

Original Paper

Problem-Based Learning in College English Teaching in the Internet Era

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Abstract

In the internet era, the proliferation of accessible online resources has significantly transformed the landscape of college English teaching. Students now have unprecedented access to materials covering grammar, vocabulary, and background knowledge-traditional focal points of college English classroom teaching. If teachers remain their teaching focus on these aspects in the class, they risk rendering their teaching unengaging and fostering a passive learning attitude among students, which can detrimentally impact their overall English proficiency. On the other hand, current college students, due to the limitations of their previous English learning methods, often grapple with challenges in their English usage at various levels—lexical, syntactic, textual, cultural. These problems, which extend beyond mere accuracy and correctness, are frequently overlooked by students and can significantly hinder their effective use of the English language. In this situation, it is imperative to reform the classroom teaching of college English, targeting at the problems the college students often neglect by innovatively using the textbooks.

Keywords

Internet era, Problem-based learning, College English classroom teaching, English proficiency

1. Introduction

In the modern era, facilitated by the internet, access to a vast array of educational resources has been markedly enhanced, providing students with convenient access to a plethora of English learning materials online. Comprehensive teaching materials and keys to exercises from college English textbooks are readily available for free access across various digital platforms. The students can obtain complete instructional materials and researching the contextual background of texts online, with the option to seek solutions to other inquiries through online searches. Concurrently, contemporary college students, who have been exposed to English education from primary school, have, by the time of their

high school graduation, amassed a foundational understanding of English, a modest vocabulary, and have developed some abilities to learn independently. In this context, the grammatical and lexical knowledge traditionally imparted by the teachers within the classroom setting can be strategically entrusted to the students for autonomous learning endeavors. If the classroom instruction remains centered on elucidating and introducing textbook background knowledge and grammatical and lexical information that students are capable of acquiring by themselves, this pedagogical approach may engender a sense of disengagement among students. Furthermore, it may perpetuate a passive reception of English knowledge, which can impede the holistic improvement of their English proficiency. This paradigm partly explains the common remarks of many college students that, despite two years of college English education, their proficiency in the language, especially in the domains of speaking and writing, has seen only marginal improvement.

Given the limitations of the traditional teacher-centered instructional approach, educational researchers have increasingly turned their focus towards the development of pedagogical approaches that are student-centered. Among these innovative models, the problem-based learning (PBL) framework-underpinned by the principle of “problem-driven learning” and well suited to helping students become active learners (Wang, 2021)-has emerged as a prominent contender within the domain of foreign language pedagogy, across a spectrum of English language courses, encompassing reading, listening, speaking, and writing components.

2. Problem-based Learning and its Application in Present College English Teaching

Problem-based learning (PBL) is an instructional method in which students learn through facilitated problem solving (Hmelo-Silver, 2004). It represents an educational paradigm that is “problem-driven” (Yew & Grady, 2012) and advocates for the establishment of a “learner-centered” (Savery, 2015) educational environment, with the problem acting as the point of departure for the learning process (Servant, 2018). In brief, PBL is a pedagogical approach that enables students to learn while engaging actively with meaningful problems. Students are given the opportunities to solve problems in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection (Yew & Goh, 2016).

In the context of PBL, the student assumes the role of the primary agent in the learning process, actively engaging with and investigating problems through a synergistic blend of independent and cooperative learning techniques (Li, 2021). This approach can foster a pedagogical space where the student’s inquiry and interaction with the problem dictate the direction and depth of learning, thereby cultivating a more autonomous and self-motivated learning experience.

PBL is widely recognized for its potential to optimize student proactivity and enthusiasm by presenting them with distinct and concrete learning objectives, thereby finding application across a spectrum of academic fields, including the field of foreign language teaching. However, an examination of the extant problem-oriented foreign language teaching paradigm, as proposed by scholars and observed

through the author's data collection, reveals that the teachers delineate a variety of problems or tasks just around the thematic nucleus of the course unit, urging the students to solve these problems through collaborative endeavors and investigative research. These tasks are often fulfilled in a myriad of formats, including PowerPoint presentations, performative enactments, and the recounting of narratives. Despite these efforts, the model's capacity to markedly elevate students' English proficiency is, in actuality, rather restricted, as the instruction is often oriented towards the thematic content at the expense of the English language itself. Given the limited time of classroom instruction, the teachers, prioritizing content over linguistic form, frequently neglect to allocate sufficient time for a critique and formative feedback on the linguistic dimensions of students' expressive output. This oversight may result in the loss of students' attentiveness and awareness of the subtleties of their language use, consequently compromising their proficiency in the effective utilization of natural and standard English in both oral and written communication.

It is widely acknowledged that achieving proficiency in English extends beyond the confines of formal classroom learning, necessitating a commitment to independent study beyond the classroom setting. This autonomous learning process, in turn, requires strategic guidance from the classroom. If classroom instruction is exclusively preoccupied with thematic content and ideas, to the detriment of addressing the specific linguistic challenges that students face, it is improbable that students will devote due diligence to linguistic forms in their extracurricular studies. For instance, while many students partake in extensive reading outside of the class, the pedagogical emphasis on content rather than linguistic form can lead them to concentrate primarily on the semantic aspects of the text. Their goal, thus, exclusively becomes comprehension of the meaning of the text, with little regard for the linguistic structures and expressions employed in the text, which will significantly diminish the reading exercise's potential as a vehicle for linguistic accumulation, while it is axiomatic in language acquisition that the provision of high-quality, substantive input is essential, serving as the cornerstone for effective language learning (Pan & Yu, 2015).

Thus, to overcome the above-mentioned deficiencies in college English teaching, PBL college English classroom instruction should extend beyond the thematic concerns of the curriculum to meaningfully address the particular challenges that students encounter in their practical use of English, encompassing a language training component that is tailored to tackle these specific problems. The classroom should serve as a forum for guiding students in the critical analysis and resolution of their own limitations in the use of English, to reinforce their overall English awareness, enhance their sensitivity to the subtleties of the language, and bolster their self-assessment skills, which are crucial for effective language use.

3. Major Problems in the Use of English among Non-English Major College Students

An assessment of the writing and translation tasks submitted by non-English major college students has indicated that their overall command of English is not highly proficient, with significant challenges

present across various aspects: lexical, syntactic, textual, and cultural. Here, it should be noted that the problems identified surpass the realm of simple vocabulary and grammatical mistakes, and involve broader concerns regarding the diversity, naturalness, and appropriateness of language expression.

3.1 Vocabulary

In the realm of vocabulary, when the students engage in English production, the majority of them confine their use of English to words acquired during their secondary education.

For example, when expressing the concept of “importance”, students frequently default to the adjective “important”, with a notable absence of alternative lexical choices. The word “think” is often used to express “belief”, “things” to denote “objects”, “need” for “requirement”, “main” for “principal”, and “have” or “has” is often employed without discernment to denote not only possession but also the existential “there is/there are” construction etc. Despite having been exposed to and having memorized an expanded vocabulary through their college English studies, students frequently struggle to effectively apply this broader vocabulary in their written compositions. This difficulty can lead to the creation of sentences that, while semantically and grammatically correct, lack linguistic variety and nuance, as evidenced by expressions like “*Study is the main work for us.*”

Furthermore, when engaging in English communication, both oral and written, students often exhibit a predilection for the primary signification linked to a word, which they have initially encountered. For example, the term “major” is predominantly understood as “academic specialty”, with its alternative senses of “important” or “principal” being underutilized. In addition, there is also a marked lexical poverty in students’ speaking or writing, for example, the word “because” is the default selection for articulating causality, with a pronounced scarcity in the use of alternative causal expressions like “since”, “as”, or “for”.

Additionally, although the practice of word form conversion via suffixes-such as converting verbs or adjectives into nouns-has been a key element in English vocabulary teaching, students frequently fail to apply these morphological transformations or semantic extensions to expand their vocabulary in practical use of English. A common example is sentence “*I failed in this exam, which made my parents disappointed*”, as opposed to the more nuanced expression “*My failure in this exam made my parents disappointed*”.

3.2 Syntax

As to syntactic construction, there is a discernible preference among students for simple sentence structures. When resorting to complex sentences, they often restrict themselves to those containing only attributive and adverbial clauses, suggesting a reluctance to engage with more intricate syntactic forms, such as appositives, prepositional phrases, non-finite verb forms, and independent constructions, which could add richness to sentence patterns. Moreover, a considerable subset of students, influenced by Chinese linguistic conventions, has been observed to frequently construct run-on sentences, a practice that detracts from the clarity and coherence of their written English.

The tendency of students to favor simple sentences and attributive complex structures often results in a

lack of variety and monotony in their English writing. For instance, simple sentences are plague in students' writing and translation like *"Finally, we must have a regular schedule. This can ensure our energy and improve our motivation to do things."* or *"We should often review and summarize ourselves. This makes us better. It is very useful."* Although most students are cognizant of the use of complex sentence, they exclusively rely on attributive and adverbial clauses to expand their clauses, showing a pronounced deficiency in the employment of appositives, prepositional phrases, non-finite verb forms, and independent structures to enrich their sentence construction. An example is the sentence, *"In the year of 2020, the Novel Coronavirus was spread all over the world especially in China, which led to many patients dying because of the serious virus."* Here, a non-finite verb form may be a good choice to convey the outcome, yet students seldom contemplate such syntactic structures.

Moreover, the students, influenced by the segmented thought patterns of the Chinese language, often inadvertently employ run-on sentences in their compositions or translations. A common occurrence in the English compositions and translations of Chinese students is the presence of multiple independent "subject + predicate" structures within a single sentence, often devoid of appropriate conjunctions. For example: *"I think health is very important to us all, I will take part in some outdoor activities like ping-pong and badminton."* Therefore, it is often highlighted, "The phenomenon of 'run-on sentences' remains a significant problem that should not be overlooked in the instruction of English translation and writing within our educational context" (Zhao & Wang, 2023).

In addition to the plague of run-on sentences, Chinese students commonly exhibit a disregard for logical analysis and a propensity for direct translation from Chinese to English, overlooking the logical compatibility between various grammatical components and resulting in illogical English expressions. An example of such an expression is: *"Using time in a right way will be a good habit for us. It can get a better lifestyle."* In this sentence, there is a clear logical incongruity between the subject "it" and the predicate "get a better lifestyle."

3.3 Text

At the level of text, a common shortfall is observed among students regarding their understanding of textual cohesion and coherence. In their speech and writing, they tend to focus on the construction of individual sentences, inadvertently neglecting the crucial role of formal and semantic connections that should exist between sentences and throughout the entire text.

English language education has long emphasized lexical acquisition and syntactic structures, often overlooking the critical aspects of textual cohesion and coherence. This pedagogical emphasis can lead to a grammatical precision in individual sentences without ensuring the seamless integration of ideas across the text. For example, the students often produce this kind of utterances: *"The first one is setting a specific goal. A clear goal can lead you to assign time more logically."* Despite an evident causal relationship, there is no use of cohesive devices to manifest the connection between these two sentences. Another instance is the abrupt transition observed in expressions like: *"But the most important thing is how to plan the study time, cannot take up the rest time. Good health is the most important thing."* Here,

the first sentence addresses the importance of managing study time without infringing on rest, while the subsequent one introduces an unrelated remark that health is paramount. The significance of health does not have a direct correlation to the management of study time, resulting in a lack of cohesive transition between these two statements.

Furthermore, when the students are engaged in offering advice, they often utilize different sentence structures to convey their suggestions. Nonetheless, there is an obvious absence of consistency in the manner of expression among closely related pieces of advice, just like the following paragraph shows:

First, you must make a plan, it will help you in making the most of your time. Second, find aims for yourself. The aims will encourage you and give you the power to stick to your plan. Finally, allocate some time to engage in sports or other activities you enjoy.

In this paragraph, three distinct pieces of advice are presented, each with a different structure, which undermines the overall consistency of the text.

3.4 Culture

It is widely acknowledged that an individual's use of language is inevitably influenced by his cultural environment. Culture is deeply entwined with language, and as a result, when Chinese students use English without a thorough understanding of cultural differences, they may subconsciously incorporate expressions from Chinese culture into their English discourse. For example, when talking about the importance of physical fitness, many students use the expression “*The body is the capital of revolution*”, a saying that is deeply ingrained in Chinese ideology.

Additionally, the People's Liberation Army is referred to as “people's liberation army uncle” by some Chinese students, which does not appear in natural English. In Chinese culture, the term “uncle” is used more broadly to denote respect or familiarity. However, in English, “uncle” is specifically reserved for direct relatives and is typically followed by a given name rather than a surname. Despite this, Chinese students often use constructions such as “Uncle Song Yang”, which diverges from the conventions of English.

The aforementioned problems in the use of English among Chinese college students, while not necessarily errors, will impede the advancement of their overall English proficiency. These challenges are largely influenced by the cognitive habits inherent in the Chinese language and the methods by which English is acquired by the Chinese students. Consequently, it is imperative that these aspects are highlighted within the educational curriculum. PBL in the classroom can significantly enhance students' awareness and encourage them to address these concerns more proactively.

4. PBL in College English Teaching

Given the common challenges that Chinese college students face in their English usage, it is essential for college English teaching to be tailored to address these specific problems. Such a targeted instructional approach is likely to deepen students' comprehension of these problems, empowering them to make reflection on these problems and avoid such pitfalls in their English communication. This

proactive engagement is expected to bring significant enhancements in their overall English proficiency. Neglecting to address these problems could lead to a plateau in students' language skills, regardless of the quantity of English courses they complete.

The traditional imparting of grammatical rules and vocabulary in classroom teaching can be fulfilled by encouraging students to learn by themselves with the help of online resources. For instance, students could be assigned to learn key vocabulary and syntactic structures from each unit by exploring the internet to find illustrative examples and gain a thorough grasp of their practical use.

In the context of Chinese education, college English teaching is mandated to conform to a standardized curriculum and to achieve the educational objectives outlined in the textbooks. Therefore, the application of PBL should be grounded in the textbook content, necessitating a creative and strategic utilization of the textbook resources along with the development of specifically tailored teaching procedures.

4.1 Educational Goals and Foci of PBL College English Teaching

The goals of PBL include helping students develop 1) flexible knowledge, 2) effective problem-solving skills, 3) self-directed learning (SDL) skills, 4) effective collaboration skills, and 5) intrinsic motivation (Hmelo-Silver, 2004). When it comes to college English teaching, the first is to establish the focal points of concern within the college English classroom. In recognition of the current teaching paradigm's predisposition towards content over linguistic form, the PBL classroom instruction should extend beyond thematic discussions to encompass a range of problems the non-English major college students need to solve. These problems span across various dimensions, including vocabulary, syntax, discourse, and cultural aspects. The students' sensitivity to these problems, coupled with their capacity for self-assessment and circumvention of such problems, can be identified as the primary targets of the classroom teaching. This understanding can then be leveraged to effectively design and structure the teaching process.

4.2 PBL Process in College English Classroom

PBL as a pedagogical strategy appeals to many educators because it offers an instructional framework that supports active and group learning (Yew & Goh, 2016). Its implementation can vary across institutions and programmes, but in general, it can be viewed as an iterative process made up of first, a problem analysis phase, a period of self-directed learning and lastly, a reporting phase. The teacher-also known as a facilitator-acts as a guide to scaffold students' learning (ibid), while students are required to solve the problems by discussing them with group members (Rakhudu, 2015). Therefore, PBL contains three elements: problems as the initiator for learning, the teacher as a facilitator in the group versions, and group work as a stimulus for collaborative interaction (Dolmans, 2005).

Given that the pedagogical focus is on the prevalent problems observed in students' current use of English, the paramount aspect of classroom teaching is to facilitate students' awareness of the specific challenges they encounter and to equip them with strategies to overcome these hurdles. A thorough comprehension of these problems requires reinforcement through repeated exposure. Consequently, in

the regular teaching activities, it is imperative to highlight particular problems in each session, such as those pertaining to non-finite verb forms, word class transformations, and the application of conjunctions. These problems can be methodically addressed through the following stages, in which the three elements of PBL (problems, teacher as facilitator and group work) is highlighted.

(1) At the beginning of the semester, some illustrative cases, such as exemplars of translations or compositions from students exercises can be presented and discussed to delineate the typical problems in students' use of English, thereby instilling an initial awareness of these problems.

(2) A succinct overview of the text's thematic content is provided and students is encouraged to write a brief essay on a similiar topic. Then, a preliminary peer evaluation within groups is organized to detect and address problems pertaining to vocabulary, syntax, text, and culture, with an attempt at initial revisions. For example, the thematic focus of the inaugural unit in the third edition of *New Vision College English* (Ding & Wu, 2020) pertains to recommendations for college life. Prior to exploring this unit, students could be tasked with composing a short essay on the topic of "How to Manage Time in College." The students are then urged to identify and discuss problems within their essays through collaborative group critique. If a student's submission includes expressions such as "*We have already attended university, it is more and more important to manage our time well and properly,*" or "*Secondly, we should balance study and exercise, good health is the foundation of everything,*" a discussion can be initiated on the shortcomings of such expressions and propose methods for refinement. Additionally, students will be urged to collectively explore alternative means of expressing a particular concept, thereby fostering an appreciation for the diversity of expression.

(3) Following the thematic discussion of the text, the in-depth text analysis can be made with exercises such as cloze tests, error corrections, and back-translation tasks that are centered around the prevalent problems in students' use of English. Students are to engage with these exercises either autonomously or through collaborative group discussions, thereby fostering active learning of the text and prompting self-explanation of their linguistic choices. This process should be mentored to stimulate reflection on the students' existing problems and shortcomings in their use of English. These exercises, taking the second paragraph of Unit 1 of the textbook *New Vision College English* (2020) as an example, can be designed as follows:

Para 2. In welcome you to the university, I reminded my own high school graduation and the photograph my mom took of my dad and me. "Pose naturally," Mom instructed us. "Wait!" said Dad, "Let's take a picture of me hand him an alarm clock."

For this passage, three errors can be devised, each focusing on a different aspect of verb form: the correct verb form to follow a preposition, the structure of the passive voice, and the employment of non-finite verb as adverbials of accompaniment. Students are prompted to read and examine each sentence, pinpointing these errors, and effecting the appropriate corrections, which would serve to deepen their impression of these verb forms.

Then, the close exercise can be designed in the third paragraph:

Para 3. You will miss your old routines and your parents' (1)___ to work hard and (2)___ your best. You may have cried tears of joy to be finally finish with high school, (3)___ your parents may have cried tears of joy to be finally finish with (4)___ your laundry!

This passage presents multiple opportunities for the creation of cloze exercises. The first blank can be filled with the noun “reminder”, which is derived from the verb “remind.” When students contemplate the concept of “reminding”, they are likely to default to the verb form they initially acquired. Through the trial and correction process inherent in cloze exercises, students can bolster their consciousness of word class conversion. The second blank incorporates the word “attain”, which conveys the notion of “obtaining”. As previously noted, students frequently rely on the vocabulary they first encountered to express specific ideas. This tendency can lead to the eventual atrophy of words learned later on, thereby perpetuating a persistent monotony in their expression. When expressing the concept of “obtaining” or “acquiring”, students typically think first of the word “get”. A cloze exercise at this juncture can imprint a more recollection of the word “attain”, encouraging them to contemplate alternative lexical choices in English for expressing similar ideas. This approach can be extended to the pivotal words of each unit, stimulating students to engage proactively with and utilize these terms.

The third blank addresses the use of conjunctions to avert run-on sentences, a focal point for this unit. Influenced by the syntactic habits of the Chinese language, students often neglect the use of conjunctions, a common oversight that results in the proliferation of run-on sentences. The cloze exercise can serve to highlight this point and arouse greater consideration. The fourth blank also relates to the form of the verb that follows a preposition. Building upon the prior correction exercises for the form of verbs subsequent to prepositions in the preceding paragraph, students are likely to exhibit a more rapid response upon encountering such constructions, thereby further solidifying their grasp of this linguistic point. Whenever analogous point emerge within the text, they can be fashioned into cloze or error correction exercises to reinforce students' awareness and understanding. For instance, in the eighth paragraph, there is a sentence:

We take great pleasure in ___ the door to this great step in your journey.

The blank in question should be filled with word “opening”, which serves to further imprint upon students the usage of non-finite verb forms, a grammatical feature that was deliberately highlighted in the second paragraph. Through the engagement with the cloze exercise, students have the opportunity to reinforce their understanding of this particular grammatical expression.

In addition to error correction and close, back translation is also a good means to attract the students' attention to certain linguistic point. For example, the initial segment of the fifth paragraph within the text can be utilized to create a back-translation task. Students are first presented with the Chinese rendition of the English passage and then encouraged to translate it back into English. Subsequently, a purposeful comparative analysis can be conducted between the students' translations and the original text from the course material.

中文：大学有大量的课程你们可以选择，面对这么多课程，你们可能会不知所措。虽然你们不可能选修所有课程，但还是尽量去尝试更多的课程吧！大学里有很多可以做可以学的事，而每一件事都会带给你不同视角来审视这个世界。

英文：You may **feel overwhelmed** by the **wealth of** courses **available to** you. You will not be able to experience them all, but **sample** them widely! College **offers** many things to do and to learn, and each of them **offers** a different way to see the world. ^[8]

Within this segment, several lexical items and phrases such as “feel overwhelmed”, “the wealth of”, “available to”, and “sample” are identified as key vocabulary for this unit. These terms, while perhaps more complex, can be replaced by simpler, more familiar English alternatives. By engaging students in the translation process and subsequently comparing their translations to the original English text, they can gain a profound understanding of the limitations and deficiencies in their lexical choices. This perception can encourage a more deliberate effort to enhance their word selection in subsequent use of English.

Moreover, this section addresses a prevalent problem in students’ use of English, specifically the translation of the concept of “有 you” (in Chinese, this word can be used to refer to both possession and existence”). Students frequently default to using “have” or “has” in English, mirroring the presence of “有” in Chinese, without adequately assessing the contextual appropriateness. Through the act of translating from Chinese to English and recognizing their own improper usage, along with targeted emphasis from the teacher during feedback, students can develop a more circumspect approach to using “have” and “has”.

Furthermore, this section delves into the correct verb form to be used following prepositions. The translation exercise can serve to reinforce the grammatical concept of utilizing the -ing form of a verb after a preposition.

(4) Following the analysis of the text through cloze exercises, error corrections, and back-translation, the subsequent phase could involve selecting a Chinese short passage with a similar topic for translation purposes. Self-evaluation and peer-evaluation sessions can be encouraged within the classroom to facilitate students in recognizing problems in their translations, deliberating on potential solutions, and deepening their awareness of these problems. This process concurrently hones students’ skills in self-assessment and evaluation. The translation materials chosen should encapsulate potential problems that may arise in students’ use of English. For instance, students could be tasked with leveraging the newly acquired expressions from the text to translate the passage, which may also contain multiple instances necessitating the application of non-finite verb forms.

Thus, through the iterative practice and reinforcement of exercises that target the common problems arising in students’ English speaking or writing, there is a promising prospect that students will gain an in-depth understanding of these problems. They are likely to become more vigilant regarding these linguistic phenomena during the language intake phase, engage in introspection about their own expressing habits in English, and make a conscious effort to circumvent these problems in their future

English applications. Concurrently, this problem-based approach aids in transitioning from the conventional teacher-centered classroom model, characterized by students' passive reception of information, to a student-centered paradigm that promotes proactive learning. Within this paradigm, students are able to perceive their own advancements and achievements, which subsequently instills a sense of accomplishment and catalyzes an appetite for continued learning, enabling them to become lifelong learners (Billett, 1996).

5. Conclusion

Within the current paradigm of college English teaching, there exists a pronounced tendency to diminish the emphasis on the minutiae of linguistic form, while there is a concurrent emphasis on thematic content discussions. Despite college students generally grasping the foundational rules of English usage in their secondary education, enabling them to sidestep basic vocabulary and grammatical errors, they continue to face challenges related to lexical diversity, syntactic variety, and the naturalness and appropriateness of expression. For example, students often prefer simplistic vocabulary and the initial meanings acquired for words, with a paucity of word class conversions. Syntactically, there is a predilection for rudimentary sentence structures and a proliferation of run-on sentences. At the textual level, there is frequently an absence of coherence and cohesion, and on the cultural plane, students grapple with the constraints of Chinese thinking patterns. These problems are commonly neglected during language input phases, leading to a stagnation in English proficiency enhancement during the college years.

To confront these problems, it is imperative to integrate a problem-based learning model in classroom teaching of college English. This approach should encompass output-oriented exercises that solidify students' comprehension of these problems and cultivate their acumen for self-assessment and avoidance. In the meantime, the conventional input-centric content, such as grammatical rules and vocabulary knowledge from the textbook, can be allocated for self-directed study, capitalizing on the wealth of online resources at students' disposal. By instilling a robust sense of inquiry and facilitating a proactive, integrative learning approach that combines in-class and extracurricular, and balances input with output, there will be a heightened potential for steady advancements in students' English proficiency.

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