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From curriculum to classroom: Assessing a literacy course in English language teaching

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ABSTRACT

This qualitative case study investigates the implementation of materials, activities, and evaluations in a second-semester Literacy course within an English Language Teaching Department (ELTD) at a state university in Indonesia. Data were collected through structured classroom observations across an instructional cycle and analyzed using thematic coding. The findings indicate that course materials successfully scaffold learning from fundamental reading comprehension to advanced research literacy through source retrieval tools like Google Scholar. Classroom activities prioritize critical thinking, interactive peer discussions, and structured writing exercises, while enforcing strict academic integrity policies against unauthorized generative AI usage. Evaluation practices emphasize formative assessment via personalized instructor consultations, explicit assignment criteria, and collective feedback sessions. The study highlights key pedagogical implications regarding scaffolded research skills and digital integrity, while noting study limitations and offering recommendations for future mixed-methods research. Overall, the course demonstrates an effective model for integrating language proficiency, critical reasoning, and academic ethics in higher education EFL contexts.

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1. INTRODUCTION

Literacy is a basic skill that plays an important role in academic learning. In its role, literacy covers a wide range of understanding including English in the current era. In the era of globalization and digitalization, literacy is not only limited to traditional literacy skills, but also includes digital literacy, numeracy, and media literacy. In line with research conducted by (Kianinezhad, 2023), the concept of literacy has evolved beyond traditional boundaries, extending its scope beyond reading and writing skills. As English becomes a global language, literacy is important for students. Literacy remains a foundational competency that is of primary importance to language learning (Bacus & Alda, 2023). Therefore, literacy is important to develop to face a more modern world. Literacy plays an important role in individual and social development and serves as a foundation for critical thinking, communication and lifelong

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learning. In the context of English language education, literacy includes not only the ability to read and write, but also the ability to interpret, analyze and produce various forms of English writing. English literacy is fundamental not only for academic success but also for effective communication in the workplace and broader society (Vanisree et al., 2024). These multifaceted skills are important for English language teaching (ELT) students as they are expected to learn and teach English effectively in various contexts. The literacy rate is still very low in Indonesia. This has a negative impact on students' academic achievement due to a lack of interest in reading. Thus, the impact of low literacy affects the quality of education. It is important for educators to increase students' interest in reading. So, it cannot be denied that the literacy of English language learners is also very low. English literacy in Indonesia is still an important issue that requires serious attention (Nisrina et al., 2023). Therefore, the importance of an appropriate system or method to improve literacy in students.

Literacy courses play an important role in addressing the issue of low literacy levels, particularly in the context of English language learning. Such courses are designed to provide students with structured opportunities to develop reading and writing skills, along with critical and analytical thinking abilities. By integrating engaging materials, such as contemporary texts, digital resources and collaborative projects, literacy courses can make learning more relevant and interesting for students. However, education in this field is very limited, in line with research conducted by Huh et al., (2021), ELT education and research in the field of critical literacy tend to be very limited in scope and boundaries. Moreover, these courses often emphasize practical applications of literacy, such as writing essays, analyzing media, or interpreting data, which can motivate students to see the value of literacy in real-world contexts. For English learners in Indonesia, literacy courses can serve as a platform to bridge the gap between basic proficiency and advanced language use, ultimately fostering a lifelong interest in reading and learning.

Literacy in English Language Teaching (ELT) course refers to an educational program designed to develop students' abilities in reading, writing, and speaking in English thoroughly. The program focuses on basic language skills and aims to improve students' comprehension, analysis, and writing skills in a variety of genres and contexts. The course is designed to cover topics such as writing mechanics, both general and specific academic vocabulary, as well as strategies for vocabulary acquisition (Pravini, 2024, p.4). The course usually focuses on teaching the skills that students need to be able to communicate in English in a variety of written and spoken contexts. English Language Teaching (ELT) also incorporates aspects of critical literacy skills, helping students not only understand texts in depth but also understand the social, cultural and political context behind the texts. Critical thinking covers EFL students' ability to use thoughts clearly and rationally about what is done or believed (Indah et al., 2022). Students are encouraged to develop critical thinking skills to access information, explore multiple perspectives, and relate texts to real-world situations. Therefore, ELT reading and writing courses not only teach the technical skills of reading and writing but also help students become active and context-aware readers and writers. In addition, in-class English reading and writing courses use a variety of media and everyday texts to enrich students' learning experiences.

The issue of literacy implementation, particularly in English language learning, has received increasing attention in recent years. Numerous studies have been conducted to analyze various aspects of the implementation and development of literacy courses in different educational contexts. Previous studies addressing this topic include research related to curriculum implementation and policies (Lestari et al., 2024; Afifah et al., 2024; Mihret and Joshi, 2024), digital literacy teaching methods and practices (Amrang et al., 2023; Zuhri et al., 2024; Murniasih et al., 2023), and the outcomes and challenges of literacy implementation (Wardani, 2023; Il Maja and Nabhan, 2022; Astri et al., 2024). These studies demonstrate that

literacy implementation in English language education has evolved through curriculum reform, the integration of digital learning, and innovative classroom practices. They also identified various challenges, such as teacher preparedness, limited digital competency, and student participation in literacy activities. Overall, this previous research emphasizes that implementing literacy courses requires curriculum support, active teacher involvement, and technology integration to achieve better literacy outcomes in today's global era.

Previous studies have focused more on general aspects of literacy, such as curriculum implementation, teaching methods, or challenges in improving students' literacy skills (Lestari et al., 2024; Amrang et al., 2023; Wardani, 2023). While these studies provide valuable insights into literacy development through policy reform, digital learning, and teaching strategies, they tend to overlook the detailed implementation processes within a university-level literacy course. In contrast, this study specifically highlights how materials, activities, and evaluations are implemented in a Literacy Course in the English Department. This research provides a more comprehensive and practical perspective by observing how lecturers design course materials, implement learning activities, and assess students' reading and writing performance. Therefore, this study extends previous research by investigating the implementation process at the classroom level, offering a deeper understanding of the application of literacy instruction in a higher education context.

2. METHOD

The approach used in this research is qualitative research. Qualitative methods can produce a meaningful and in-depth understanding. The use of qualitative methods is expected to examine the implementation of literacy courses by lecturers. Research conducted by Dehalwar & Sharma (2024) shows that qualitative research focuses on exploring and understanding the complexity of human experience, behavior, and social phenomena through non-numerical data. This qualitative study was conducted in second-semester classes within the English Language Teaching Department (ELTD) at a state university. In this study using interviews with language students who are carrying out learning. The purpose of the interview is to explore the experiences, views, opinions, ideas, beliefs, or/and motivations of entities/individuals on objects, issues, or phenomena (Islam & Aldaihani, 2022, p.5). The purpose of this interview is to explore students' experiences, views, or motivations regarding their difficulties in learning English. The results of these interviews make an important contribution to enriching the understanding of the use and relevance of different types of data in language learning contexts. In this research, primary and secondary data collection techniques play an important role in supporting the research objectives. Primary data is original information collected directly by researchers to answer specific questions or research objectives (Karunarathna et al., 2024). This data is usually obtained through methods such as interviews, surveys, and observations, so it directly reflects the needs and context of the research. Secondary data is information collected and published by others for purposes other than this research (Karunarathna et al., 2024). This data can be obtained from sources such as reports, journals, and official documents, and is often used to complement or compare results obtained from primary data. Both types of data are complementary, with primary data providing uniqueness and relevance, and secondary data providing broader context and perspective.

3. RESULTS AND DISCUSSION

3.1.The Implementation of the Materials in Literacy Course

Based on what was seen, the materials for the Literacy Course were presented in different ways. On the first day of observation, the teacher used a reading text called Rethinking

English: Embracing Its Role as a Lingua Franca. With this text, the students were asked to understand the idea of English as a language used worldwide, answer some questions to check their understanding, and write a reflective response. This activity allowed the students to practice reading comprehension and writing reflections. The teacher also stressed that English should be learned not just for being correct, but also for using it in communication across different countries. Students were encouraged to talk about their own experiences of using English with people from different backgrounds. This helped create a classroom environment where students could connect the text to their real-life situations, making the lesson more relevant and meaningful. In the meeting, the lecturer talked about how to write academically. During the session, students found out how to use Google Scholar to find references from journals. The lecturer also helped them begin writing simple academic pieces. The purpose of this activity was to help students get used to academic writing standards and how to properly cite sources.

The observation data revealed a deliberate scaffolding progression in material complexity. Initial lessons prioritized foundational reading comprehension using introductory articles, where students analyzed author arguments and structural cohesion. As the course progressed, materials shifted toward empirical research articles and digital database navigation tools. For example, during search literacy sessions, the lecturer demonstrated boolean operators and key term filtering on Google Scholar. Students were then assigned to locate two peer-reviewed articles relevant to their chosen reflective essay topic, identify the authors' main theses, and correctly format secondary citations. This material design effectively bridged the gap between basic EFL reading comprehension and advanced academic research skills necessary for higher education writing.

Evaluation practices also show consistency with existing research. Feedback, as noted by Wlandari (2022), is crucial to improving the quality of writing. Karaman (2024), findings on self-assessment and instructor feedback highlight that such practices enhance self-regulated learning, which is visible in the Literacy Course's consultation sessions. Moreover, Alautdinova emphasizes the importance of clear guidance, which the course implements through detailed instructions for assignments. Similarly, (Sumarni et al., 2018) points out that class discussions help students set higher standards of performance, a method already practiced in the course. Taken together, the Literacy Course not only develops students' literacy skills but also prepares them for academic and professional challenges in the global era. As Balalle & Pannilage, (2025) states, English proficiency is essential for success in both university and the workplace. By fostering creativity, critical thinking, and academic honesty, the course provides a strong foundation for students to adapt to international academic and professional demands.

The inclusion of materials that teach students how to use Google Scholar and search for references shows that the course isn't only about texts but also about research literacy. These skills are essential for university students as they provide the knowledge necessary to express themselves effectively, analyze texts, think critically, cite correctly, and avoid plagiarism (Fojkar & Bercnik, 2023). This supports the idea that the material isn't standalone but serves as a bridge between language literacy and academic skills. However, observations also show that while activities are varied and interactive, some do not fully reflect the depth of peer feedback as outlined in the lesson plan. This might be due to time constraints, students' preparedness, or material priorities, leading to peer review and revision workshops not always being fully implemented in every session. This is similar to findings in the writing-to- learn study, which states that the positive effects of writing activities depend on frequency, duration, and support for the revision process. Overall, the implementation of activities in the Literacy Course appears strong in terms of variety and participation. Combining individual and group tasks, reflection, and peer interaction enables students to learn not just literacy content (reading

and writing), but also metacognitive skills like planning and self- evaluation. Including more consistent peer feedback and in-depth revision aspects can further support holistic academic literacy development.

3.2.The Implementation activities of the Literacy Course

The Literacy Course starts with the teacher explaining the topic to be covered. This helps students understand what they will learn and gives them a basic idea of the lesson. It prepares them to listen carefully and have clear goals for the session. Once the teacher explains the topic, the lesson is planned to get students involved. Instead of just listening, they are asked to think about what they are learning. This makes the class livelier, and everyone gets to take part. Another key part of the Literacy Course is writing. Students are asked to write things like summaries, reflections, or essays based on what they have learned. This helps them practice organizing their thoughts and writing clearly. Writing tasks are designed to help students not only improve their language skills but also their ability to think critically. When they write about a text, they learn to find main points, evaluate information, and make their ideas clear. This supports the main goal of the literacy course, which is to improve both reading and writing abilities

To keep the learning process honest, students are not allowed to use AI tools when working on their assignments. This rule helps students develop their own thinking and learn to be responsible. It also helps build a sense of honesty and integrity in their studies. Banning the use of AI encourages students to use their creativity. They are asked to come up with their own ideas and write in a genuine way, which makes their work more unique. In this way, writing becomes more than just a skill, it becomes a way for them to express themselves. During these activities, the teacher acts as a guide, keeping an eye on the students and giving them feedback. This ongoing support helps them slowly improve their reading and writing abilities, and it also helps them feel more confident in their own skills. The way these activities are set up keeps students interested and eager to learn. In the end, the activities in the Literacy Course are meant to help students improve their reading, writing, and thinking skills all at the same time. Through explaining ideas, asking questions, participating in class, doing writing tasks, and following strict rules about honesty, the course helps students develop the important reading and writing skills they need for school and their future jobs.

Moreover, the consistent writing activities in the course like summaries, reflective writing, and revisions help students not only produce writing but also improve and evaluate their own work. A study by (Kayaalp et al., 2022), found that using writing activities for learning, including the revision process, is positively linked to academic achievement and students' self-regulation skills in writing. Also, activities that involve peer review and group discussions suggest that student collaboration can strengthen understanding and support the writing process. Research by (Wang et al., 2024) indicates that in blended learning contexts, factors like community building and task division in group activities significantly impact the performance of English as a Foreign Language (EFL) writing. However, observations also show that while activities are varied and interactive, some do not fully reflect the depth of peer feedback as outlined in the lesson plan. This might be due to time constraints, students' preparedness, or material priorities, leading to peer review and revision workshops not always being fully implemented in every session. This is similar to findings in the writing-to-learn study, which states that the positive effects of writing activities depend on frequency, duration, and support for the revision process. Overall, the implementation of activities in the Literacy Course appears strong in terms of variety and participation. Combining individual and group tasks, reflection, and peer interaction enables students to learn not just literacy content (reading and writing), but also metacognitive skills like planning and self-evaluation. Including more

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Observation shows that evaluation in the Literacy Course focuses not just on the final outcome, but also on the learning process. This aligns with findings from Wingate (2010), who studied the role of formative feedback for first-year students. He emphasized that process-based evaluation helps students use feedback to improve the quality of their writing. Therefore, the practice of teacher consultations and classroom discussions observed in the course supports the principle of formative assessment, which allows for reflection and improvement. Detailed instructions given by the teachers, such as the format of writing, text length, and use of grammar, show there is clear evaluation transparency. Ika et al., (2024), highlight that formative feedback integrated into the curriculum significantly improves student learning outcomes. In other words, clear instructions help students adjust to the expected standards and reduce basic writing errors. The ban on AI and plagiarism in the class shows another dimension of evaluation, which is building academic integrity. Gustilo et al. (2024) in their study on algorithmically driven writing and academic integrity point out that in the age of AI, teachers play a key role in ensuring the originality of students' written work. Evaluation in this context is not just about assessing language skills, but also about monitoring students' ethical attitudes toward academic writing.

The emphasis on academic integrity also matches the research by (Sarwar et al., 2024), who highlight the role of ChatGPT in increasing plagiarism risks among students. They stress that evaluation should not only measure ability but also act as a prevention mechanism against dishonest practices. Thus, the policy banning AI use in the Literacy Course strengthens evaluation as a tool for developing academic character.

3.3.The implementation evaluation of the literacy course

Assessment in the Literacy Course not only focuses on the final assignment but also emphasizes the learning process students go through. Each student is given the opportunity to consult with the instructor regarding any difficulties or challenges they encounter while completing assignments. Through these sessions, students can provide feedback on the materials, methods, and instructions provided. Furthermore, this allows the instructor to understand students' behavior and responses to illnesses in the family, as well as the effectiveness of classroom instruction. These consultation sessions also serve as an opportunity for instructors to provide individual guidance. Students who are unsure about instructions or struggling with writing can receive direct guidance. This process makes assessment more personal, as instructors assess not only the writing but also the challenges students face in achieving the learning objectives. In this way, assessment becomes a vital tool for ensuring that each student develops according to their potential.

This consultation session also serves as an opportunity for professors to provide individual guidance. Students who feel uncertain about instructions or struggle with writing can receive direct guidance. This process makes evaluation more personal, as professors not only assess the writing outcomes but also understand the difficulties students face in achieving learning objectives. In this way, evaluation becomes an important means to ensure that each student develops according to their potential.

In addition to the consultation sessions, professors always provide clear and detailed instructions whenever assigning tasks. These instructions usually include writing formats, text length, correct grammar usage, and evaluation criteria. With such detailed guidance, students find it easier to understand the expected standards and can work more effectively. This reduces the likelihood of fundamental mistakes in completing assignments. Class discussions are also used to evaluate students completed assignments. During these sessions, instructors go over

common mistakes that often occur, both in content and language. For example, errors in identifying the main idea of a text, lack of coherence between paragraphs, or incorrect grammar usage. Through these discussions, students not only become aware of their own weaknesses but also have the opportunity to learn from their classmates' mistakes.

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In addition, classroom activities that talk about common mistakes show there's a feedback loop. This means students get a chance to think about their past errors and work on improving. Hung (2021), says that when feedback is given in a helpful way, it helps students learn more on their own and stay motivated. They feel more in control of their learning. These practices change feedback from just teachers pointing out mistakes into a conversation between teachers and students. In the end, this helps learners see mistakes as part of the learning process, not as failures. It builds a growth mindset. Lund et al., (2025), study about how students feel about using AI and whether it's okay in school. They found that students often feel unsure and confused about whether using AI tools is cheating. Chan & Hu, (2023) that students worry about copying ideas and not being original when they use AI to help write. These studies show that it's important to teach students not just to write well, but also to think critically and ethically about using technology in their learning.

However, challenges in implementing such evaluations may still arise. For example, teachers may have limited time to provide individual feedback, or there may be a lack of systematic documentation in the evaluation process. Sarwar et al. (2025) emphasize that although anti-plagiarism rules exist, the success of evaluations depends on consistent implementation and institutional support. This means that evaluations in the Literacy Course are already working well, but they can be strengthened by more organized record-keeping and training for teachers in giving personalized feedback. Overall, evaluations in the Literacy Course show a balance between assessing the product and the process, offering space for reflection, and embedding academic integrity values. These practices support the views of Wingate (2010) on the effectiveness of formative feedback, Putri et al. (2024) on continuous evaluation, and Gustilo et al. (2024), Sarwar et al. (2025), and Lund et al. (2025) on the importance of academic honesty in the AI era. With improved documentation of the process

and enhanced teacher capacity, the implementation of such evaluations can serve as a model for comprehensive academic literacy learning.

The findings of this study offer several important implications for curriculum developers and instructors in English Language Teaching Departments. First, integrating research literacy—such as source retrieval and ethical citation practices directly into foundational literacy courses helps demystify academic writing early in undergraduate studies. Second, while strict policies banning AI assistance preserve authentic writing practice and personal reasoning, higher education institutions must supplement bans with clear ethical frameworks that teach students how and when digital tools can be responsibly navigated. However, this study has limitations that should be addressed in future research. Because data collection relied solely on classroom observations in a single department, the findings capture observational behaviors but do not directly measure student learning gains or faculty perspectives. Future studies should adopt a mixed-methods design, combining classroom observations with student pre- and post-writing assessments, surveys on AI perception, and lecturer interviews to provide a more holistic evaluation of literacy course outcomes.

The "inquiry" phase of reading provides students with the opportunity to delve deeper into the text and develop writing ideas based on the questions they pose. This research suggests that an inquiry-based approach can improve students' ability to assess content and think about the structure of the texts they read. A study by (Rhodes et al., 2025) on inquiry in academic reading and writing confirmed that integrating inquiry with reading and writing instruction can simultaneously improve students' reading comprehension and writing skills. This suggests that inquiry-based learning not only enhances students' cognitive engagement with text but also fosters the development of independent analytical and compositional skills essential for academic literacy.

Findings from students confirmed that while the inquiry method helped them develop ideas for their writing, they also faced challenges in understanding the complex language of the texts. Some reported that text analysis was made difficult by unfamiliar language structures and vocabulary, which subsequently slowed down their thinking and writing processes. This aligns with findings by (Hu, 2022), who showed that limited academic vocabulary is a major obstacle to implementing inquiry in language classes because students need more time to grasp the in-depth meaning of texts. However, other students reported that through searching for meaning, discussing, and validating sources, they were ultimately able to understand and even expand their vocabulary, demonstrating that inquiry also provides an active learning opportunity, albeit requiring additional effort.

Overall, the inquiry method used by lecturers in teaching English literacy has significant potential to improve students' reading and writing skills. Both lecturers and students recognize its benefits in generating ideas, conducting critical analysis, and expanding vocabulary. However, for this method to be effective, careful pedagogical design, scaffolding, and contextual support are required to prevent students from becoming overwhelmed and to maintain their guidance in the process of academic thinking and writing.

4. CONCLUSION

The literacy course in the English Study Program at a state university is designed to develop students' literacy skills, with a focus on balancing reading and writing skills. This course focuses not only on language but also on critical, reflective, and creative thinking skills through a variety of literacy activities that are relevant and contextualized to academic needs. The learning method used encourages students to actively engage in the learning process, both individually and in groups, enabling them to connect literacy theory with real-world practices in academic and professional contexts. Research results show that the literacy course is

conducted regularly, systematically, and student-focused, with an emphasis on balancing individual and group activities. The material taught is contextualized and tailored to students' academic needs, connecting reading and writing skills with real-world practices in the academic environment. Learning activities are designed interactively through reflection, discussion, and writing assignments, encouraging students to think critically and creatively. The materials and assessment methods used in the Literacy Course were highly relevant to students' academic and professional development. By focusing on skills, rather than solely on content or topics, the course enabled students to apply literacy skills in a variety of contexts. Students acknowledged that the course helped them think critically, write academically, and develop confidence in expressing their ideas. This demonstrates that the Literacy Course not only improved students' reading and writing performance but also contributed to their academic character and overall readiness for future careers. Continuous feedback, process-based evaluation, and emphasis on originality make the Literacy Course a comprehensive model for literacy education in higher education. Evaluation assesses not only the final results but also the learning process, including feedback, consultation, and reflection, thus encouraging students' continuous self-development. Furthermore, the enforcement of academic authority through the prohibition of the use of AI demonstrates a commitment to academic authenticity and responsibility. Overall, the literacy course successfully integrates the development of literacy skills, academic character, and learning ethics, which are essential for facing academic and professional challenges in the global era.

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