

## Problem-Based Learning Process Enhancing English Language Proficiency and Performance In Teacher Professional Course<sup>\*</sup>

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### Abstract

Problem-Based Learning (PBL) is used as instructional process in English language teaching and learning. In this paper, the six –step model of PBL is developed by studying on PBL philosophical principle which mainly emphasizes on 1) student-centredness of the learning environment, 2) student-empowerment in the learning process, 3) the development of lifelong learning skills and 4) the encouragement of independent, active and self-directed learning (Eng, 2001). The model is applied to study student teachers mastering in TEFL knowledge comprehension through the results of English language proficiency (English language skills achievements) and gain experience in English language performance (English language teacher professional skills) for providing English teaching and learning management.

**Keywords:** Problem-Based Learning, English language teaching and learning, Teacher professional skill development

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<sup>\*</sup> To fulfill the requirement for the Doctor of Education degree in Curriculum and Instruction at Chiangmai University

บทความนี้เป็นส่วนหนึ่งของงานวิทยานิพนธ์หลักสูตรศึกษาศาสตรดุษฎีบัณฑิต สาขาวิชาหลักสูตรและการสอน คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่

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## บทคัดย่อ

ในบทความนี้การเรียนรู้โดยใช้เป็นฐานคือ ขั้นตอนการสอนในการเรียนการสอนวิชาภาษาอังกฤษ โดยรูปแบบของการเรียนรู้โดยใช้ปัญหาเป็นฐานทั้ง 6 ขั้นได้พัฒนาขึ้นจากการศึกษาหลักการของการเรียนรู้โดยใช้ปัญหาเป็นฐานที่มุ่งเน้นให้การจัดการเรียนการสอน 1) เน้นผู้เรียนเป็นสำคัญ, 2) ผู้เรียนเป็นหลักในการทำกิจกรรมการเรียนรู้, 3) การเรียนรู้เป็นการเพิ่มพูนทักษะการเรียนรู้ตลอดชีวิตและ 4) เป็นการส่งเสริมให้ผู้เรียนสามารถจัดการการเรียนรู้ด้วยตนเองมีความกระตือรือร้นและสนใจใฝ่เรียนรู้ในสิ่งที่ตนสนใจ (Eng , 2001).

รูปแบบของการเรียนรู้โดยใช้ปัญหาเป็นฐานดังกล่าวได้นำมาใช้เพื่อให้ศึกษาถึงความเข้าใจในการสอนภาษาอังกฤษเป็นภาษาต่างประเทศจากผลของความสามารถทางภาษาอังกฤษ คือ ผลสัมฤทธิ์ทางทักษะภาษาอังกฤษ และสมรรถนะทางภาษาอังกฤษในการจัดการเรียนรู้วิชาภาษาอังกฤษ ซึ่งถือเป็นการเพิ่มประสบการณ์ทักษะวิชาชีพครู

## Introduction

PBL in language teaching and learning methodologies (Boothe et al, 2011) is relevant and meaningful, including strategies to teach language and content, actively engage learners, and provide comprehensible input and linguistic competency. Thus, co-instructors become resources and serve as facilitators and evaluators of student accomplishments. They encourage student-generated questions and monitor English language and content knowledge through discovery. Developing an understanding of the sorts of questions would be authentic, urgent, and meaningful, given the contexts and promotes the use of the tools students possess to construct basic cognitive frameworks.

## PBL philosophical principles in this research

PBL ,in this paper, is the six – step model is an instructional process. Through the whole step, students learn how to solve problems.

The following are some philosophical principles underpinnings of PBL:

1) Learner centredness is the focus, co-instructors are coaches or facilitators. Students appreciate the active participation in the PBL learning process (Williams et al, 2003)

2) The presentation of problems process concerning English teaching in Thailand. Absolutely, the presentation of learning problems must be in a realistic way as in a student' s educational setting .(Boud, 1985)

3) Learning happens in a social context, with meaning negotiated in a collaborative team setting and takes place through self-directed discovery & inquiry for answering questions The PBL approach emphasizes communication and interpersonal skills (Boud, 1985).In group working, students discuss and seek for alternative solutions to tackle the

problem issues which have been framed . They express their ideas and share responsibility in managing the problem issues.

4) Students learn new skills and new ways of thinking through PBL (Harland , 2002) The benefits of problems stimulate and encourage deep learning as the students learn for understanding and seeking for meaning (Biggs, 2003)

5) Critical reflection happens throughout the learning process. A reflective diary or a learning diary and a reflective critique are assigned as a part of the assessment (Leong, 2009).

### **The purpose of the study**

To study the results of implemented PBL through students' English language proficiency and performance.

### **Methodology**

#### 1. The target group of student

The 106 fourth year undergraduates students, Bachelor of Arts (B.A.) and Bachelor of Education (B.Ed.) in English

#### 2. The subject

The course of Integrated skills for English Teacher (146452),the English major compulsory courses is available by Department of English, School of Liberal Arts, University of Phayao, in semester 1/2015 at University of Phayao.

According to the course credit, it is 3(2-2-5). Students have to participate in class for 4 hours: 2 hours for lecture, 2 hours for practicing, and 1 hour for individual self-study. The time allocation is for 1 semester, 15 weeks (60 hours). The first 7 weeks (28 hours before mid-term examination) are for the English classroom comprehensive teaching and learning with the six- step model of PBL instruction. Moreover, the last 8 weeks (32 hours) are the time for doing the PBL tasks for editing the integrated skills lesson plan as the developing teacher professional skills.

#### 3. Instruments and Tools

There are two session on PBL implementation as below;

3.1 The first session : To study for language proficiency during the first 7 weeks (28 hours before mid-term examination)

**3.1.1 The unit plans for the subject:** 5 unit plans. The general objective of the subject is to design and raise students' knowledge comprehension on teaching English as Foreign language (TEFL) in lines of the course description and provide English language

teaching and learning management as CLT. The TEFL knowledge provide as the core contents of the course is as below;

**Table 1:** The TEFL knowledge provide as the core contents of the course

Unit	Knowledge of Contents
<b>Unit 1</b>	<p><b>Theories of English Language Teaching and Learning</b></p> <p>1.1 Theory of Language Learning and Learning Styles : Communicative Language Teaching (CLT)</p> <p>1.2 English Learning Management in 21st century : Focusing on Learner-centered Learning : Active Learning</p>
<b>Unit 2</b>	<p><b>Development of English Language Teaching</b></p> <p>2.1 History of Language Teaching and Learning : English Teaching Methods / English Teaching Approaches</p> <p>2.1 English Teaching Techniques and Strategies : English grammar, listening, speaking, reading, and writing</p>
<b>Unit 3</b>	<p><b>English Learning Assessment</b></p> <p>3.1 English Assessment and Evaluation : English proficiency and performance</p> <p>3.2 Designing English assessment and evaluation tools and rubric scoring</p>
<b>Unit 4</b>	<p><b>Implementing and Producing Media and developing English Teaching and Learning Innovation</b></p> <p>4.1 Designing and using English teaching media for English skills development.</p> <p>4.2 Using English educational technology as teaching media.</p>
<b>Unit 5</b>	<p><b>Designing and Operating English Teaching and Learning Experiences</b></p> <p>5.1 Knowledge and Application on integrated language skills lesson plan.</p> <p>5.2 Designing English lesson plan as English learning management in secondary education</p>

### 3.1.2 The six – step model of PBL instruction

The six – step model of PBL instruction is significantly developed for language teaching and learning step in the target course . While students are doing language activities, they are practicing and developing critical thinking, problem –solving and self-directed learning.

The English Language Activities (ELA), Critical Thinking Abilities (CTA) concluded with Self-Directed Learning (SDL) are promoted in learning with the six – step model of PBL instruction are as followed;

**Table 2:** The promoted English Language Activities (ELA), Critical Thinking Abilities (CTA) concluded with Self-Directed Learning (SDL) with learning with the six-step PBL instruction

<b>Step1</b>	CTA	Analyzing the problem scenarios which are unfamiliar or unexperienced.
	<b>ELA1</b>	<b>Listening:</b> Using the video clips as problem scenario.
<b>Step2</b>	CTA	Synthesizing the problem issues or framing.
	<b>ELA2</b>	<b>Speaking and listening:</b> Discussing about the given problem scenarios and framing to construct the problem issues.
<b>Step3</b>	CTA	Inquiring resolutions to solve the problem issues.
	<b>ELA3</b>	<b>Reading Comprehension:</b> Inquiry for theories , principles , examples of TEFL as resolutions to solve the problem issues.
<b>Step4</b>	CTA	Sharing and presenting resolutions of problem situation issues.
	<b>ELA4</b>	<b>Speaking and listening:</b> Oral presentation for sharing inquired theories , principles , examples of TEFL and also ideas and opinion toward the problem issues.
<b>Step5</b>	CTA	Evaluating and making decision for the outstanding resolutions
	<b>ELA5:</b>	<b>Writing Exercises:</b> <i>Concept mapping, and Academic Essay Wring</i>
<b>Step6:</b>	<b>SDL</b>	Giving individual reflection toward learning and acquired knowledge

### 3.1.3 The PBL assignments

According to the distinguishing features of PBL have generally been accepted as: 1) the presentation of problems as the start of a learning process ,2) problem triggers (problem issues) are framed to stimulate or focus on learning, 3) small group discussion facilitating student’s interaction and sharing learning, 4) learning strategies and objectives developed by students through English language activities, and presenting to class for making evaluation and making decisions before producing the written task stating individual final solution to solve the problem, 5) self-directed learning to achieve group work handling the framed objectives. In terms of this, PBL helps develop skills including self-directed learning skills, problem-solving skills, learning-to-learn skills, teamwork skills, management skills and language skills (Boud,1985; Norman & Schmidt, 1992; Tan, 2003; Uden & Beaumont, 2006).

**In the step1** of each unit plan, PBL problems, the problem situations, are PBL scenario . The PBL scenario are mainly PBL assignments which are presented through open-ended problem taken from real-life issues which are in a suitably difficult level and relevant to the learning objectives (Wood, 2003; Hmelo-Silver & Barrows, 2006; Jonassen, 2011).

**Table3:** The provided problem scenario in each unit plan

Unit	The problem situations
Unit1	“Are you the real effective English teacher?”
Unit2	“Do you think that you teach English for skill practicing or gaining vocabulary and grammar?”
Unit3	“Test is enough to evaluate students’ English language ability and competency”
Unit4	“Only internet provide the right source of language materials for teaching”

*In the step2*, the given questions “Questioning” are problem situation issues. The problem situation issues are use as triggers. Triggers are framed to stimulate students’ learning in small group discussion facilitate student’s inquiry TEFL knowledge to keep on interaction and sharing learning.

**Table4 :** The Given questions “ Questioning” (problem situation issues) as triggers providing in each unit plan

Unit	The Given questions (problem situation issues)
Unit1	<ol style="list-style-type: none"> <li>1. How to teach English effectively?</li> <li>2. How many steps of English Teaching?</li> <li>3. Are there any concern on teaching English in your class?</li> </ol>
Unit2	<ol style="list-style-type: none"> <li>1. Do you think that you have had the real experience in Student- centered classroom teaching and learning? How?</li> <li>2. Did your teacher fulfill you as Student- centered Learning? How?</li> <li>3. What are problems of you to success in Learning English?</li> </ol>
Unit3	<ol style="list-style-type: none"> <li>1. Why do we have to evaluate learner’s Language learning?</li> <li>2. How do we choose the appropriate method and tools to evaluate English Language proficiency and skills?</li> </ol>
Unit4	<ol style="list-style-type: none"> <li>1. Why does the teaching aids influence on learner’s learning?</li> <li>2. How we use teaching aids; in what step of English teaching?</li> <li>3. How do we choose the appropriate teaching aids to develop English Language proficiency and skills?</li> </ol>

### 3.1.4 English language proficiency

PBL in a language classroom focuses on both linguistic skills and technical skills (Neville & Britt, 2007).

To assess English language proficiency: English listening and speaking, reading and writing skills are assessed as below;

***In step3, Reading comprehension:*** Reading for acquiring

TEFL knowledge and information: theories and principles in English language teaching and learning, are essential for students to maintain knowledge for 1) answering the problem issues, 2) sharing those knowledge and information in classroom discussion in the next step of PBL , 3) summarizing knowledge as the concept-mapping . However, reading comprehension is assessed by midterm- examination test. The test is significant for students’ acquired TEFL knowledge covering contents from unit plan1 to 3

The midterm- examination test is consisted of two parts: Part 1: Multiple Choices: items 1-70 (1.30 hrs.) Part 2: Writing English Academic Essay (1.30 hrs.). The multiple choice items which all items.

***In step4, Oral presentation:*** Oral presentation is assessed (in unit 2). Oral presentation evaluation Criteria and Rubric scoring designed by co-instructors and the researcher. The criteria are 1) Organization (21 marks), 2) Content (9 marks), 3) Confidence (21 marks), 4) Speech (15 marks), 5) Visual Aids (15 marks), 6) Timing Mode Delivery (12 marks),7) Discussion Management (12 marks).

The scoring rubrics are interpreted as follows; The excellent (3), Good (2), fair (1), and needs work (0). The interpretation of total score for the ability of oral presentation is Excellent (81-105), Good (55-80), Fair (28-54), and Needs Work (1-27).

***In step5, Writing :*** The writing tasks; an English academic essay writing (300 words), are covered in 3 unit plans(unit plan1-3). Students individually write the essay as the outside class assignment. In writing task, the writing focuses on the abilities to write the academic essay. Students state supportive knowledge and information, indicate the quoted resources, and their own argumentative writing toward the thesis statement of the writing tasks.

**Table5:** Topics of academic essay writing covering the unit plan 1to 3

Unit	Topics of academic essay writing
Unit1	According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2001), 1. How do you teach English as the Student- centered classroom teaching and learning? or 2. As an English teacher, how do you teach your students to succeed in learning English leading to the development of Thailand education system?
Unit 2	According to the English teaching method, you have studied, how and why to teach English effectively if you have students with different types of learning and abilities?

Unit	Topics of academic essay writing
Unit 3	Tests are needed to evaluate students' English language proficiency rather than performance.
Mid-term Writing test	According to the learning area of language indicated in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), how do you teach English as a context of the Student- centered classroom teaching and learning?.

The criteria for scoring the academic writing task is the “Test of Written English” (TWE Scoring Guide). The following scoring guide is used to evaluate the TOEFL Test of Written English. It was published in the book by Liz Hamp-Lyons, Newbury House TOEFL. The band and the scoring rubric are 6, 5, 4, 2, and 1 which are as below;

**Fig.1:** The scoring rubrics of marking the academic essay writing

Band	Rubric Scoring
6	Clearly demonstrates competence on both the rhetorical and syntactic levels, though it may have occasional errors.
5	Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will have occasional errors.
4	Demonstrates minimal competence in writing on both the rhetorical and syntactic levels.
3	Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both.
2	Suggests incompetence in writing.
1	Demonstrates incompetence in writing.

*In step6, Students' reflection* toward the learning with the the six – step model of PBL instruction

In this reflection, students are individually asked to fill in the learning diary in lines of 4 matters: 1) Class Participation, 2) Language Learning Skills, 3) Thinking skills, and 4) Students' Recommendation. Each matter consists of 5 items: 1) Facing: Finding Problem definition, 2) Defining: Hypothesis Formulation/ Refine Hypothesis, 3) Problem-Solving: Inquiry Data Analysis / Gather Further Information, 4) Making Decision: Decision Making, and 5) Making Reflection: Outline Advice/ Provide anticipatory Guidance

For these filled data, it showed students' self-directed learning as could be inferred to students' manner of English language learning.

In conclusion, PBL mainly aims to enhance students to engage in English language activities in classroom discussion, collaborative decision-making and team-building skills as each of them learns to solve the problems through group discussion and negotiation.

### 3.1.5 English language proficiency

#### The steps PBL task

According of the six – step model of PBL instruction, the steps PBL task is another part of PBL which developed as the problem-solving process. It aims to launch for the process of developing students’ teacher professional skills on editing the English integrated skills lesson plan (the English lesson plan. The steps PBL task are as follows;

**Table6:** Problem-solving task included in the steps PBL task

Task1	Defined Problems	Analyzing the problems on the previous English lesson plan writing.
Task2	Rearrange problems	Synthesizing all problems and arranging each step of the lesson plan components.
Task3	Presenting Solutions	Presenting solutions for alternative options to develop the previous English lesson plan to be the integrated English skills lesson plan.
Task4	Editing	Rewrite and recheck the proper and complete matters in each element consisted in the integrated English skills English Lesson Plan)
Task5	Reflecting	Indicating the problems-and solutions on the process of the editing the Integrated English lesson plan (in the Learning Diary)
Task6	Provide guidance	Giving guidance for writing the effectively integrated English skills English

#### English language performance assignments

The English language performance assignments are for monitoring the English teacher professional skills development in providing English teaching and learning management. The English language performance assignments are as below;

- 1) Designing and producing English teaching media for English skills development

In unit 4 (8 hours after mid-term examination), students Design and produce the English teaching media for English skills development and present the use of those medias in front of class. The scoring rubric are Good (16-20), Fair (11-15), Improving (6-10), and Needed Improvement (1-5). Also, the criteria for teaching material presentation (20/10): Instructional Media Presentation are 1) Appropriateness (5%), 2) Creativity (5%), 3) Flexibility or application (5%), and 4) Language (5%).

## 2) Editing the English integrated skills lesson plan

After unit 4, students are split to meet their advisors (the lecturer of English department) for consulting and advising them to edit and develop the integrated English skills lesson plan for serving unit 5 (the left 24 hours). The 19 students were willing to associate the steps PBL tasks, and are assessed their produced lesson plan regard with the criteria and scoring rubric below;

The scoring rubric is Good (16-20), Fair (11-15), Improving (6-10), and Needed Improvement (1-5), and also the criteria for Lesson Plan Written in English designed by co-instructors and researcher (20 marks) : 1) Language Used (considering from word count or number of sentence : 4 marks), 2) Key Elements of Lesson Plan (See the attachment: Key Elements of the Lesson Plan and Its Description: 4 marks), 3) Formatting (4 marks), 4) Revising according to the suggestions / comments (4 marks) and 5) Creativity of the content taught (4 marks).

### **Response of students towards PBL**

#### **1) *Response toward the six – step model of PBL instruction***

The results of the analyzed data of the course teaching evaluation and the reflection on the learning diary: the matter of general comments were interpreted for the achievement and students' appreciation on learning with PBL

1.1 To data analysis the course teaching evaluation by using descriptive statistics (percentage)

The data analysis was analyzed for the result of the students' appreciation on co-instructors' teaching while students were learning with the six – step model of PBL instruction. For data analysis of the teaching course evaluation, the result showed that teacher students were satisfied in “high” level

The “highest” level of appreciation are the lectures' teaching skills: item no.5: Updating contexts which are useful for developing teacher professional skills, particularly, in English learning management field, no.12: Willing and mindful teaching, and No.13: Using interesting teaching materials

From the result, it is evident that four co-instructors are the professional lecturers who provide effectively English teaching and management in the steps PBL process environment. All co-instructors qualified in teaching skills, providing appropriate unit contents and tasks for gaining TEFL knowledge and teacher professional skills; moreover, the evaluation of each unit was carefully focused on English proficiency and performance.

As being a “coach” or a “facilitator” of lecturers in the six – step model of PBL instruction would need to be qualified as a kind and socializing person with modernized and expertized technological knowledge which would help students change their attitude and having more efforts to achieve their learning and produce the qualified tasks.

#### 1.2) Observation done by the researcher

The observations by the researcher for observing students’ feedback and reflection toward the six – step model of PBL instruction were recorded in the learning diary as ENG (2009) states using reflective diaries and include a reflective critique as part of the assessment.

According to the general recommendation towards the PBL instruction, even the 26.42% (N=28) stills prefer that lecturers summarize lessons, clarify details on the given texts in Thai after the period of class, the 19% (N=19) prefer to reduce assignments, extend time for submitted of assignment, the 12.26% (N=13) prefer to lecture by lecturers, not more classroom activities, repeat and repeat the lessons, the percentage is less than 50%. Thus, the left 78 are appreciated with the steps PBL process which can be identified as below;

1.2.1) *PBL promotes independent learning among students through the PBL assignments.*

Students are engaged in self-directed learning (Wilkerson,1996: Leong, 2009 ) through the PBL instruction. According PBL promoting critical thinking, students are promoted to analyze, synthesize the problems, inquiry for finding supportive and reasonable solutions to solve problems, making argumentation to evaluate and make decision for the best solutions and share toward the problem situations (problem scenarios) .

1.2.2) *PBL also plays a great role in fostering collaborative Learning.*

Discussions in step 2 and step 4 were observed that as students discussed how to solve the problem in small groups on what prior knowledge and experience they have toward the knowledge provided in video clips and knowledge required from the inquiry to solve the framed problem issues. Different views on a problem are observed, leading students to ask new questions. This helps facilitate greater interpersonal communication and helps develop the group dynamic Leong, 2009 ).

1.2.3) *Heightened the awareness of student teachers to be professional English teacher*

According to the course evaluation, the final tasks which are tasks; 1) the instructional materials, 2) the self-studied task which refers to the class attendance and doing the report of final tasks working, 3) integrated English Lesson Plan writing for English teaching in

secondary level education. All the 100% passed for instructional materials, the 99.06% passed on self-studied task, and the 96.23% passed on lesson plan writing.

## 2) *Response on English language proficiency and performance*

The analyzed data for the results of English language proficiency and performance could be interpreted as below;

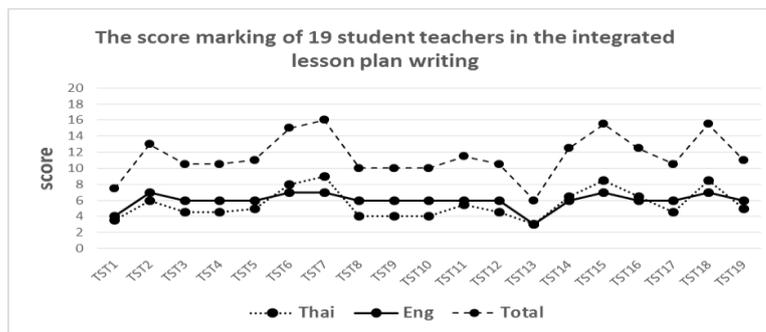
2.1) *English language proficiency : The course evaluation* The result of the course valuation grading, the 106 (100%) student teachers, All 100% teacher students passed for 100% (focusing on English language skills), and also the 99.06% passed for the final tasks. However, only 27.36% passed the Mid-term Examination (reading comprehension task). The average grade were “C” 27.36% and “C+” 26.42% “B” 16.04% respectively, and only 0.94% got “A”.

### 2.2) *English language proficiency : The English language skills*

The English skills are the speaking and listening tasks, reading comprehension task, and writing task. The analyzing showed that the 90.57 % passed the speaking and listening tasks, the 80.19 % passed the essay writing task, but only 27.36% passed the reading comprehension task. As can be seen, teacher students achieved in this course evaluation, there was only the reading comprehension as in mid-term examination that students didn't have the outstanding abilities. To discuss, while students learning with the steps PBL process, they are doing listening activities, students had to understand the contents from the listening activities. The lacking of listening skill was the obstacles to thinking further for the problem situations (PBL scenario or trigger).

2.3) *English language performance: The integrated English skills lesson plan writing* According to the 19 students, who attended in the steps PBL task, the students had experiences in TEFL for providing English language teaching and learning with CLT from the 6 steps PBL process. The English activities were arranged in English for communication rather than for gaining vocabularies and grammar competences in the integrated English skills lesson plans. Both Thai and English version of the integrated English skills lesson plan were scoring according to the set criteria and scoring rubrics, and the results showed that;

**Fig.2 :** the score of students' writing lesson plan from the sample (19 students) who were scored by the researcher.



As from the lesson plan scoring of both Thai and English version, The 19 students got higher score on English version, only 4 students got less, and only 3 students got the same scoring of Thai version. In the process of the steps PBL task, the 19 students who worked continually in problem-solving process could figure out the weakness on their tasks, then they can edit their effective tasks and can be indicated the strong and weak points of their task systematically. As can be seen that the score of the English lesson plan version showed as the “higher” scoring rather than the Thai version, it can be concluded that English language use in language performance of teacher professional areas of students were effectively promoted.

## Conclusion

The six-step PBL instructions as PBL plays a great role on both linguistic skills and technical skills (Neville & Britt, 2007). It is fostering collaborative learning (Glaser, 1991) and expecting language learning outcomes: communication skills, collaborative and problem-solving skills, deep content learning and autonomous learning (Coffin, 2013). PBL is good for promoting collaboration and self-directed learning, which are two important skills that university students should acquire. Besides, this process helps to develop skills including self-directed learning skills, problem-solving skills, learning-to-learn skills, teamwork skills, management skills and language skills (Norman & Schmidt, 1992; Tan, 2003; Uden & Beaumont, 2002; Sungur & Tekkaya, 2006). As students work on problems in small groups, they could practice thinking abilities and problem-solving skills (Wilkerson, 1996) in line of practicing language activities. Different views on a problems are discussed as the solutions for the problem issues which are observed, leading students to answer the provided questions. The group nature provides a platform for interpersonal and group dynamics to be developed (Leong, 2009). Moreover, students are expected to learn from inquiry knowledge and accumulate teacher expertise by their groups’ presentation, evaluation, and making decision. English communication occurred in classroom participation. This has increased their sensitivity to good English usage when communicating with others (Boud, 1985). For the English language skills (English language proficiency) are assessed by the tasks of each unit lessons.

To prepare students for the real work place as being English language teacher, Boothe et al (2011) states that PBL is unique in that it addresses challenges and tackles problems using strategies that are encountered in real life experiences and careers. In this research, students practice to provide English language teaching and learning management by writing the integrated English skill lesson plan. Krashen (1988) cautions will deter students from successful language learning. By combining language with new professional content knowledge using PBL, language skills are reinforced through group dynamics, workplace reality, and content area knowledge. Language learning and logical thinking are linked to future endeavors and their fields of work. The steps PBL task were used as the process of gaining the problem-solving skills necessary to analyze for their strong and weakness points in their tasks, then, they could develop their tasks as the proper and effective tasks in line with the purpose of English language teaching and learning management.

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