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Implementing Problem-based Learning to Secondary School EFL learners at the International School of China for Developing Communicative Competence

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Abstract: As the global demand for complex talent increases, the purpose of teaching and learning is no longer simply to transmit knowledge, but also to develop students' ability to ask questions, analyze problems and solve them (Reed et al, 2021). The traditional teacher-centered, passive learning approach no longer meets the teaching context of social development and strong international competitiveness (Ting et al., 2021). PBL (Problem-based learning) is a form of self-directed learning and group discussion that creates a genuine context for students to map out the real world, which contributes to diversifying, differentiating, and stimulating students learning (Almulla, 2020). PBL develops students' practical skills, cultivates innovative and applied talents, and improves students' confidence in learning (Ngadiso et al., 2021). PBL uses independent learning and group discussion to create a real-world situation for students, which can develop their learning autonomy, and improve their overall application skills, especially the listening and speaking skills (Quinn, 2019). This pedagogical report tries to design a complete PBL project for high school students in an international school of China to help students be able to use English correctly for intercultural communication by doing PBL tasks. Students can deeply appreciate the differences in word meanings, sentence meanings, associative meanings, metaphorical meanings, and other linguistic phenomena in the two different cultures of the East and the West, to understand culture from the inside and maintain their interest and enthusiasm in learning English. By PBL approach, teachers can help students to mobilize their enthusiasm and initiative for learning and cultivate students' communicative competence to realize the co-growth of knowledge and competence (Larmer, 2016).

Keywords: Student-centered Teaching Approach; Problem-based Learning (PBL); Real-world Context; Learning Autonomy; Application Skills; Communicative Competence; Co-growth of Knowledge and Competence.

1. Introduction

The traditional teaching model aims at test taking and the methods are mostly teacher-centered passive learning with low active thinking and discursive thinking skills of students (Mali, 2017). And English, as an important tool for international communication, is in a crucial position in students' learning, academic research and employment (Kusumawati, 2021). However, Fajarwati (2017) found that students' English listening, reading, writing, and translating level of comprehensive application ability is not satisfied, and oral communication is even lower, mainly manifested as dumb English, rigid content, and speechlessness.

Speaking ability is an important reflection of L2 learning, but English speaking has been a weakness for many students from G9 to G12 in my teaching school. Therefore, speaking is not only the focus but also the difficulty of teaching, and students are even afraid to speak actively (Kusumawati, 2021). The traditional English-speaking classroom has led to problems such as students' lack of intrinsic motivation, confidence, and fear of speaking. The above problems need to be solved urgently. Teachers, experts and scholars have been making innovative attempts in teaching methods PBL as an attempt to be used in teaching matches what Almulla's (2020) study that by answering inquiry questions and cooperating in groups, students are more enthusiastic and confident about the completion of the project. The teacher plays a scaffolding role during the process of the project (Blumberg, 2019), effectively improving students' problem-solving skills. The use of the digital equipment makes it easier for students to obtain extracurricular materials for problem solving, collect and organize the knowledge and skills they have acquired, and make the dull and isolated pieces of knowledge into a whole chain of knowledge that can be touched and understood. This process is not given by the teacher directly, rather it is the result of collaboration between the students and the teacher, and is developed as the students' ideas emerge. (Kavanagh & Rainey, 2017; Reisman et al., 2018). The incorporation of the PBL allows the teacher to no longer be the sole repository of knowledge, but rather a facilitator of knowledge construction (facilitator), subject matter expert, and advisor of information. This mobilizes students' ability in learning and enhances information integration, communicative competence, and decision-making skills (Fajarwati, 2017).

In response to the current situation of high school English-speaking teaching, this report combines PBL with English-speaking teaching to build an alternative way in high school English classrooms: speaking activity- evaluation-discovering problems- proposing hypothesis- solving problems- reflecting and summarizing. This way of teaching emphasizes the learner as the center and the teacher's role as a helper, organizer, and facilitator. Based on the study of PBL theory and learner autonomy, the paper is to divide the project into three workshops with high school students in an international school in China to investigate the feasibility and effectiveness of PBL applied to teaching high school English speaking. It highlights the students' main position, emphasizes solving the practical problems in speaking, and has certain positive significance to promote and enhance high school English-speaking teaching.

2. Definitions of Key Terms

2.1. PBL (Problem-Based Learning)

PBL is a problem-oriented approach, a genuine, student-centered teaching and learning style. It is derived from the famous American pragmatic philosophy of "Learning by doing", which was pioneered by Barrows (1980), a professor of neurology in the United States, at McMaster University in Canada. After Schmidt demonstrated the merits of PBL in 1984, the research and practice of PBL were launched on a large scale in the world of education. Student-centered PBL approach solves problems of authenticity, emphasizes students' knowledge acquisition in a legal-motor process, and emphasizes group work (Quinn, 2019). In Larmer's study (2016), the seven elements of assessment criteria followed in the implementation of PBL including challenging problem or question; sustained inquiry; authenticity; student voice and choice; reflection; critique and revision; public; and product.

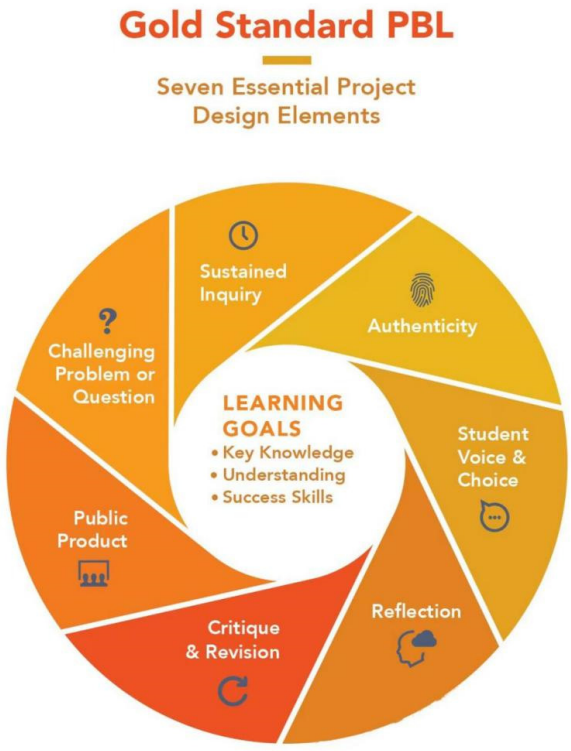


Fig 1. PBL gold standard

Different from the traditional teaching methods, this PBL workshop follows the seven elements of PBL gold standard and based on real problems, with students as the center, students determine the project outcome through their own interests, use effective resources and methods to solve problems through cooperation with peers, show their mastery of knowledge and skills by making and presenting the finished project, and finally, students reflect on their performance in the project process through joint evaluation by themselves, peers, teachers and experts. As mentioned in Mafruudloh and Fitriati's (2020) study, PBL can be used to construct new knowledge in the process of problem-solving, thus increasing students' participation, independent learning, and communicative competence.

2.2. Learner Autonomy

Learner autonomy is a multidimensional capacity that could "take different forms for different individuals and even for the same individual in different contexts or at different times" (Benson, 2011). Students, as subjects, participate in the whole project, solve real problems during the procedural through cooperation among group members, and continuously explore ways to solve problems. Autonomy and creativity are brought into play in the process to improve learning efficiency and independent learning (Xiao, 2020).

2.3. Scaffolding

Scaffolding is to use various of instructional techniques to help students to deepen their understanding gradually and gain greater independence in the learning ultimately (Berenji, 2021). In scaffolding, support can be removed when it is no longer needed and teachers gradually hand over more ownership of learning to students. The ability for instruction to be closely aligned with PBL is due to the teacher's commitment to providing scaffold-like support for student learning and emphasizing student independence (Sabrina, 2019). A large part of scaffolding is in response to differentiation among students, and teachers play an important role in organizing, supporting, and monitoring group discussions (Bae et al., 2021). It is not enough to simply put students in a group and have them think deeply and collaborate; students need clear tasks and communication about what is expected to turn casual communication into enhanced comprehension and critical thinking skills (Kokotsaki, 2016). The teacher is needed to play a scaffolding role throughout the workshop process, from structured PBL sessions and lectures, to student data collection and product creation, to tools and processes that support students in achieving their project goals.

2.4. Communicative Competence

A term used to refer to a learner's ability to use language. The term was popularized in SLA by Canale and Swain (1980) to refer to learners' language knowledge that includes more than just grammatical accuracy or an idealized competence in the language. PBL aims to solve students' English problems in learning and life, and to put language communication into practice through continuous discussion and cooperation with group members during activity exploration and work production (Park, 2018). Through practice, students experience the language in an authentic context and improve communicative competence (Kavlu, 2017), which is the main purpose of this course design.

3. Approach

3.1. Background of PBL Implementing

With the advancement of PBL, there is a growing awareness that knowledge should be matched with the skills needed for real life (Aziza, 2022). Project-based learning is a way to develop creativity, teamwork, leadership, hands-on skills, and the ability to plan and execute projects (Kavlu, 2017). These skills are not only a ladder to help them move to a broader stage, but also part of what is missing in exam-based education (Tang et al., 2020). In the process of PBL exploration, students not only integrate what they have learned, but also exercise critical thinking, teamwork, leadership, creativity and other social skills through the PBL training (Bastola, 2021). The initiative of learning is returned to the students, leaving the answers to questions to be explored and unknown (Tang et al., 2020). It helps students really turn knowledge into power and apply it to their learning.

International research on PBL is currently focused on four areas: research on student performance, attitudes, the acquisition and application of metacognitive skills, and factors affecting the effectiveness of PBL (Gholami, 2016). With the assistance of technology (Gomez, 2017) and the deepening of teaching application as well as the influence of the new crown, the research on online PBL has gradually become a hot spot, mainly focusing on the research of PBL and the design transmission of online PBL, only that it is mostly in the theoretical stage and experimental stage (Belda, 2021).

The domestic research on PBL is mainly on the rational thinking and large-scale application of PBL (Ting et al., 2021). For example, combining with China's educational practice, we need to reflect on the prospect of applying PBL after its introduction and whether it meets the current educational reality: with the help of network technology, applying PBL to online teaching practice, complementing with online teaching context, exploring the methods of the process of teaching system design of PBL in the network environment (Liu & Mu, 2022); expanding the research field of PBL from primary and secondary school teaching and university training mode to more refined single Subject teaching, specific topic teaching design, combination with research study, testing, innovation of principal training model in primary and secondary schools, and development of school-based training for primary and secondary school teachers (Chao et al., 2018). PBL and China's educational reality, the exploration of problem-based learning in the context of Chinese culture, the analysis of the feasibility of implementing PBL in secondary schools, the articles on PBL teaching application in programming course, PBL teaching system design in network environment, design and practice of problem-based learning in network environment, problem-solving-based training strategy for principals, and analysis of problem-based research learning in network environment are the real picture of the current research (Liu & Mu, 2022).

3.2. Teachers' Roles in PBL

In traditional English teaching, everything is teacher-centered, and the teacher is the soul of the whole teaching process, and the teacher tends to focus on the study of language forms (Aziza, 2022); students spend most of their class time listening and taking notes. In PBL teaching, teachers should not only be proficient in English course content, but also have a solid grasp of other subjects such as humanities, history, society, and psychology (Grossman, 2019) and teachers are skillful in asking questions, solving problems, using knowledge flexibly, and be rigorous. They should have the ability to ask questions, solve problems, use knowledge flexibly, think logically, motivate students, and control the pace of the class (Bastola, 2021). Hallinger (2019) mentioned in the study that the teacher needs to plan and concentrate the focus of the course, make a targeted discussion outline, select suitable and meaningful discussion materials, and design and arrange the course around a complete problem before PBL teaching. The teacher creates a learning environment that stimulates students to think, encourages them to ask questions, and continuously guides them to understand the problems in depth and to try to express their ideas in English (Belda, 2021).

3.3. Advantages of Implementing PBL

A review of domestic research on the PBL model in English teaching reveals that scholars in China are constantly introducing new technologies and ideas to reform English teaching and learning and making unremitting efforts to realize the cultivation of innovative talents. An investment made by Chao et al. (2018) and others, through a survey of 60 projects in university management information system departments, found that the PBL model has been used in English language teaching. The study of online project-based learning by Koh and Tan (2016) found that PBL had a higher level of knowledge construction than asynchronous online discussions in non-project-based learning; Erdogan et al. (2016) found that project-based learning had an impact on college student's academic performance and self-efficacy than traditional teaching methods.

The analysis of domestic and international teaching examples and data research have shown that PBL project-based learning has the advantages of reinvigorating the classroom (Bastola, 2021), stimulating students' interest, enhancing the value of learning, developing students' ability to adapt to the future society, and encouraging students to make mistakes (Kavlu, 2017).

Ngadiso, et al. (2021) showed that through PBL project-based learning, students are not only able to solve complex, unconventional, and challenging real-life problems, but also develop higher-order skills such as communication and critical innovation (Koh & Tan, 2016). By giving the students back the lead in the classroom and applying their knowledge to real-life situations, the students will be able to give themselves a satisfactory answer when the problem solver becomes themselves (Erdogan, et al., 2016).

3.4. Challenges of Implementing PBL

Almulla, M. A. (2020) mentioned that much of the project-based learning (PBL) literature highlights the curriculum, while the target is to create a framework that focuses on practices. Thereby enabling all students, especially those not previously served by the school, to experience rich learning opportunities (Grossman et al., 2018). The PBL has been demonstrated by some scholars as a type of teacher education that emphasizes experiences and teacher preparation to follow instructions (Grossman et al., 2018). Scholars have proposed various PBL skills, some of which presuppose practices or features of specific and effective routines in learning, while others presuppose practices or teachers' learning experiences designed to engage beginning learners in approximating learning with the aim of enhancing progress (Schutz et al., 2019; Von Esch & Kavanagh, 2018). Among these approaches, there are indications that PBL approaches with experienced teachers may influence instruction developed by novices (Kavanagh & Rainey, 2017; Reisman et al., 2018). While the PBL approach is applicable to students, a single educational practice is not always all appropriate in time (Grossman et al., 2019), the framework needs to focus on educational goals. The context and goals of a class as well as the learning purpose needs to be considered in decisions to go step-by-step (Hallinger et al., 2019). Objectors of PBL stated that such practices that include pre-determined routines undermine the underlying assumptions of dialogic and responsive education (Kennedy, 2016). However, there has been not enough comprehensive research on the experiences of students and teachers as participants in a completed PBL process, especially on participants' experiences and personal insights into situations, and phenomena (Tsybulsky & Muchnik-Rozanov, 2019).

4. Rationale for My Workshop Plans

Project-based learning is proven to breathe new life into autonomous learning (Weiss & Belland, 2018). When real-life situations and digital technology are introduced into the curriculum, it stimulates students to think critically, collaborate creatively, and participate actively (Quinn, 2019). As learning center, students during the project completion process can be more enthusiastic and motivate to come out with the result (Baghoussi & Zoubida, 2019).

In workshop 1, students are asked to answer authentic scenario questions about "Tell China's Story in English" as follows:

Table 1. Students are asked to answer authentic scenario questions about "Tell China's Story in English"

-Who are the audience? -Which part of China you want to express? -How can we tell Chinese story well? - What kind of Chinese story the audience might take interest in? - How to present in an interesting way? It should be a valuable sharing with points and be unique. … Questions that the Digital story group might have in mind. 1. introduce the concept of "Digital story": "What is microfilm?" 2. extend to the knowledge and understanding of "Digital story" 3. discuss "What tools can be used to shoot a film?": video camera, mobile phone, iPad. Learn how to use iPad to take photos and videos. Emphasize that "everyone's video may be different because everyone has different preferences and ideas" and discuss "If you were to make a video to show China's story to others, which places or people would you like to film? or people? Why?"

Through making inquiry sustained over time, students pose questions, gather and interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions (Quinn, 2019), students are guided to solve problems through group discussions. Students' ability to identify and solve problems on their own initiative can be enhanced.

In workshop2, by choosing different roles and divisions, students' differences are respected, and they can play a role in their own areas of expertise, and PBL can stimulate students' interest in learning (Ngadiso et al., 2021).

In the final stage of the course, Workshop 3 focuses on the presentation of outcomes and evaluation. Students need to finish intra-group evaluation (mutual evaluation of each group) and self-reflection. An effective evaluation can provide information for teachers to understand the effectiveness of the project and promotes the growth of teachers and students together by establishing an available evaluation system of students' ability and satisfaction with the course (Baghoussi & Zoubida, 2019).

5. Procedure

5.1. Participants

The target students of this program are students from an international school in China who are in the 9th-12th grade English classroom, and their average age is around 13-16 years old. They will apply to schools in Hong Kong, China, or abroad to continue their college programs after graduating from high school at this international school, which provides this group of high school students with an adequate English language program, including ESL classes and TOEFL IELTS courses. The children plan to achieve their target language scores, such as IELTS 6.5 points or more and TOEFL 85 points or more, at their desired institutions in grade 10. Since they are ready to study abroad very early, the children have a certain foundation of English proficiency. And the instructors of the program have professional English proficiency and considerable educational skills and have had prior seminars and training in PBL. They can provide timely assistance to students when they need it.

5.2. Learning Objectives

This course is designed to help international high school students to use English to communicate cross-culturally through PBL tasks by designing a complete PBL project on the theme of "Tell China's Story in English" for this group of international high school students, in this way, students can fully mobilize their own English learning enthusiasm and initiative, achieve the growth of knowledge and competence, and achieve the goal of enhancing communicative competence (Cubero, 2021).

5.3. Specific Process

Step 1

Find out what students know and understand about digital stories/interviews, brochures, and drama. The groups will be divided into smaller, more differentiated groups and group norms will be developed. Grouping is an important part of the collaborative problem-solving learning process. It is appropriate to have groups of 5-7 people, as this facilitates the participation of each group member in the group activities and facilitates communication and organization. If the individual members of the group are very different, it will be more conducive to their exchange of experience with each other, and the information obtained from the experience will be more. The criteria for grouping are generally based on relevant knowledge, skill background and previous group learning experience. If possible, learners form their own groups. The process is as follows:

Step 2

Discuss the content of their upcoming digital story (places, things or people included), discuss interview scripts, discuss brochure content or drama content. Learn methods and techniques for using video, acting, interviewing, or other formats. The group members define the work they will do and divide it up. Afterwards, the group brainstorms a variety of solutions to the driving questions. The teacher encourages them to come up with as many solutions as possible and select one of these solutions as the initial solution. Then they identify the resources, knowledge and information needed to start working on this solution: where to get these resources; analyze whether the solution is feasible, whether it needs to be modified or replaced. At this stage, the teacher coordinates and takes a holistic view of the whole picture, planning as a

whole and trying to ensure that each student can take on a challenging task.

Table 2. Workshop 1 details

Grade	Class	Subject	Topic
9-12	Level 1-3	English	PBL (Tell China's story)

Opening engagement activity: individual questioning: An element you want to show to your foreign friends.

Objectives (to be displayed):	What will the students learn?	How will the students learn?	How will the teacher know that the students have learned?
Introduce students the content, demands in the project	The reason and the way PBL work and the content, rubric contained in the PBL.	Students are to be well-informed about the knowledge of PBL and the meaning why we conduct this project.	Listen to discussion, plus questioning individuals
Grouping students to different roles and assigning tasks.	To communicate and discuss with each other. To evaluate the strengths and weaknesses of themselves and make the suitable choices.	Student-centered discussion with teacher's scaffolding. students choose their expertise field to discover and explore.	Listen to discussion, plus questioning groups
3. Each group members his/her own division of work, think about driving questions, decide the form of output.	To raise questions and come out with the solutions. To make the initial image of the output.	The group consultation should clarify the problems that need to be solved and the form of output. And reach a consensus, the teacher encourages to ask as many questions as possible, guide students to answer the questions, take brainstorming to propose multiple solutions, and choose one of them as the initial solution.	Listen to discussion, plus questioning individuals

Learning Outcomes (not for display)
ALL students will: Have a knowledge of PBL and know the task well.
MOST students will: Group themselves appropriately and know the responsibility.
SOME (the most able) students will: Come out with many questions and answers and decided the form of output.

Resources to be used	
Book / Photocopy	Books related to the topic
Audio / Visual	Document. videos display
ICT / APP	YouTube/ Ticktock
Physical / Other	

Opportunities for

Individual work Q&A	Paired work Paired discussion	Group work Group discussion

With the design options and roles defined, the group begins the initial collaboration, and this phase is the core phase of the process. Learners will invest the most time in designing and developing their solutions or project. Specific tasks are performed such as: refining the design solution, specifying and assigning tasks, acquiring the information, resources, and expertise needed for integration, acquiring additional resources and skills needed with the help of the instructor, disseminating the acquired information, resources, and expertise to their group, beginning problem solving or project development work via the digital device, reporting on individual contributions and group activities, and participating in groups throughout the process is Iterative in nature, with learners investing significant time and effort in solving problems and developing projects according to planned solutions, gaining feedback from formative evaluations, and continually revising and refining solutions.

The group submits a final problem solution or outcome. After a series of iterations of collaborative problem-solving learning, groups will develop their final problem solution or product. When the final version of the problem solution or project product is completed, they are to submit it to the instructor for evaluation. Learners are asked to reflect on what they have gained in terms of knowledge skills, group collaboration skills, and cognitive strategies, and through communication among group members can share experiences about the entire learning process. Use the school-based curriculum/free choice/outdoor time to take free shots of their favorite scenes, accompanied by the teacher each time, until all students are finished. All students will watch a digital story, or interview documentary, performance, presentation. The process is as follows:

Table 3. Workshop 2 details

Grade	Class	Subject	Topic
9-12	Level 1-3	English	PBL (Tell China's story)

Opening engagement activity: Share the information of each group members and the initial decision of output.

Objectives (to be displayed):	What will the students learn?	How will the students learn?	How will the teacher know that the students have learned?
1. Project design, assignment of task, identification of group members mission objectives, and integration of resources	Communication and presentation skills; Teamwork skills; Reading comprehension skills	Use multimedia to obtain needed information, resources and expertise and share them within the group, start working on problem solving or project development via internet	Listen to discussion, plus questioning individuals
2. Develop final problem solutions or products and submit to the instructor for evaluation.	Communication and presentation skills; Teamwork skills; Reading comprehension skills.	Report on individual contributions and group activities, conduct formative evaluation, and obtain feedback from them to continuously modify and improve the solution.	Listen to discussion, plus questioning groups
3. Students reflect on what they have learned through the period in terms of knowledge skills, group collaboration skills	Self-reflection skills, presentation and communication skills	The group members share their experiences about the whole learning process through communication	Listen to discussion, plus questioning individuals

Learning Outcomes (not for display)
ALL students will: Each group members have a knowledge of the responsibility and gain different communication skills.
MOST students will: Working together to come out with the product.
SOME (the most able) students will: Be able to share their reflections in from of the class.

Resources to be used	
Book / Photocopy	
Audio / Visual	
ICT / APP	Internet support
Physical / Other	

Opportunities for

Individual work Q&A	Paired work Paired discussion	Group work Group discussion

Step 3

First, learners will do self-evaluation and mutual evaluation of their learning results and the whole learning process to confirm what they have gained in terms of knowledge, skills and group collaboration skills. Secondly, the products and results developed by each group are evaluated in terms of design perspective, quality and operability. The instructor then develops an evaluation of the final result or product. Groups can write their own self-feedback, and these reports can be used as a reference when the teacher does the final evaluation. Finally, it is important to summarize the learning effort, celebrate the results achieved, praise the learners for their accomplishments, and encourage the learners so that they can experience the joy of success and enhance their self-efficacy. The process is as follows:

6. Implications, Limitations and Conclusion

6.1. Implementation

The implementation of PBL teaching overturned the traditional teaching model and the dominant position of the teacher was significantly weakened. Coupled with the hardware support of information technology, the new classroom with the tone of students asking questions and students solving problems with their hands is more smoothly unfolded (Gomez, 2017). Through the application of this curriculum design PBL teaching model, students are able to master the basic knowledge of the textbook in the process while multiple dimensions of literacy and competencies can be penetrated and improved to different degrees.

Before the start of the course, students are allowed to warm up through multimedia devices, so that they can have some knowledge of the content and ask questions based on the material. Initially, PBL instruction is used for students with different questioning abilities, requiring professional guidance from the teacher and integration and deepening of students' questions, reasonable assessment, conscious active questioning for learning, and increasing students' intrinsic drive (Galichkina, 2016).

Having students work in small groups in the classroom to explore and solve problems hands-on is conducive to improving students' teamwork and problem-solving skills. Also, with the help of computers, laptops record and share in real-time, which both enhances classroom interaction and promotes communication among students (Liu & Mu, 2022). Explore how to introduce Chinese stories to friends from different cultural backgrounds.

Table 4. Workshop 3 details

Grade	Class	Subject	Topic
9-12	Level 1-3	English	PBL (Tell China's story)

Opening engagement activity: individual questioning: Which part impressed you during the process?

Objectives (to be displayed):	What will the students learn?	How will the students learn?	How will the teacher know that the students have learned?
1. Keep working on the final product.	To cooperate with group members, listen to others.	Combine suggestions from other groups as well as the teacher, focus on the discussion again, identify problems, solve them, integrate again, rehearse or shoot post-production, and improve the work.	Listen to discussion, plus questioning individuals
2. Presentation and work display.	Comprehension skills and note-taking skills.	Present the project results in groups, do communication, report, raise questions, and group answers. Other groups should do active listening and evaluate from the design perspective, quality and operability.	Listen and observe
3. Evaluation	To evaluate themselves and others works.	Group members submit the research proposal and writes their own evaluation reports, including a summary of members' contribution and evaluation, which can be used as a reference when the teacher does the final evaluation.	Listen to discussion, plus questioning individuals

Learning Outcomes (not for display)
ALL students will: Finish the project of their own part.
MOST students will: Evaluate all outputs from themselves and others.
SOME (the most able) students will: Think critically about the projects and finish the evaluation forms.

Resources to be used	
Book / Photocopy	
Audio / Visual	
ICT / APP	Technique support
Physical / Other	Demonstration

Opportunities for

Individual work Q&A	Paired work Paired discussion	Group work Group discussion

In the PBL practice, multidimensional formative assessment of students' operations, problem analysis, teamwork, and presentation of results is conducted later (DeMink, et al, 2021) to enhance students' self-efficacy, while this multiple assessment orientation is telling both teachers and students not to focus only on achievement but also on the improvement of students' ability to develop into well-rounded new-age youth.

6.2. Limitations

There are certain challenges and limitations to the implementation of this practice. Requirements for teachers and students can be higher than ordinary class. PBL is different from the traditional teaching model in that it places higher demands on teachers. Teachers need to master how to instruct students, and how to evaluate the learning process of students (Baghoussi & Zoubida, 2019).

PBL teaching as a student-centered teaching method, students need to realize that learning is their own business and they should be responsible for their own learning. It is recommended that activities and inquiry lessons be added to the instruction to equip students with the basic methods of inquiry in order to expand their knowledge and improve and gain problem-solving skills.

A collaborative team of teachers is essential. Implementing PBL is a very complex task that cannot be accomplished by the instructor alone and is difficult to do well (Tang, et, al 2020). In the process of implementation, we should form a collaborative team of classroom teachers, subject matter experts, and teaching assistants to collaborate with each other to research and discuss the problems that arise in the implementation process from multiple aspects and perspectives and come up with a set of specific solutions. By helping each other and improving together in the process of implementation, forming a scientific research group with complementary advantages and coordination and cooperation, we can bring into play the overall effect of the group, improve the overall research ability and realize a greater innovative function.

The scientific evaluation system is also challenged. Although the PBL teaching method is widely used in the field of education at home and abroad and has achieved reliable teaching effects, especially in improving students' understanding, memory and application of knowledge, the scientific assessment system is not yet sound (Ghufron & Ermawati, 2018). Therefore, research on PBL teaching should

be continuously strengthened and a scientific assessment system combining quantitative and qualitative aspects should be gradually established. For teachers, the implementation of PBL teaching is a challenge in the new educational era, and because it is a challenge, it is all the more necessary for us to rise to the challenge and push the boundaries.

6.3. Conclusion

Both cases and data are used to prove that the PBL teaching method is applicable to high school English-speaking courses and can be a good way to develop students' interest and motivate them to explore and practice on their own. At the same time, it can also be applied to learning. Through the form of group cooperation, the ability of problem identification and problem-solving is greatly strengthened. However, at the same time, PBL teaching method also has its own limitations, it cannot solve all the problems left in traditional teaching, and there are also many challenges, it needs to be based on the teaching content and syllabus requirements, combined with the actual situation of the reasonable use of PBL teaching method. There are still many difficulties to be overcome in future development.

7. Personal Reflections

It is more meaningful to present the work in a way that the students are familiar with and enjoy than to produce a beautiful piece of work. If children are given more room to create throughout the PBL process, it will be more meaningful and valuable for the whole project and for the students themselves.

Both project-based and problem-oriented teaching methods are student-centered teaching methods that aim to prompt the teaching quality, thus, to most extensively, fully, and effectively increase students' active learning motivation (Ghufron & Ermawati, 2018). However, there are still some problems and obstacles to the full implementation and enforcement of PBL in our higher education. The first is the need for support from the teaching administration to be able to implement PBL teaching methods across the university. It can also be run in a specific major on a trial basis, and then gradually extended to other majors after a few years of summary and improvement. Of course, the implementation process needs to be unanimously agreed and supported by departments of the management. The lack of coordination among individual departments may also cause unnecessary obstacles in the process of implementing PBL. Secondly, there is a need to change the teaching concept of teachers. While agreeing with the advantages of PBL teaching method, it is also necessary to understand and master this teaching method. Only with the teachers' recognition and participation and support can the PBL teaching method be better implemented and enforced. On the other hand, teachers should not only be enthusiastic, but also trained and studied to master the real meaning and significance of PBL, its implementation, and its evaluation process (Galichkina, 2016). At the school level, it is a good way to learn by setting up a professional group for PBL, and after research and discussion, some teachers can be selected to study in domestic and foreign universities where PBL is implemented. A special fund should be set up to encourage and support the participation of teachers. In addition, it is also necessary to integrate PBL courses into the teaching plan of each subject, so that PBL courses can be taught throughout the grades and be fully student oriented (Cubero, 2021). The PBL teaching method can only be truly valuable and meaningful in the process of continuous experimentation, summary and improvement.

The author believes that future research on the PBL model in English teaching should try to summarize the commonalities from a large number of case studies, pay attention to the opportunities and challenges brought by the new situation, and further explore the theoretical framework of English teaching based on empirical evidence and the teaching laws with universal value, so as to truly achieve the goals of English teaching, help students to use English correctly for intercultural communication in authentic contextual tasks, and fully mobilize This will help students to use English to communicate interculturally in real-life situations and to motivate students to learn English actively and realize the growth of knowledge and ability.

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