administration operating within an international context. Although these are positive results, some limitations need to be recognized. Variations in proficiency predisposed students to unequal pattern of participation and intensity of dialogue across groups, a phenomenon that was compounded by the constrained time for classroom interaction within which more comprehensive dissecting of the complex public issues could be revisited. Second, since the study was only conducted in one study programme the results cannot be generalized. However, the research offers important empirical and theoretical contributions to practice in integrative English as a second language (ESL) instruction for non-language disciplines. In theory, it adds to the construct of Content and Language Integrated Learning (CLIL) a more applied, case-based node in this type of learning. Pedagogically, the study provides a model for teachers and materials developers when they want to incorporate context-specific discipline based pedagogical innovations into academic English teaching.

Future research is recommended to use CBL in varied institutional and disciplinary settings, share the approach through comparative university studies, and undertake longitudinal research into students' longer-term development for analytical skills academic literacy and professional communication. Additionally the use of digital learning technologies should be more tightly integrated and collaboration between educators and practitioners in the field facilitated in order to increase effectiveness.

## **Acknowledgment**

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