




Implementing Case-Based Learning in English Language Teaching: An Exploratory Action Research in an ESP Context

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Abstract. Case-based learning, as an instructional method, encourages the development of critical thinking skills, problem-solving abilities, the application of theory in English for Specific Purposes learning, and the simulation of problem-solving in professional contexts. This study aims to implement and evaluate the application of case-based learning in the English 2 course at Politeknik Negeri Banjarmasin to improve the quality of learning in line with students' needs. The research team employed a qualitative approach using exploratory action research, which involves the stages of exploration, action, and sharing, focusing on exploring problems, challenges, and potential learning strategies before moving to the systematic implementation phase. The research subjects consist of 78 students from three study programs (Geomatics and Surveying Engineering Technology, Accounting Information Systems, and Accounting). Data was collected using prepared instruments through observation for eight meetings, questionnaire responses, and reflective journals. The data analysis used in this study includes reflective analysis, identification of themes or patterns, utilization of data as a baseline, validation of findings through triangulation, and contextual and narrative interpretation. The findings demonstrate that the case-solving group activity effectively engaged students, enhanced collaboration, and encouraged peer learning. 96.2% of the students stated that they were able to follow the instruction, with 43.6% feeling very satisfied and 55.1% satisfied with the results. However, there were still many students who faced minimal difficulties in reading and writing tasks, while speaking and presentation skills require further reinforcement. The implementation of case-solving group tasks in English 2 is proved to support collaborative learning and task-based language teaching principles, fostering students' engagement, critical thinking, and reflective skills. However, challenges in oral presentation and unequal participation highlight the need for structured speaking practice, vocabulary support, and clearer role assignment in future implementation.

Keywords: Mobile Learning Application, Vocational Students, English Proficiency.

1 Introduction

English is a language that is extensively used in various contexts. In vocational higher education, English taught is not only general English but is also directed toward the use of English for Specific Purposes (ESP). ESP teaching and learning materials are adjusted to students' needs and their career prospects. It can accommodate a student-centered English learning especially in ESP approach that aligns the learning context with their needs in the professional world [1], [2].

In addition to students' needs for ESP, several challenges arise in its implementation. ESP materials contain many technical terms and discipline-specific contexts that rarely appear in the everyday English students have previously learned. Thus, students often face difficulties in understanding vocabulary, analyzing texts, interpreting information, and applying language knowledge to professional contexts. These limitations indicate gaps in both linguistic competence and critical thinking skills, which are prominent for effective learning in ESP-oriented courses. Therefore, learning methods that are tailored to students' needs and are able to bridge the gap between learning materials, language proficiency, and higher-order thinking skills play a very important role in ESP instruction [3].

Case-Based Learning (CBL) is one of the learning methods that aims to improve students' ability to think critically and problem-solve [4], [5], [6], [7], [8]. Particularly in the era of curriculum 5.0, critical thinking skills are essential to cope with the speed of incoming information [9], [10], [11], [12]. Case-based learning provides space for students to process information deeply because it is directly related to their daily lives, experiences, and problems they face, especially those relevant to their field of study. This method also helps students feel more familiar with topics and specific situations related to their discipline [13]. Furthermore, case-based learning fosters the development of critical thinking skills, problem-solving, application of theory in ESP learning, and simulation of problem-solving in professional contexts [3], [14], [15], [16], [17], [18].

However, in the Indonesian context, the implementation of this method faces its own challenges. Several previous studies highlighted the use of CBL and its relation to students' critical thinking skills, which are closely linked to decision-making processes. In fact, Indonesia's Program for International Student Assessment (PISA) scores, particularly in critical thinking, relatively low. This condition presents a significant challenge for the implementation of Case-Based Learning (CBL), as the approach requires students to actively analyze problems, apply reasoning, and propose solutions. PISA results highlight the need to improve students' skills so that they can compete in this century, where critical thinking skill highly important (Hamdani et al., 2022, Sutoyo et al., 2023). The lack of critical thinking skills reduces students' ability to analyze complex problems, engage in logical reasoning, and solve problems effectively. As a result, students often struggle to connect learning content with its application in real-life contexts, which may hinder academic development and professional readiness after graduation [21], [22].

In response to these challenges, this study employs Exploratory Action Research (EAR) in the implementation of CBL in the English 2 course at Politeknik Negeri Banjarmasin. EAR is conducted through exploratory observation activities to meet students' needs and produce reflective learning. This method was chosen so that the research outcomes not only benefit students but can also serve as a sustainable reference that lecturers can study and apply. Through EAR, researchers can identify problems, explore solutions, implement actions, and continuously reflect on the results [23], [24]. Thus, the findings can be utilized according to students' needs and support the development of relevant teaching methods. In EAR, lecturers can observe problems that arise in class and design learning methods based on these observations. It is expected that the applied learning method can truly provide solutions to students' problems in learning English [25].

This research aims to explore how Case-Based Learning (CBL) is implemented by lecturers in the English 2 course and how students respond to its application. The study examines the use of CBL in fostering students' engagement and critical thinking skills within an ESP context. By applying relevant theories of CBL and critical thinking in classroom practice, this research provides insight into the instructional process and students' learning experiences in CBL-based English instruction. The research problems in this study are as follows:

1. How do the lecturers implement the Case-Based Learning (CBL) approach in their classroom?
2. What challenges and strategies arise during the implementation of CBL in the context of ESP learning?
3. How do the students respond to and perceive case-based learning?
4. What are the impacts of CBL implementation on students' engagement and critical thinking skills in ESP learning?

2 Method

This study employed a qualitative approach with the type of exploratory action research. This approach was chosen because the study aims to explore and improve English language teaching practices through the reflective and participatory implementation of the Case-Based Learning (CBL) model. Exploratory action research enables the research team to gain an in-depth understanding of the classroom context, identify learning problems, and design as well as evaluate actions to enhance the quality of learning [26], as illustrated in Figure 1.

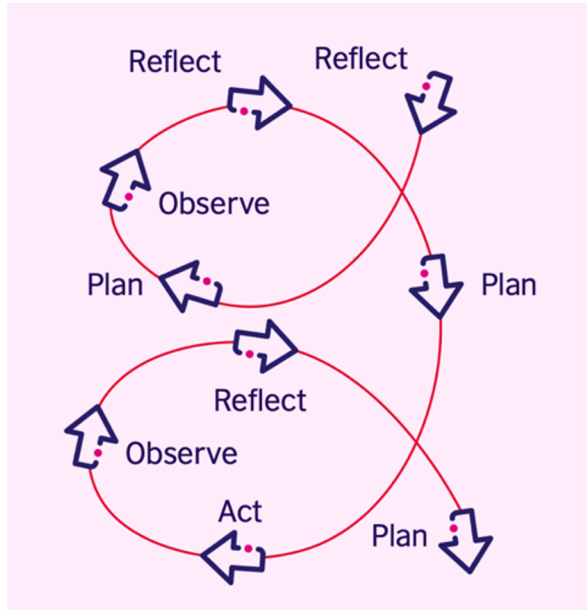


Fig. 1. Exploratory Action Research

2.1 Research Setting and Subjects

This study was conducted in the D4 Geomatics Engineering and Surveying Study Program, the D3 Accounting Information System Study Program, and the D3 Accounting Study Program at Politeknik Negeri Banjarmasin in 2025. The research subjects were the second-semester students enrolled in the English 2 course, as well as the lecturer of the course. The total number of participants in this study was 78 students.

2.2 Role of the Research Team

The research team acted as facilitators, observers, and collaborators in the learning process. They were directly involved in the planning, implementation, observation, and reflection stages of learning activities using the case-based learning approach. The researchers' active role from February to June 2025 included documenting the learning process through field notes and reflective journals during classroom implementation, conducting semi-structured interviews with students and the lecturer after the learning sessions, and analyzing the collected data.

2.3 Research Procedure

The research procedure was adapted from Le & Bui (2025); Smith & Rebolledo (2021) and is presented in Table 1.

Table 1. Research Procedure of this Exploratory Action Research

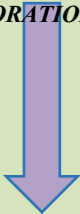


Exploratory Action Research Phases and Steps		Activity	Week	Class-room		
	<i>EXPLORATION</i>	Plan to explore	Topic identification	1		
			Defining exploratory research questions	2		
			Data collection tool design	3-5		
	Explore	Data collection tool application	6-7			
	Analyze and reflect	Analysis of data	8-9			
	<i>ACTION</i>	Plan (to change)	Action plan design	10-11		
		Act	Implementation of action plan	Evaluation of action plan	12-14	Meetings 1-3
		Observe			15-16	Meeting 4-5
		Reflect	Analysis and conclusions		17-18	Meeting 6
	<i>SHARING</i>		Report writing	19-20	Meeting 7	
			Delivering a presentation (students)	21	Meeting 8	
			Seminar and publication (lecturer and research team)			

Table 1 presents the timeline of the research. During the exploration phase (Weeks 1 – 7), preliminary classroom observations and informal discussions with the lecturer were conducted to identify learning problems and formulate exploratory research questions. Data collection instruments, including observation sheets, interview guides, and student questionnaires, were designed in Weeks 3–5 and applied in Weeks 6–7. Classroom observations were conducted during regular teaching sessions, followed by semi-structured interviews with the lecturer and selected students after the lessons. Questionnaires were distributed to students after the observed sessions.

In Weeks 8–9, data from classroom observations, interviews, and questionnaires were analyzed to identify key challenges related to students’ critical thinking skills and the implementation of Case-Based Learning (CBL). During the action phase (Weeks 10–16), an action plan was designed based on the analysis results. Prior to implementation, the lecturer participated in a briefing and collaborative discussion on CBL principles and procedures (Weeks 10–11). The action plan was implemented in Weeks 12–14, with reflective meetings (Meetings 1–3) conducted to evaluate the process. Observations and reflective discussions continued in Weeks 15–16 (Meetings 4–5). The reflection and sharing phases (Weeks 17–21) involved final data analysis, report writing, student presentations, and dissemination of findings through meetings and seminars.

2.4 Data Collection Techniques

The data in this study were collected using the following techniques as given in Table 2.

Table 2. Types of Data Collected

Type of Data	Instrument	Main Source	Description
Observation	Classroom observation sheet	Lecturer and student behavior	Classroom notes, participation, engagement
Interview Conducted twice (once to explore initial perceptions and expectations and once to reflect on the learning processes and outcomes)	Guided semi-structured interview	Interview the lecturers and students. The field assistant was the research team member who supported the classroom observation and documentation.	Perceptions of the new method, challenges, ideas
Documentation	Documents and field notes	Semester Lesson Plans (RPS), handouts, Assignments' portfolio	Learning materials, worksheets, reflection notes
Questionnaire	Questionnaire	Students	Responses to the implementation of case-based learning
Reflective Journal	Reflection Journal	Lecturer	Experience notes, evaluation

2.5 Data Analysis Techniques

The data analysis in this study included the following steps:

1. **Reflective Analysis:** analyzing data based on in-depth reflections on the classroom context. Reflective analysis helps lecturers understand the actual classroom situation before designing interventions. The lecturers reflected the classroom conditions by responding to guiding questions related to student motivation and engagement. This reflection includes questions such as: What do students say about their motivation? When do they appear engaged or disengaged? These reflections were analyzed to inform the design of subsequent instructional interventions.
2. **Identification of Themes or Patterns:** organizing the results of exploration (e.g., student interviews and observations) to identify emerging themes.
3. **Use of Data as a Baseline:** the initial exploratory data serves as a baseline or initial condition to be compared with the condition after actions are taken. This reflects an informal yet systematic comparative analysis process.

- 4. Triangulated Validation of Findings:** the EAR approach encourages the use of multiple data sources (lecturer reflections, student interview responses, and observations) to gain a holistic understanding of the situation, reflecting the principle of triangulation in qualitative research.

2.6 Baseline Classroom Exploration

First, the research team observed the classroom to examine student interaction and how the lecturer managed the learning process. The results showed interactions between lecturer and students and students and lecturer, as well as peer-to-peer interactions. Second, semi-structured interviews were conducted with the lecturer and several students to understand their perceptions of ESP learning, as well as their challenges and needs. Given the characteristics of vocational higher education students, a greater proportion of lecturing influences their attention span during lessons. Students were more enthusiastic when engaged in interactive activities. Thus, lecturers could design the timing and delivery of materials, as well as provide additional practice and assignments that enhance students' language skills—both oral and written—individually, in pairs, or in groups. Finally, the research team analyzed lesson plans, worksheets, handouts, and student assignment portfolios to assess the extent to which the materials supported the achievement of learning objectives. The graduate learning outcomes, course learning outcomes, learning content, teaching media, and assessments were deemed appropriate and evaluated periodically each semester. However, a gap remained in linking the learning content to its real-life application and in designing coherence between one topic and another. In other words, exercises and tasks parallel to case-based learning could be implemented to foster critical thinking, analysis of complex problems, reasoning, and effective problem-solving (Dewi & Rahayu, 2023). Suitable topics for case-based learning implementation included comprehending ESP texts, writing summaries and simple reports, and delivering presentations.

2.7 Implementation of CBL Learning Activities

The English class aims to develop students' communication skills in both oral and written forms on topics relevant to the study programs in which the class is taught. In general, the topics covered in the English 2 course are those commonly encountered by students or in daily situations, allowing them to connect the materials with real-life experiences, such as comprehending ESP texts, writing summaries and simple reports, delivering presentations, asking for and giving opinions, clarification, and agreement, as well as applying for a job.

2.8 The first learning material: Comprehending ESP texts

This topic was covered in two sessions. The lecturer introduced sample texts relevant to students' study programs and facilitated brainstorming activities on current issues. Brainstorming was used because it has a positive impact on promoting students' critical

thinking skills [28], For Accounting and Accounting Information Systems: issues included keeping up with new technology and tools, accounting automation and artificial intelligence, cybersecurity, tax law changes, hiring and retaining talent, the future of accounting, etc.

Sample Text: The future of accounting <https://www.english4accounting.com/module/core/unit/15/reading>.

Other than that, each student searches and reads several articles from credible sources. Then, they decide on one important and interesting issue for them. The students work in groups consisting of 4-5 members and explain the issue found. After those following steps, the students agreed and discussed the issue.

Moreover, current issues in the other study program, like Geomatics and Surveying Engineering Technology, include modernization of equipment, data quality and standards, AI integration, etc. In the mining engineering study program, current issues that were identified by the students include illegal mining, environmental damage and pollution caused by large-scale mining operations, health and safety issues in the mining field, social conflict in mining sites, etc. Current issues are varied and encourage students to think critically, analyze, and synthesize information [29], [30], [31], [32], [33]. Group discussions enhanced interaction, independence, confidence, teamwork, and respect for differing opinions [34], [35], [36], [37].

2.9 The second learning material: Summary Writing

In the third session, the lecturer provided material on effective summarizing techniques, including identifying main ideas and writing concise but informative summaries. Students practiced summarizing relevant references they had read. This topic was closely linked to the previous one (Reading ESP Texts) within a case-based learning framework.

Example summary (Accounting class):

Accounting has continually evolved alongside business needs, and as we move into the future, several key trends are expected to reshape the profession. Web-based technology will become more advanced, integrating with government tax systems and automating compliance work, potentially reducing time spent on such tasks by up to 40%. Compliance processes will become simpler and increasingly paperless, while the industry may see a decline in the number of small firms as they merge into larger ones capable of offering broader services. These larger firms are predicted to expand their offerings beyond traditional accounting into areas like business growth, succession planning, and strategic planning, effectively becoming business success centers. This transformation will create a more client-focused experience, with relationship managers providing integrated solutions, signaling an exciting and more holistic future for accounting.

2.10 The third learning material: *Writing a simple report*

In the fourth session, students learned how to write a simple report. They completed a case study worksheet that was already prepared (Figure 3).

Case Study Worksheet	
Accounting 2A Group 5	
Members:	
<ol style="list-style-type: none"> 1. Alvina Nur Syahrina 2. Halwa Naila Shabrina 3. Sasi Rasyida 4. Mikha Jessica Tamauli M 5. Rismawati 	
<p>Situation: Indonesia has a very low number of public accountants and public accounting firms. This case investigates the difficulties of public accounting firms in Indonesia to recruit accounting staff. Although the number of accounting graduates continues to increase, many of them do not have the skills that match the needs of the industry.</p>	
<p>Main Issue: The Supply Shortage of Skilled -Accounting Graduates in Indonesia: The Public Accounting Firms Perspective</p>	
<p>Solutions:</p> <ol style="list-style-type: none"> 1. Improve the skills of accounting graduates by providing training in accounting and the use of technology. 2. Accounting graduates can learn more about soft skills and hard skills and develop service skills. 3. Encourage accounting students to take part in internships at accounting firms or 	
<ul style="list-style-type: none"> - Financial Burden on Firms and Institutions, Training accounting graduates to match industry standards can be expensive for both educational institutions and public accounting firms. This could lead to additional costs for companies that might not have sufficient resources to invest in training programs. - Inequitable Access to Training, Smaller firms or startups may struggle to provide adequate training opportunities, leading to inequality in the skill development of the workforce. Larger firms could have a competitive advantage due to their greater resources. - Rapid Technological Change, As technology in accounting evolves rapidly, training programs may become outdated quickly, requiring frequent updates and investments to keep up with the latest tools and techniques. - Underqualification in Key Areas, Despite extensive training, some graduates may still lack specific practical skills, such as critical thinking or hands-on experience with complex financial scenarios, which are crucial in accounting roles. - Saturation of the Job Market, As more accounting graduates enter the workforce with enhanced skills, there may be an oversupply of trained professionals. This could lead to increased competition for limited job opportunities, especially in smaller firms or regions where accounting firms are scarce. 	
<p>References:</p> <ol style="list-style-type: none"> 1. https://kneopen.com/kne-social/article/view/1896/ 2. https://scholarhub.ui.ac.id/iaki/vol17/iss1/3/ 3. https://feb.ugm.ac.id/en/news/4846-number-of-accountants-in-indonesia-remains-low 4. https://ejournal.upi.edu/index.php/aset/article/download/26202/13627 5. https://www.accountancyage.com/2025/02/12/how-we-can-solve-the-skills-shortage-in-finance/ 	

Fig. 2. Sample of Case-Study Worksheet

Students learned how to write a simple report that consists of the background of the chosen issue, a summary of the findings of several articles, and a brief group analysis of the issue's relevance to the future of their discipline.



Fig. 4. Exploration Phase

Baseline data from classroom observations, interviews, and document analysis revealed that the English 2 course addressed communicative skills relevant to students' study programs, including reading ESP texts, writing summaries and reports, and delivering presentations. Observation and interview findings indicated that students showed greater attention and enthusiasm during interactive activities compared to lecture-based sessions. However, document analysis revealed a gap between learning content and its application to real-life professional contexts. Tasks and exercises were often topic-based rather than problem-oriented, limiting opportunities for students to engage in critical thinking, problem analysis, and decision-making. These findings suggest the need for instructional approaches, such as Case-Based Learning, that explicitly link learning materials to real-world issues and professional contexts.

3.2 Action Phase

This phase was the stage of implementing the learning intervention using the Case-Based Learning (CBL) approach, which addressed the first research question: How is CBL implemented in ESP learning in the classroom? The English 2 course ran for 16 sessions, with the first 7 sessions dedicated to the implementation of CBL. The implementation in the English 2 course resulted in increased student engagement during reading, writing, and speaking activities. Student actively identified real-world issues related to their study programs and demonstrated the ability to analyze problems, synthesize information from multiple sources, and present group-based solutions. Across all of these study programs, the students selected issues that were related to their field. These case topics encouraged critical discussions and collaborative problem-solving,

consistent with previous studies emphasizing the role of authentic cases in fostering higher-order thinking skills.

After the case-study approach implementation, the lecturer distributed a questionnaire (via Google Forms) to gather students' responses with the results shown in Table 3.

Table 3. Questionnaire Results - Solving a Case: English 2 (N = 78)

No.	Questions	Yes	No	Description
1.	Were you able to follow the lecturer's instructions in each topic of the English 2 course?	96.2%	3.8%	
2.	Did you experience difficulties in the topic/material Reading ESP (English for Specific Purposes) Texts (e.g., identifying issues, discussing solutions, etc.)? If yes, please explain.	88.6%	11.4%	Difficulties in understanding the meaning of the text, identifying issues and solutions, and limited vocabulary.
3.	Did you experience difficulties in the topic/material Writing a Summary/Summarizing the Text? If yes, please explain.	93.7%	6.3%	Yes, the difficulty was in arranging words to summarize the text and in understanding the explanation because the lecturer used English while my English proficiency is still limited.
4.	Did you experience difficulties in the topic/material Writing a Simple Report? If yes, please describe.	97.48%	2.52%	My English vocabulary is still limited, making it rather difficult to write a simple report.
5.	Did you experience difficulties in the topic/material Delivering a Presentation? If yes, please describe.	84.88%	15.12%	I may lack fluency in pronouncing English sentences and felt too nervous. Yes, my difficulty was vocabulary mastery when expressing ideas orally in front of an audience. Yes, I was nervous speaking in front of many people. Another difficulty was creating appropriate openings and closings according to the criteria.
6.	Was there any group member who did not contribute in completing the group assignment for solving the chosen case in this English 2 course?	92.44%	7.56%	Thankfully, everyone worked according to their respective tasks. None; we managed by asking questions to group members if something was unclear. None, but some delayed

No.	Questions	Yes	No	Description
				their own tasks and sometimes asked others for answers. A few only contributed by sharing material from the web and did not engage further.
7.	During the presentation, did you enjoy assessing your peers?	80%	20%	
8.	Did you enjoy being assessed by your peers in this presentation?	80%	20%	
9.	How did you feel after completing the group assignment of solving a case/issue in this English 2 course?	Very satisfied 55.1%	Satisfied 43.6%	Not satisfied 1.3%
10.	What is your opinion about the group assignment of solving a case/issue in this English 2 course?	Very good 43.6%	Good 56.4%	

Question number 11 is a follow-up question from question number 10, 11. "Why?" Most students considered the case-solving group assignment useful because it could train critical thinking, teamwork, and communication. Students also felt this assignment helped them solve real problems and divide tasks fairly and discuss, as well as improve skills such as time management, reading English texts, and decision-making. This is in line with the findings of several previous studies, which explained that the use of case studies provides the experience of learning English with a different approach by combining learning activities that train communication, language, analytical, and interpersonal skills [33]. Some students mentioned that this assignment increased knowledge, improved English skills, and made the class more active and enjoyable.

The last question is, "What obstacles did you face in completing each task?" The most frequently mentioned obstacles by students were time limitations (deadlines close to other courses) and lack of understanding of English (difficult vocabulary, having to translate, or not yet being accustomed to reading and writing in English). In addition, there were also students who experienced obstacles of motivation or laziness so that they did the assignment close to the deadline. A small number of students mentioned technical obstacles such as internet connection, group coordination, or difficulty developing ideas. However, quite a number of students stated that they did not experience any obstacles at all.

Questionnaire results (Table 3) indicate that most students were able to follow instructional guidance during the implementation of CBL (96.2%). Despite this, students reported difficulties in Reading ESP Texts, Writing Summaries, and Writing Simple Reports, primarily due to limited vocabulary and challenges in sentence construction. Presentation activities posed challenges for many students (84.88%), particularly in

terms of nervousness and oral expression. However, peer collaboration was largely positive, with most students reporting active group participation. Overall satisfaction with the case-solving tasks was high, suggesting that CBL contributed positively to student engagement, teamwork, and perceived learning outcomes.

Overall, 55.1% of students felt very satisfied and 43.6% felt satisfied with the case-solving group assignment because it trained critical thinking, teamwork, communication, time management, and decision-making skills. The obstacles faced were mainly related to limited time, difficulties in English, motivation, and technical obstacles such as internet connection. However, quite a number of students stated that they did not experience obstacles, so it can be concluded that the case-based learning model is effective in improving student engagement, participation, and learning outcomes.

In the last two phases, the reflection phase is the stage where the lecturer, students, and research team work on reflecting on the processes that have been done. The students were asked to reflect on what they learned, the challenges, and how their skills developed. The lecturer reflected on their teaching strategies, classroom management, and the effectiveness of materials. The research team analyzed both qualitative and quantitative data to see whether the objectives were achieved. In this stage, it aims to identify strengths, weaknesses, and lessons learned from the implementation. It aligns with the principle of action research, where reflection guides improvements for future cycles. The reflection phase is not solely back, but critically analyzing experiences to guide improvement in subsequent cycles. The reflection highlighted how lecturers and students learn from their experience through systematic reflection. Reflection, in educational practice, has been proven to enhance students' metacognitive awareness and ability to self-regulate [39]. Reflection in English language teaching allows students to evaluate the strengths and weaknesses in vocabulary, writing, and oral communication [40]. The reflection data indicated that students became more aware of their strengths and weaknesses in vocabulary use, writing, and oral communication. Lecturers reported increased awareness of the need to align materials with real-world contexts and student proficiency levels. These reflections suggest that CBL encouraged both students and lecturers to engage in evaluative thinking about learning processes and instructional effectiveness.

The sharing phase is the last phase in the exploratory action research, and this stage is the dissemination of the findings to a wider audience. The students shared their learning experiences and outputs (presentations, reports, and reflections) with peers. The research team shares findings with colleagues in academic forums and publications (seminars and proceedings). This feedback is used to refine future teaching practice. The sharing phase aims to promote collaborative learning, knowledge exchange, and wider application of lessons learned beyond a single classroom. This phase resonates with the principles of collaborative learning [11], [41], where students benefit from peer exchange and constructive feedback [42], [43]. In case-based study, studies show that sharing findings helps students obtain confidence and strengthens communication and teamwork skills [44], [45], [46]. In higher education research, both dissemination and sharing are part of knowledge transfer to ensure that lessons learned are not limited to one single group but spread across communities of practice. The sharing of learning outputs and findings contributed to increased student confidence and communication

skills. Dissemination activities also supported professional dialogue among lecturers, enabling reflection on instructional practices and potential adaptations of CBL in similar ESP contexts.

4 Conclusion and Recommendations

The implementation of case-based learning as an instructional method encourages the development of critical thinking skills, problem-solving abilities, the application of theory in ESP learning, and the simulation of problem-solving in professional contexts. The results of this study showed the interactions between lecturer and students and students and lecturer, as well as peer-to-peer interactions. Students were more enthusiastic when engaged in interactive activities. Thus, lecturers could design the timing and delivery of materials, as well as provide additional practice and assignments that enhance students' language skills—both oral and written—individually, in pairs, or in groups. The findings demonstrate that the case-solving group activity effectively engaged students, enhanced collaboration, and encouraged peer learning. 96.2% of the students stated that they are able to follow the instruction, with 43.6% feeling very satisfied and 55.1% satisfied with the results. However, there are still many students who faced minimal difficulties in reading and writing tasks; speaking and presentation skills require further reinforcement. The implementation of case-solving group tasks in English 2 is proved to support collaborative learning and task-based language teaching principles, fostering students' engagement, critical thinking, and reflective skills. However, challenges in oral presentation and unequal participation highlight the need for structured speaking practice, vocabulary support, and clearer role assignment in future cycles.

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