Research and Application of PBL Teaching Approach in College English Teaching

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Abstract: With the rapid development of technology and economy, cultivating high-quality international talents is a reform trend in college English education. At present, the main problem in college English teaching is that the teaching efficiency needs to be improved, which is mainly caused by the traditional teaching model of teacher-centered and simple teaching of language knowledge. PBL (problem-based learning) is a learner centered teaching approach. This article presents the characteristics of PBL teaching approach and how it can be applied in college English teaching. PBL emphasizes setting learning within relevant and meaningful problem contexts, encouraging learners to organize teams and collaborate to solve real-life problems, promoting critical thinking, acquiring skills in autonomous and collaborative learning, and efficiently solving problems. Through the practice of PBL in college English teaching, the application path of PBL in college English teaching is obtained, which includes setting up scientific problem scenarios, conducting group cooperative learning, creating a good teaching atmosphere, and actively carrying out after-school practice work.

Keywords: College English Teaching; PBL Teaching Approach; Application Value; Application Path

1. Introduction

The purpose of college English teaching is to provide high-quality international talents for society and serve the individual development of students. Teachers should research new theories, explore new methods and continuously improve the quality of college English teaching so as to comply with the trend of the times.

1.1 Brief Introduction To PBL

PBL, also known as Problem- Based Learning, is a teaching approach based on constructivist philosophy and cultivating learner centered teaching strategies. PBL teaching approach, as a problem-oriented and student-centered teaching approach, can effectively cultivate students' ability to organize data, discover problems, and solve problems in the process of problem research [1]. Problem-based learning (PBL) is a student-centered instructional strategy that is characterized by three elements: triggers, tutors and students [2]. A PBL involves small group discussion and presentation, whereby the students learn using authentic real-world problems, guided by a tutor. The quality of these elements and the dynamic interactions among them determine the success of a PBL session [3].

1.2 The Necessity of Application of PBL in College English Teaching

At present, the main problem in college English teaching is that the teaching efficiency needs to be improved, which is mainly caused by the traditional teaching model of teacher-centered and simple teaching of language knowledge. The reform of college English teaching is imperative, and the PBL teaching approach has emerged in this development environment. In the practice of college English teaching, teachers should change the traditional indoctrination teaching method, scientifically apply the PBL teaching approach and focus on English teaching objectives, scientifically create rich and diverse problem situations, effectively drive students with problems, and improve the quality of students' English learning with problems, so that every student can become the master of English learning. College students themselves are relatively independent groups, and in the process of learning and

development, they have a clear self-awareness and a certain sense of independence. In English teaching, teachers should skillfully use PBL teaching approach to create rich problem situations, allowing students to engage in English learning practice with clear problem orientation, better optimizing students' English development literacy, and continuously improving students' English knowledge application ability.

2. The Application Characteristics of PBL Teaching Approach

In the practice of college English teaching, teachers fully integrate students' English development needs and innovate the use of PBL teaching approach, which can not only greatly improve and enhance students' English literacy and development ability, but also effectively guide students to become key players in English learning. As an efficient English teaching approach, PBL teaching has significant application characteristics, including the following aspects:

Firstly, PBL emphasizes that students engage actively in learning and use questions to drive efficient learning. In the practice of college English teaching, the application of PBL teaching approach is based on students' active learning. Students are the masters of English learning. Through the application this approach, teachers should actively lead students in efficient and autonomous learning, and also drive students to actively think and explore, ensuring that every student can actively participate in English learning practice [4].

Secondly, ensure that every student can achieve comprehensive development and improvement. At the same time, guided by this teaching approach, students should have a strong sense of responsibility for their own learning tasks and fully devote themselves to English learning practice.

Thirdly, PBL emphasizes the authenticity of teaching situations and drives students to explore independently. In the practice of college English teaching, teachers should scientifically and skillfully apply the PBL teaching approach, pay attention to creating real English learning task scenarios for students, provide specific task guidance for students, ensure that each student can independently and efficiently explore in the task context, and effectively enhance students' exploration ability. In fact, in PBL teaching, when designing problems or creating tasks, teachers should try to create some flawed or structurally incomplete problems for students, so that students can have room for development and improvement. Under the guidance of real task orientation, students are able to explore independently and efficiently in the direction of tasks, and also can gain inspiration and improvement in learning practice.

Fourthly, teachers guide students to actively learn and utilize the knowledge points they have learned in self-directed learning. In traditional college English teaching practice, teachers tend to focus more on guiding students to memorize and recognize mechanically when teaching English, without truly highlighting the importance of knowledge application. The PBL teaching approach emphasizes more on guiding students to apply knowledge, guiding them to scientifically apply the English knowledge points they have learned to solve practical problems, and better improving students' English literacy and knowledge transfer and application abilities.

Fifthly, PBL emphasizes debates in cooperation and sharing, and guides students to reflect. In college English teaching practice, the efficient application of PBL teaching approach emphasizes more on students' cooperative learning, and pays more attention to guiding students to reflect. Each student has significant differences in their English literacy, and their English cognitive abilities also vary from high to low. Teachers should combine the teaching content, organize students in an orderly manner, guide them to discuss and cooperate with each other, and conduct efficient exploration and in-depth interaction in rich and diverse cooperative contexts. In fact, many insightful insights are formed and developed through mutual discussion.

Sixthly, the teacher play the role of a teacher as a guide and guide students to form study skills. For college students, if they can master certain study skills or learning methods in the process of English learning, they will often be able to achieve the learning goal of twice the result with half the effort. Under the scientific role of PBL teaching approach, teachers should give full play to their guiding role,

actively teach students rich English study skills and methods, and then encourage and guide students to actively participate in English learning practice.

3. The Application Value of PBL Teaching Approach in College English Teaching

The efficient application of PBL teaching approach in college English teaching practice has significant characteristics. In order to comprehensively and systematically improve students' English literacy and optimize their English knowledge application ability, teachers must scientifically apply the PBL teaching approach and actively play its important application value and role [5].

Firstly, in college English teaching, relying on the PBL teaching model, teachers can seek teaching breakthroughs from the teaching content, use teaching points as the key carrier to achieve teaching reform and innovation, and then accurately and comprehensively design difficulty levels of problems for students based on their development needs and learning needs, to meet their different learning needs [6]. In the process of college English teaching practice, relying on the PBL teaching model, teachers can combine and grasp students' English learning interests, actively create scientific English learning situations for students, and actively improve and optimize students' English literacy and learning interests. College English itself has a strong practical application attribute. In college English teaching, teachers can greatly improve students' English autonomous learning ability by adopting the PBL teaching model.

Secondly, in the practice of college English teaching, relying on the PBL teaching model, teachers can create corresponding problem situations for students, guide and inspire students to conduct in-depth exploration and collaborative exploration on English problems, and better ensure the learning effectiveness of students. In the context of scientific problems, students' exploration awareness can be effectively mobilized. In such a learning environment, without the guidance and promotion of teachers, students' interest in English learning is naturally easily aroused, which is also conducive to ensuring the effectiveness of students' English learning and the development of their literacy. In particular, teachers combine the teaching content, form

students in the class into cooperative learning groups, create corresponding learning tasks or problem situations for each learning group, and urge students to participate in English learning practice with clear task goals, which can undoubtedly enhance students' English learning and application level to a large extent, and also can better enhance students' English literacy.

4. The Application Path of PBL Teaching Approach in College English Teaching

As an efficient and scientific teaching method, teachers should apply this scientific teaching approach to English teaching practice reasonably and efficiently, in order to better drive students to engage in self-directed learning and continuously improve and optimize students' learning quality and efficiency. It can be said that this teaching model has distinct characteristics, as it can create scientific exploration scenarios for students, and also stimulate their enthusiasm for English learning, better optimizing their English literacy and cognitive abilities.

4.1. Creating Scientific Problem Scenarios

Under the guidance of scientific problem-solving, students can engage in the practical process of autonomous learning with a strong interest in English learning, which undoubtedly ensures the effectiveness of students' English learning to a large extent and is also conducive to promoting the optimization of students' English literacy. Therefore, teachers should grasp the actual characteristics of English teaching content and actively create corresponding problems. In problem selection and practical application, teachers should ensure the scientific and appropriate nature of the problem. If the problem is relatively difficult, then students may encounter certain thinking disorders in the learning process. If the problem is relatively simple, it is not conducive to stimulating and mobilizing students' interest in learning. In view of this, it is necessary to create corresponding problems scientifically. In the process of creating problem scenarios, teachers should pay attention to combining students' English cognitive patterns and actively creating inspiring and open English questions. Under the guidance of scientific problem-solving, students can engage in the

practical process of autonomous learning with a strong interest in English learning, which undoubtedly ensures the effectiveness of students' English learning to a large extent and is also conducive to promoting the optimization of students' English literacy. Therefore, teachers should grasp the actual characteristics of English teaching content and actively create corresponding problems. At the same time, in the process of creating English problems, teachers should also pay attention to grasping the difficulty level of the problem, and generally follow the steps from simple to complex to ensure that students can gain learning confidence gradually. For example, considering that college students have a relatively high level of English proficiency, and they have a very clear professional tendency in their future learning and development, teachers can create English problem situations from the perspective of students' professional learning direction in order to help students better engage in learning. By combining professional and English issues, teachers can not only greatly improve and enhance students' English learning quality, but also enable them to find a direction for English learning, and then conduct efficient and in-depth learning from a professional perspective.

4.2. Actively Carry out Group Cooperative Learning

Group cooperative learning is an efficient and scientific teaching mode. Through cooperative learning, students can effectively grasp the key points of English learning, stimulate their interest and ensure that they can achieve in-depth and efficient learning in cooperation. It can be said that in the process of cooperative learning, students' English learning ability can be effectively improved, and their cooperative literacy can also be optimized scientifically. Based on this, teachers can create English exploration scenarios to encourage and guide students to explore and practice in the collaborative process. After students' collaborative exploration is completed, teachers should provide a certain expression platform or space for students, encourage and guide them to express themselves in depth and efficiently, and effectively improve students' overall expression ability. When guiding students to conduct cooperative learning,

teachers should take the lead in dividing students in the class into several different learning groups, and design characteristic learning tasks or open learning questions for them. In the context of relatively open learning tasks, students can give full play to their own advantages in the process of cooperative learning, and can fully carry out cooperative discussions, thinking collision or mutual inspiration on English problems. In practice, teachers can create English learning tasks with a certain exploration space to ensure that every student can fully participate [7], and ensure that each student can find their own position in cooperation and gain a certain sense of achievement through learning. PBL teaching approach is an efficient teaching approach based on problems. In the practice of cooperative learning, students can complete common learning tasks or learning problems through cooperation. For example, when organizing students to learn the concept of global warming, teachers can play a good role as group leaders and let the group leaders assign corresponding learning tasks to different members. Student A needs to retrieve relevant English materials or audio-visual content from the Internet, student B needs to be responsible for the retrieval and sorting of different manifestations of global warming. Student C needs to sort out the causes of global warming. Student D needs to be specifically responsible for the relevance of the causes and manifestations. With a clear division of tasks and coordination, each student can find content that suits them, and each student can achieve growth and improvement.

4.3. Creating a Fun Teaching Atmosphere

In the process of college English teaching, relying on the PBL teaching model, teachers should focus on scientifically and efficiently grasping students' cognitive thinking, actively creating scientific thinking characteristics, and comprehensively stimulating students' learning interest. In practice, teachers can create multimedia teaching scenarios. College students may encounter many different problems or obstacles in the process of learning English. If these problems cannot be solved effectively and quickly, it is easy to form thinking misconceptions. Especially in college English teaching, there is a clear lack

of communication and interaction between teachers and students. Teachers rarely actively contact students, and students also rarely actively communicate with teachers. Although college students have relatively strong self-directed learning abilities and a high awareness of self-directed learning, they also face diverse problems or obstacles in the process of learning English, which need urgently to be solved. To this end, teachers can fully organize and integrate the contents of college English teaching, and comprehensively present difficult English problems through multimedia. For example, teachers use the video playing function, sound playing function, animation function, etc. in multimedia to fully display the relatively abstract English contents to students, constantly activate students' English thinking ability, further optimize students' thinking cognition, and ensure that students can better participate in English learning practice. Of course, as the main implementer of evaluation, teachers should conduct accurate and comprehensive evaluations of students' English learning effectiveness, give them positive evaluations and encouragement as much as possible, and actively guide students to think and reflect on the English problems they have learned, fully clarify the shortcomings and problems in their own English learning, and better obtain space for development and improvement.

4.4. Actively Carry out After-school Practice Work

In the process of college English teaching, efficient and scientific after-school exercises are very necessary. Through in-depth practice after class, it can not only guide students to effectively consolidate and improve their English learning level, but also help them quickly identify the prominent shortcomings and practical problems in English learning [8]. In view of this, teachers should create targeted scientific learning tasks in English teaching. For example, teachers can create listening tasks, provide students with different listening materials, and guide them to conduct self-inspection. Teachers can then conduct necessary re-inspections on students based on their self-inspection results, in order to truly assess students' listening literacy and provide them with refined guidance. Teachers can use real-life exercises as the focus of teaching,

actively guiding students to engage in necessary classroom or after-school exercises. For example, in reading teaching, teachers can also guide students to choose reading materials independently with different levels of difficulty or cultural backgrounds according to their interests, hobbies, or development needs, ensuring that students can learn English independently and efficiently. In addition, teachers should also encourage students to engage in in-depth exploration in their spare time. Create some after-school reading tasks to expand students' reading horizons.

5. Conclusion

PBL presents that students engage in learning actively and use problems to drive efficient learning. It ensures that every student can achieve comprehensive development and improvement. PBL indicates the authenticity of teaching situations and drives students to explore independently. It advocates debates in collaborative sharing and guides students to reflect. From this, it can be seen that PBL emphasizes setting learning within relevant backgrounds and meaningful problem situations. Through creating a fun teaching atmosphere and making students engage in group cooperative learning, students can collaborate to solve real-life problems, promote critical thinking, and acquire skills and experiences in autonomous and collaborative learning, as well as the ability and experience to efficiently solve problems. These learning skills can enable students to face future job challenges.

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