



Teaching an Integrated Reading and Writing Course During the COVID-19 Pandemic in University Context: A Lecturer's Voice

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Info Article

Received: 30 May 2025

Revised: 10 June 2025

Accepted: 12 June 2025

Online Version: 13 June 2025

Abstract

Drawing upon Teo's (2013) model of critical reading and writing stages and Moseley's (2005) Integrated model for understanding thinking and learning, this qualitative case study aimed to explore the lecturer's knowledge of teaching the integrated reading and writing course and his experience of teaching the course using synchronous Case-Based Learning (CBL) during Covid-19 Pandemic. Data were collected through online classroom observations and semi-structured interviews. The findings indicated that the lecturer designed the Critical Reading and Writing course to develop students' critical arguments from multiple worldviews; however, he perceived that CBL failed to meet the course's objectives due to student-related problem factors. Students' under-achieving level of critical thinking skills and their problems in terms of English proficiency, learning disengagement, and hesitance to explore unfamiliar phenomena contributed to the unsuccessful implementation of the CBL. Pedagogical implications are highlighted for future research.

Keywords: Case-based learning; Integrated reading and writing; Lecturer's experience

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INTRODUCTION

The onset of the unprecedented COVID-19 pandemic in 2020 has precipitated innumerable changes in all aspects of people's lives: getting an education, working, and interacting with each other (Gherghel et al., 2023; Lim et al., 2023). Given the enforcement of social distancing policies to minimize the rapid spread of the pandemic, educational sectors were globally forced to migrate from in-person learning to virtual classrooms (Gherghel et al., 2023; Peng et al., 2024). Educational institutions in Indonesia have transformed face-to-face learning into remote (online) learning at all levels of education (Lim et al., 2023; Prasetyo et al., 2021; Safi'i et al., 2021). Although the learning mode has shifted, the educational goals remained the same: students' learning advancement and academic success.

Developing critical thinking skills is crucial for students' learning advancement and academic success (Lin, 2018) because these skills enable students to perceive and reflect on information and facts critically when facing learning difficulties (Lu & Xie, 2019). These skills are pivotal in language learning because language learners learn to argue, reason, and evaluate a premise logically based on reliable evidence and draw conclusions from available premises (Fisher, 2001; Masduqi, 2011; Allagui, 2021). These skills enable students to sort out, analyze, and evaluate information from multiple sources to draw

concluding and make decisions (Lin, 2018). How well students can develop these skills can be evaluated from their writing because students with critical thinking skills use multiple premises to address their thoughts and logical arguments in their writing products (Allagui, 2021).

However, Asian learners are perceived as deficient in critical thinking skills because they are culturally raised with social practices that value submission to authority and hinder conflicting arguments and nonconformity (Stapleton, 2001; Liaw, 2007; Lin, 2018; Wen & Clément, 2003). Quietness in the classroom and harmony-seeking are commonly embedded in Asian classrooms (Liaw, 2007; Wen & Clément, 2003). Given the deficiency of critical thinking skills, some Asian countries like Malaysia, Singapore, and Taiwan have officially infused these skills into their education system (Solihati & Hikmat, 2018). The extent to which learners can deliver their reasoned judgment over premises is not empirically confirmed because studies concerning the adoption of critical thinking in those countries are rare (Solihati & Hikmat, 2018). On the other hand, studies conducted in some non-Western countries revealed that critical thinking instruction can be problematic due to cultural differences in social relations, self-expression norms, and language functions (Atkinson, 1997; Solihati & Hikmat, 2018).

Investigating the development of students' critical thinking at the college level in Indonesia is problematic. High school students in Indonesia are not accustomed to academic texts with inferential and critical questions due to teachers' inability to infuse critical thinking in their instructions (Ilyas, 2015; Murtiningsih & Hapsari, 2018). In secondary education, EFL reading and writing emphasize only recalling and retaining information or receptive reading (Van Camp & Van Camp, 2013) as they only introduce text types of describing, narrating, and reporting an object or an event. Students at secondary schools are introduced to linguistically modified texts with general topics, supplemented with literal comprehension questions (Sunggingwati & Nguyen, 2013; Murtiningsih & Hapsari, 2018). Therefore, they rarely practice refining critical thinking in academic texts (Lewis & Pattinasarany, 2011) and hardly understand the course-related or culturally specific texts written in English in tertiary education (Pammu et al., 2014) because this text type is not learned during secondary and high school (Sundari et al., 2018). In addition, compared to students from other OECD countries, Indonesian students are ranked low in reading and comprehension; thus, their writing quality is highly affected (OECD, 2019; Murtadho, 2021).

As Indonesian students face difficulty in addressing their critical arguments due to unfamiliarity with critical thinking skills (Masduqi, 2011), a Critical Reading and Writing course in the EFLTEP (English as a Foreign Language Teacher Education Program) at a state university in Indonesia is a course that incorporates reading and writing skills. It is offered to develop students' critical thinking skills in analyzing written texts. This course will develop students' competence in addressing critical arguments towards ideas in reading or audio-visual texts. The students are trained to produce text-based argumentative writings, i.e., they must analyze predetermined texts critically to establish their arguments. In catering to the course objectives, lecturers should apply teaching approaches that sharpen students' critical analysis abilities to connect their theoretical knowledge and real-life contexts. One of the teaching approaches used to simulate real-life situations is Case-Based Learning (CBL). Using cases replicating real-world problems, CBL enables students to incorporate their background knowledge, theory, and prior practices to determine possible solutions (Bennet, 2010; Thuy Tran, 2023). CBL helps learners to bridge the gap between theory and practice when they are exposed to real or hypothetical problem situations and expect to generate their problem-solving and critical thinking skills (Choi et al., 2008).

Two scholars inquired about students' critical writing development within the integrated reading and writing course in the ESL/EFL context. A mixed methods study investigating students' critical thinking development in ESL classrooms through sociocultural theory combined with integrative reading and writing instruction (Turuk Kuek, 2010). Using Moseley's (2005) model for understanding thinking and learning, this study showed that students' critical thinking and argumentative essays significantly improved after the intervention, and their attitude to the course positively changed. In addition, Teo (2014) designated the teaching of critical literacy within a "Critical Reading and Writing" project in the context of Singapore. This project proposed learning stages to familiarize students with multiple worldviews in textual construction and develop their critical dispositions over those worldviews. Although it describes teachers' constraints to use this instruction, it also compromises to allow students to construct their

perspective over the values presented in textual-mediated information.

Empirical studies that investigated students' critical thinking and language learning in the Indonesian context are scarce. Examining the manifestation of critical thinking in Indonesian ELT textbooks, Ilyas (2015) found that elements of critical thinking reflected in those textbooks were statistically few. Inquiring how critical thinking and writing skills were enhanced through non-traditional writing tasks, Sinaga & Feranie (2016) proved that there was a significant difference in the increased critical thinking skills and writing quality for students of the Physics Education and Physics programs. Solihati and Hikmat (2018) found that critical thinking-based tasks were slightly manifested in Indonesian language textbooks for senior secondary learners. Husna (2019) investigated how critical thinking skills were developed through the extensive reading program for English teacher candidates. However, these studies have yet to explore the manifestation of critical thinking in integrated courses for EFL contexts in Indonesia. No empirical study was found to inquire about teachers' instructional practice in an integrated reading and writing course in the Indonesian context. Therefore, this study explored the lecturer's understanding of the course and experience using case-based teaching methods. Therefore, this study proposed two research questions:

1. What was the teacher's knowledge about the "Critical Reading and Writing" Course?
2. What was the teacher's experience using the case-based learning method in teaching the "Critical Reading and Writing" Course?

LITERATURE REVIEW

Case-Based Learning

Rooted in a sociocultural approach and constructivism, Case-based learning (CBL) offers a potential alternative to lecture-based learning methods in language learning (Çimen, 2021; Gooden & Zlateva, 2018). Illuminating the characteristics of case-based pedagogy, CBL is a teaching approach that creates cases related to possible real-life problems to elicit students' collaboration, critical thinking, and problem-solving skills (Gooden & Zlateva, 2018; Thuy Tran, 2023). CBL also encourages students to mediate their higher-order thinking and critical thinking skills by scrutinizing real-life scenarios reflected in cases (Akbulut & Hill, 2020; Butler et al., 2006).

Cases are created for educational purposes: simulating real-life problems to prepare students for real-world issues they are likely to encounter in their lives (Thuy Tran, 2023). In CBL, students reflect on a case in three steps: being familiar with the case's context, acting or proposing a solution, and generating context-based thoughts as the resolution for the case without negating the possible consequences (Çimen, 2021). In other words, CBL accelerates students' learning advancements in problem-solving, decision-making, and reflective thinking when they have developed critical thinking skills.

Critical Thinking in Reading and Writing Skills

The ability to think or reason critically is crucial in academic settings because students are expected to respond quickly to academic challenges and overcome the challenges without being interfered with by dogmatic thought (Geçit & Akarsu, 2017). Critical thinking empowers logical reasoning in extracting information and delivering propositions with clarity, precision, accuracy, consistency, and relevance (Masduqi, 2011). It is "purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as an explanation of the evidential, conceptual, methodological, soteriological, or contextual considerations upon which that judgment is based" (Facione, 1990, p. 3).

Critical thinking skills are needed for ESL/EFL students to become proficient users of English. Lin (2018) points out that acquiring critical thinking skills enables students to solve problems and make better decisions, as they can generate ideas after thoroughly evaluating the information received. By acquiring these skills, the students can link new information with their existing knowledge and experience

to develop their language competence and seek alternatives to solve problems in academic life (Liaw, 2007). The manifestation of critical thinking in ESL/EFL classrooms is commonly reflected in English for Academic Purposes (EAP). Liaw (2007) asserts that EAP concerns students' English language competence in certain text genres and their ability to skim, scan, and use rhetorical conventions in academic disciplines. Their ability to use critical thinking is seen in their writing skills. However, producing coherent and meaningful academic writing for second language learners is challenging, particularly in English-medium universities. These students must write insightful academic writing with comprehensible language and in-depth analysis or convincing arguments (Golpour, 2014).

Critical thinking in academic writing can manifest in analytical and synthetic skills (Ling et al., 2021; Liu et al., 2016). "Analytical skills include analyzing argument structure, which can include identifying features such as conclusions and their supporting steps, functions of specific elements in an argument, or appeals to emotion; evaluating argument structure, which can include identifying unstated assumptions or flaws in reasoning; and evaluating evidence and its use, which can include evaluating the evidence within a larger context (e.g. identifying additional information that might be useful in evaluating the argument), evaluating the relevance of evidence offered for a proposed conclusion, or evaluating the strength of evidence offered for a proposed conclusion by identifying information that would strengthen or weaken the argument or its conclusion." (Liu, et. al., 2016, p. 679). Synthetic skills include addressing sound arguments that display implications and consequences for evaluating the information and assumptions (Ling et al., 2021; Liu et al., 2016).

In developing critical thinking skills, learners can co-construct knowledge through interaction and collaboration, reflected in socio-constructivism (Turuk Kuek, 2010). In the Socio-constructivism view, learners process and construct knowledge with the intermediary of artifacts and collaboration among learners. Knowledge can be effectively constructed in multiple ways when learners elaborate their perspectives through interaction, collaboration, and negotiation of the meaning-making at a higher-order thinking level (Hickey, 1997; Turuk Kuek, 2010). These critical thinking skills are reflected in five areas of thinking: information-gathering, building understanding, productive thinking, strategic management of thinking, and reflective thinking (Moseley et al., 2005). These areas encapsulate cognitive and metacognitive skills essential for academic settings. While information-gathering, building understanding, and productive skills represent cognitive development, metacognition is reflected in strategic and reflective thinking.

This study adjusted the Integrated Model for Understanding Thinking and Learning (Moseley et al., 2005) with some modifications to align it with the Indonesian tertiary education context. This model concerns the development of cognitive and metacognitive skills through integrated reading and writing activities. Originating from a three-tier Bloom taxonomy model: information-gathering, basic thinking, and productive thinking, this model adds strategic and reflective thinking to incorporate these elements (Moseley et al., 2005).

About the Critical Reading and Writing course, this model can be applied to enhance reading and writing skills that engage students in thorough reading activities and critical writing production. Three strategies representing cognitive skills include information-gathering, building understanding, and productive thinking (Moseley et al., 2005). The information-gathering strategy activates a lower order of thinking to recall and retain information from memory and reading or observational activities for knowledge construction. Building an understanding strategy empowers comprehension, collaboration, meaning-making, and prior knowledge to reconstruct the knowledge. Productive thinking strategy functions higher order thinking in capturing in-depth understanding through the ability to justify

reasoning, seek cause and effect, inquire systematically, solve problems, make decisions, and think critically about what is learned. These strategies are integrated into strategic and reflective thinking. This thinking area encapsulates holistic and analytic meaning from critical reflection about what is learned and what values are gained from the learning.

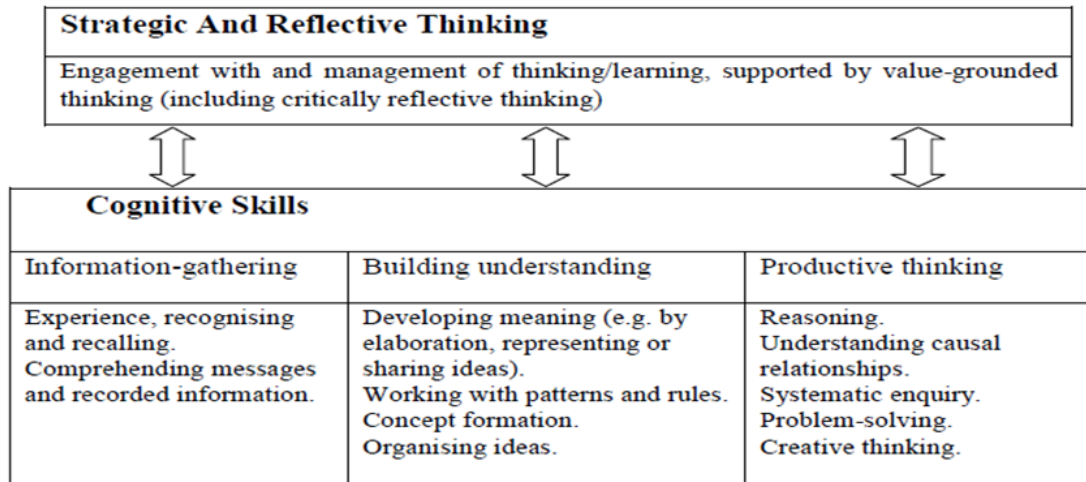


Figure 1. An integrated model for understanding thinking and learning (Moseley et al., 2005).

This study adopted Teo's (2014) Critical Reading and Writing stage model, a transformative approach to learning. This model designates three stages of learning: exposure, intervention, and reflection. Teo (2014) points out that students co-construct their critical analysis and creativity inducement through text familiarization, modification, and reconstruction within these learning stages. In the exposure stage, students were introduced to analyzing everyday texts for meaning-making to familiarize themselves with values, assumptions, and stereotypes within the texts. In the intervention stage, students were encouraged to modify texts with different worldviews to facilitate their freedom and creativity in reconstructing the texts as a manifestation of reality. In the reflection stage, students composed critical reflections that portrayed how multiple perspectives and textual intervention extended their worldviews.

RESEARCH METHODS

Context, Participant, and Limitation

This study employed a qualitative case study to explore the lecturer's knowledge about an integrated skills course and experience using Case-Based Learning at an English as a Foreign Language Teacher Education Program (EFLTEP). The researchers can delve into real-life experiences within multiple case inquiries over time using multiple sources of information to provide a holistic unit of case analysis and gain an in-depth description (Creswell, 2013; Merriam & Tisdell, 2016).

This study was conducted at an EFLTEP at a state university in Indonesia. The study specifically explored one lecturer's experience with an integrated skills course named "Critical Reading and Writing." This course was offered in the third semester for EFLTEP undergraduate students. This course will no longer be offered for the 2022-2023 academic year because the recent curriculum, the 2021 ELT Curriculum, has renewed this course into "Advanced Reading and Writing," which focuses on developing students' advanced reading and writing skills extensively for various purposes. Whereas the previous curriculum only integrated reading and writing skills in one course within the CBL approach, the recent curriculum offers the integration of reading and writing skills into four parallel courses with the emphasis on the Project-based Learning (PjBL) approach. Access for this research was obtained from the head of the

English Education Study Program and the faculty. The participants' identities were concealed by using a pseudonym to ensure research confidentiality.

This study used purposive sampling and selected participants who taught the course in the odd semester of 2021. This study invited four lecturers who were eligible for this study; however, three were unwilling to participate for personal and work-related reasons. The other lecturer, who was named Anton (pseudonym), was willing to participate if the study was conducted in the first half of the semester. Therefore, the researchers recruited Anton as the research participant.

Anton had taught writing courses for five years and had experienced teaching Critical Reading and Writing courses in the odd semesters of 2020 and 2021. Due to geographical differences and the unprecedented COVID-19 pandemic, this study was conducted synchronously. Classroom observations and interviews were conducted through Zoom meetings. The observations were video recorded to capture the teaching and learning process. The researchers placed themselves as non-participatory observers to avoid interference with the instructional practices. An informed consent form was given to Anton and his students as their agreement to clarify research purposes.

The primary data were gained from class observations and semi-structured interviews. Field notes about what happened during the observations and interview transcription became data sources for this study. We conducted class observations twice on September 29 and October 13, 2021. The observations focused on what Anton did to meet his learning objectives in the observed meetings. Since data were only collected in the first half of the semester, we noticed three points: how the student group presented their case analysis, how other students responded to the presentation, and how Anton responded to the learning situation. Students' activities in the meetings were only highlighted to initiate questions for the interview.

The semi-structured interview was administered twice on September 30 and October 16, 2021. The interviews were conducted for about an hour each and administered right after the classroom observation. Given Anton's request for convenience and clarity, the interview was conducted in Indonesian. The first interview explored Anton's understanding of the course, his instruction, and student-related challenges. The second interview focused on his experience administering case-based methods to teach the course and what happened during the observations. This study also used Anton's syllabus and lesson plans as supplementary data sources. They were used to add information about Anton's understanding of the course and the instruction.

Data Analysis

In this study, the data were analyzed in several steps. First, Field notes from class observation were sorted out and classified into three categories: group presentation, students' participation in the discussion, and the lecturer's responses to the learning process. Although students' responses were observed, they were excluded from the analysis, except those highlighted in the lecturer's interview. These categories were verified during the interview with the participants.

Second, the interviews were transcribed verbatim and translated into English before coding and analysis. Since Anton responded in informal Indonesian, interpretive translation was used to maintain the flow of ideas from the participant. The transcripts were re-read line-by-line to search for emerging themes and sub-themes within the data coding. Coding specifies data segments into symbols, descriptive words, or categories (Johnson & Christensen, 2008; Saldaña, 2021). As some data in the first interview transcript could not be verified with classroom observation and were then dismissed from analysis, empirical codes were used to classify data into themes and subthemes. Harding (2019) points out that empirical codes were created during the data reading, and categories were more likely created prior to determining the existing references. We simplified the codes into two categories: knowledge about the course and instructional experience. The instructional experience consisted of two sub-categories: cognitive processes and student-related problems.

Categories and sub-categories were then analyzed under Teo's (2014) model stages of the Critical Reading and Writing Project and Moseley et al. (2005) Integrated Model for Understanding Thinking and Learning. Teo's (2014) model stages were used to gauge participants' understanding of the course "Critical Reading and Writing." The Integrated Model for Understanding Thinking and Learning was used to identify

how students developed their critical analysis of the case; however, this identification was only based on the lecturer's voice towards his class.

RESULTS AND DISCUSSION

Lecturer's Knowledge of Critical Reading and Writing Course

This theme discusses how Anton understands the Critical Reading and Writing course by conceptualizing its definition, signaling the importance of critical thinking, and framing the expected learning outcomes. After self-researching critical reading and critical writing from multiple resources, he perceived that the course aims to develop students' critical thinking skills by integrating critical reading and academic writing. Critical thinking is associated with certain skepticism over information received, has been expressed by Anton:

"...kebanyakan penulisnya itu yang mengajar Critical Reading dan Writing itu, kemampuan yang diharapkan itu, mahasiswanya mampu meningkatkan kemampuan critical reading dengan writing nya. Salah satu yang saya lihat sangat sering ditemukan dalam textbook itu adalah mereka diajarkan bagaimana selalu skeptis tentang informasi atau yang mereka temukan, jadi mereka harus tidak menerima bulat-bulat, take it for granted, jadi mereka disarankan untuk crosscheck gitu, jadi baca lagi, tanya lagi diri sendiri gitu bertanya, karena dengan bertanya itu mereka bisa menentukan ini benar atau tidak."

("... The authors who also taught the course expected the students to enhance their critical reading and writing skills. I learned from the books that the authors teach how to be skeptical about information and not to take it for granted without cross-checking whether the information is right or wrong.")

Additionally, Anton perceived that learners' skepticism can be solved by critically analyzing and comparing information from multiple sources to avoid a sole truth or assumption. Learners can question the validity of information from one source by searching for relevant information from other sources to evaluate the information critically. He asserted that "the students need to ask themselves many questions to clarify whether the information is valid; they need other relevant information to compare with to avoid absolute truth from only one piece of information. They must critically read the information to reveal the truth and draw a conclusion." This finding aligns with the assertion that using logical reasoning to clarify the validity of multiple information and yield accurate and relevant propositions indicates learners' critical thinking development (Faccione, 1990; Masduqi, 2011).

Critical thinking manifested in the integrated reading and writing skills can only be evaluated after it is written in a composition. Therefore, the course assigned critical reflection and argumentative essays to portray students' critical thinking. Eventually, the course designed its expected learning outcome: students' ability to address their critical arguments in assigned academic writing tasks. The participant perceived that their writing would indicate how much they could address their critical analysis. He further commented: "For writing ability, they are expected to be able to express their ideas systematically. Their writing is cohesive and coherent, and their ideas flow smoothly. One of the characteristics of argumentative essays is that they have much relevant information. When they took a stance or delivered arguments, they had the common ground or reasons for that stance." Liaw (2007) pointed out that how students use their critical thinking skills can be evaluated from their writings; thus, the development of their writing skills is reflected in the quality of their written compositions.

How Anton expressed his knowledge of the Critical Reading and Writing course in terms of definition, expected learning outcomes, and the importance of critical thinking is aligned with the framework of thinking offered by Moseley et al. (2005) and Teo (2014) stages of critical reading and writing instruction. The course emphasized the immersion of critical thinking to develop students' critical arguments from various perspectives. However, Anton also addressed that students' critical thinking was

reflected at the level of cognitive skills, which included activating the lower order of thinking to address their skeptical view over the information and reconstruct their worldview from the information received. The participant implicitly stated that students' critical thinking was reflected in their literal comprehension of the phenomena being described. He acknowledged that students were unable to synthesize texts well, as they tended to play it safe with publicly discussed cases.

As seen during the observation and highlighted in the interview, the course and Anton's knowledge have met the elements in Moseley's (2005) framework of thinking and aligned with Teo's (2014) instruction of critical reading and writing. However, the course implementation was unable to meet the characteristics of the framework and stages of Teo's instruction. The lecturer admitted that students could work only on the domain of information-gathering and building understanding literally. Students could only work on two phases of instruction: text familiarization and modification. Therefore, Teo's (2014) critical reading and writing reflection stage needed to be closer to their ability.

Experience in using Case-based Learning in Critical Reading and Writing Courses

In the study, Anton acknowledged that he employed CBL as his Critical Reading and Writing class instruction. He perceived that CBL fitted with the course objectives that boosted students' critical and reflective thinking by emulating real-life problems reflected through cases. His perception is aligned with the proposition that CBL mediates students' collaboration, higher-order thinking, and problem-solving skills when they are exposed to solving real-life problems within a classroom context (Akbulut & Hill, 2020; Butler et al., 2006; Çimen, 2021; Gooden & Zlateva, 2018; Thuy Tran, 2023).

During the first half of the semester, he experienced hurdles in implementing the instruction. These hurdles were associated with how this instruction worked and how student-related problems affected the quality of learning. He admitted that CBL failed to meet his expected learning outcomes due to students' narrow case analysis and learning disengagement, which was reflected in his statements:

Kebanyakan mahasiswa cenderung memilih sendiri kasus yang mau dibahas. Alasannya mmm mereka suka kasus yang sudah familiar bagi mereka; kalau saya yang kasih kasusnya, mereka kayaknya gak suka, gak familiar. Katanya sulit untuk cari referensi maupun bacaan terkait kasus pilihan itu. Jadi, di akhir presentasi, saya kritisi bagaimana slide presentasi yang baik, tapi mereka gak pernah merevisi sesuai saran saya."

("Most students preferred to determine their case. They reasoned that they liked a case because of familiarity; if I chose it for them, they probably would not like it. They said searching for references or background reading for those cases would be difficult. At the end of each group presentation, I commented about how to make good slides, but they never revised it as I recommended.")

Students' reluctance to delve into unfamiliar cases indicated that Anton needed to reconsider the application of CBL in his class. Their reluctance showed they were unable to address critical analysis and were not accustomed to reflective thinking and decision-making to propose potential solutions to cases. This finding contradicts the proposition that CBL facilitates students to develop critical analysis and reflective thinking skills (Akbulut & Hill, 2020; Butler et al., 2006; Çimen, 2021; Thuy Tran, 2023).

In addition, he further said that he expected students to challenge their perspectives in approaching a case and avoid using the existing solution. As the students hesitated to analyze the case critically and showed passive participation in the class, he proposed modifying his instruction for the second half of the semester. He asserted, "I will not assign them to do a group presentation anymore, but their group should be engaged in weekly class discussions. They work in their group every week to discuss a weekly case I give. They should actively discuss and listen carefully to other groups' arguments during the class. So, they will learn how to accept arguments from other groups." His statement indicates that the teacher needs to be well-prepared with some learning scenarios so that CBL meets the learning expectations that teachers and students hold in advance.

Classroom observation verified how CBL failed to meet the learning objectives in Anton's class. The observed group presentations showed that students' information-gathering and case analysis needed more guidance because they only selected the existing case from the internet and offered publicly known solutions. Although he attempted to elicit students' critical thinking over the case, they only responded with common arguments. Other students either remained silent or responded without supporting evidence. The pedagogical practices only occurred between Anton and the presenting groups.

These interactions indicated that the student-related problems existed during the presentation session. The problems pertain to their low English proficiency, being passive in the discussion, and their hesitance in unfamiliar cases. The participant verbally stated these problems as one of the constraints in implementing CBL, as he recounts:

“Mahasiswa bener-bener butuh memperbaiki kemampuan Bahasa Inggrisnya, terutama kemampuan mereka dalam menulis. Kebanyakan mereka bermasalah dengan grammar, jadi tulisan mereka susah dipahami dan strukturnya kacau. Ketika mereka presentasi di kelas, keterampilan speaking mereka juga bermasalah. Saya juga gak faham kenapa mereka pasif di kelas saat presentasi dan diskusi. Dan lagi, mereka cenderung milih kasus yang udah banyak dibahas dan solusinya udah diketahui umum. Kayaknya mereka cari aman saja, pilih kasus yang umum.”

("Students badly need to improve their English proficiency, particularly writing ability. Many have grammar-related problems; thus, their writing could have been incomprehensible and ill-structured. When they had to do oral presentations, their speaking skills became another problem. I do not know why they were so passive during the presentation and discussion. They tended to choose a widely spoken case in which solutions have been well-discussed. They played it safe in choosing a case. They chose a common case.")

Anton's experience showed that students' critical thinking needed to be well-developed. Their information-gathering and case identification were manifested only in the common sense and recalling existing phenomena. These contradict the framework of thinking areas proposed by Moseley et al. (2005) as well as the phases of critical reading and writing instruction proposed by Teo (2014). In addition, the student's presentation did not reflect their analytic and synthetic skills (Ling et al., 2021; Liu et al., 2016) as they needed to provide sound arguments supported with reasonable arguments, implications, and consequences.

Regarding student-related challenges, Teo (2014) argued that critical thinking skills were misleadingly perceived as a privilege of students with high-order thinking skills. This misconception has hindered students' cognitive development because they felt their English proficiency needed to be improved to an advanced level. The students were not accustomed to critically analyzing a phenomenon, so they showed signs of suspicion and resistance to addressing in-depth analysis (Teo, 2014).

CONCLUSION

This study aimed to explore the lecturer's knowledge of an integrated reading and writing course and experience using case-based learning as his teaching approach. The findings indicated that the course was designed to develop students' critical arguments from multiple worldviews. It is highlighted in the lecturer's perception and verified during observations that students' critical thinking skills were at an underachieving level, as they argued without supporting evidence. Their conception of the case was at a literal comprehension. In addition, implementing case-based learning is needed to meet the course objectives. These are associated with students' problems in terms of English proficiency, learning disengagement, and hesitance to explore unfamiliar phenomena. The results provide insights into the problematic implementation of case-based learning to elicit students' critical thinking in oral and written performance.

These resulted in some implications. First, case-based learning should be modified and adjusted to students' needs and learning characteristics to trigger students' learning curiosity and engagement. Second, in succeeding in the instruction, teachers should comprehend the instruction thoroughly and be well-prepared before administering the instruction in the classroom. Third, collaboration between teachers may improve the quality of instruction. The participant admitted needing help comprehending the instructions and designing learning materials that meet the course's objectives.

This study was conducted in a short time and assigned one participant to explore the lecturer's experience, so it has some limitations. First, one participant's voice needed to be thoroughly explored; consequently, data could not be comprehensively analyzed and interpreted. Second, the results could not provide a comprehensive description because students' perspectives were excluded from the study. Last, the findings cannot be generalizable to different contexts due to the limited participants and short research duration. A single participant may not represent multiple worldviews; thus, the generalizability cannot be drawn. These limitations invite future research directions. Assigning some teachers may provide more in-depth analysis and interpretation. As some student-related problems were revealed in this study, it is worthwhile to explore students' perspectives and writing ability to diversify the results and capture more detailed descriptions of the course and students' writing quality as the manifestation of their critical thinking skills.

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