

## ***The Big Idea: A Party Card Game for a Problem Based Learning Course of Business English***

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### **Abstract**

Party Card Games (PCG), though not originally developed for language teaching purposes, can be creatively re-purposed for teaching language. This paper demonstrates the creative use of a party card game, called *The Big Idea*, to suit the needs of an in-company training course for Business English. This course was designed based on the Problem-based learning (PBL) pedagogy, which has been shown in literature to benefit learners in many aspects, including improving creative and critical thinking, problem solving skills, as well as verbal ability, in addition to the most important dimension of content knowledge acquisition. In language classrooms, the PBL design of a course has also been shown to be effective in enhancing students' communicative skills and in sustaining their motivation to learn. In this paper, we will showcase an innovative integration of a PBL design into a workplace training course for Business English through the utilization of a party card game that is highly relevant to the context of business.

### **Keywords**

Problem-based learning, business English classroom, party card game

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### **Introduction**

The trend of globalization has fueled international education in the last two decades and has since prompted a large market need for proficiency in English. With its status as the language of scientific dissemination (Ingvarsdóttir & Arnbjörnsdóttir, 2013), English has taken up the top place on the list of the world's lingua franca candidates and has been associated with future opportunities in both academic and professional contexts. The growing dominance of English is felt around the world and is reflected deeply in the curricula of many countries. In Asia, for example, many countries have made English a compulsory subject at schools and a main part of their high-stake tests. This has, in turn, instigated the need for novel and effective language teaching pedagogies that can prepare learners for their academic hurdles and future profession. This demand in the English language education market has been consistently high, leading to continuous pedagogical refinement and innovation.

In Taiwan as well, the government highly encouraged pedagogical innovations in English language teaching through the revision of its Basic Education Curriculum Guidelines in 2019. Very similar to other EFL contexts in Asia, the context of English teaching and learning in Taiwan has traditionally been very much exam-oriented, where the remnants of orthodox teaching methods (such as the grammar-translation method, the audio-lingual method) were, and still are, prevalent (Chen & Tsai, 2012). Due to these pedagogical practices, many

Taiwanese ELF learners, including the learners in our Business English course, lack the communicative competence required to establish effective interactions in English despite years of compulsory English classes. Although the reforms in their English Education Policy and Curriculum between 1990 and 2010 have given teachers more flexibility to adopt novel pedagogical approaches in their practice, the daily classroom pedagogies have not changed much due to the overall test-driven education system that has been deeply rooted for centuries. Recognizing the rather unideal level of English proficiency of the public, the government updated their Basic Education Curriculum Guidelines which has then been implemented in both primary and secondary education in Taiwan since 2019. This curriculum update emphasizes Taiwan's determination to address this situation through revamping their English learning and teaching practice with the objectives of improving communicative skills, intercultural competence, as well as developing life-long learning capability. The government also invited both a re-evaluation of the traditional models of English language teaching in Taiwan as well as new innovations on both existing and novel pedagogies to achieve the objectives specified in the Curriculum Guidelines. We argue that one pedagogy that could be re-appraised and re-invented to meet these objectives is the problem-based learning (PBL).

In this paper, we will demonstrate how a PBL-inspired Business English training course could be designed with the integration of a party card game to enhance the learners' engagement with real world problems, increase their creative thinking skill, and at the same time, improve their language proficiency. The course introduced problem-solving techniques, such as process thinking and morphological analysis, into its syllabus which then transcended the course beyond a language class into a fun learning experience with transferable skill acquisition as a bonus. The innovation in this course stems from its creative use of a Party Card Game, *The Big Idea*, in teaching Business English, that combined gamification with pedagogical scaffolding to provide structured choices for learners to bridges the gap towards learner autonomy. The following sections will first discuss the general literature on PBL which underpinned the design of our course before moving to explain our teaching context and argue for the rationale of our innovation. We will then present our course design and explain the innovations we included in our course. We will conclude this paper by sharing our reflection on the implementation of this course.

### **PBL-Based Language Classes**

Rooted in constructivism, PBL emphasizes on the learners' active role in constructing their knowledge. Although it emerged from the medical education field, PBL has been widely adopted in other fields of education and has frequently been endorsed as an effective teaching approach (Pease & Kuhn, 2011). PBL is also considered effective in language teaching and learning due to its many benefits beyond the linguistic aspect (Azman & Shin, 2012), including enhanced motivation (Chiou, 2019), increased reading comprehension ability (Lin, 2017), as well as the development of critical thinking ability (Ulger, 2018). In PBL-based language classrooms, students are presented with real-world problems, which they will need to solve by drawing on their prior knowledge, doing research (e.g., through more reading), collaborating with peers, and applying their communicative skills. Through these processes, learners actively construct their own knowledge and at the same time learn/use/practice the target language forms. When put into the context of English for specific purposes classrooms, such a PBL design enables students to not only go through a classroom simulation of a real-life context of group work in the professional domains, but also learn the skills that are required in those contexts (e.g., negotiation skills, creativity, critical thinking, etc.). Due to this nature, PBL classrooms are highly learner-centred, and learners are expected to take active responsibility in their own learning process while teachers' roles are minimized to a mere facilitator.

Core to the design of a PBL classroom is the concept of problem solving. PBL focusses on open-ended problems where no fixed solutions or end results/outcomes are pre-defined (Mathews-Aydinli, 2007). Such a design allows for the creation of meaningful classroom activities where a problem is presented with an open possibility of limitless number of solutions. This structure is particularly suitable English for specific purposes classes, such as classes for Business English, where the contexts of learning are designed to align closely with real-world problems in which a pre-defined solution is generally non-existent. PBL has been shown in literature to benefit learners in many aspects. In the context of a Korean University, for example, PBL-based Business English classes were shown to enhance students key job competencies, knowledge of business contents, and language proficiency (Kim, 2015). Similarly, Ng (2009) demonstrated that Japanese university students benefitted from PBL-based Business English classes in multiple dimensions, including increased independence in learning, enhanced creativity and collaboration, as well as heightened awareness of good language usage. In Taiwan, PBL-based reading courses were also found effective in strengthen students' active learning as well as their cognitive processing (Lin, 2018).

Given these well-documented benefits of PBL as a pedagogy, we hypothesized that it would also be suitable for our workplace training course for Business English. In designing this course, we innovatively integrated a Party Card Game (PCG), i.e., *The Big Idea*, as a pedagogical scaffold in this course. We chose *The Big Idea*, which is a game about inventing and investing in strange (and sometimes bizarre) products, not only because it suits the less formal setting of this course but most importantly it aligns with the specific purpose of this course, i.e., Business English. Although PCGs are not originally designed for English teaching, we argue that they could be re-purposed in such an innovative way to engage learners in fun and meaningful interactions through the gameplay. In our course, one of our main innovations lies in our skillful way of re-purposing this PCG for teaching Business English through the PBL design. We argue that PCGs not only have the affordance to engage learners with real world communication through the gameplay which uses authentic or semi-authentic texts as learning material, but also to provide structured choices for learners which in turn will support their autonomous learning. Since PCGs are specifically designed to be used in real world social gathering, it can, with some innovations, be utilized as a pedagogically effective real-world parallel activity in classes to increase learners' communicative competence, including the ability to use language for various purposes, such as description, exposition, complaints, suggestions and debate, and the ability to use language appropriately according to the contexts, such as politeness and formality.

### **The Teaching Context**

This course was designed and run by the second author as a workplace training course in Taiwan. Relying quite heavily on commerce and trades with its neighbors as well with the global market, Taiwan has many corporations and companies that require their employees to have good competence in Business English. This has made workplace training courses a common feature in many big companies in Taiwan. The course showcased in this paper is one such course.

This course was designed as a short 8-week course, comprising one 2-hour session per week. The students were the employees in a company that manufactured integrated circuits for electronic devices. These students were mainly in the sales and the management departments of this company. They were assigned by the management to take this course to enhance their Business English communication skills, to achieve fluency in business related conversations, and to improve accuracy in the expressions of their thoughts and ideas.

The language background of these students was rather homogeneous. All of them spoke Mandarin Chinese as their L1. English was a second/foreign language for them, and their proficiency ranged from A1-B1 CEFR levels. With the exception of those who took English language training programs in their own personal (non-work) time post-secondary education, their English language learning experience mostly dated back to their high school years, with no further formal training after graduation. In their professional capacity, they used English to engage in business interactions with foreign business partners, including presentations of product proposals, negotiation of contracts and terms as well as provision of customer service. To the best of our knowledge, they did not engage in any other English training during the time of this 8-week course period.

### **Rationale for the Innovation**

Unlike casual conversations, business related conversations generally have specific aims embedded in them. These aims usually translate into certain conversational moves, such as expressing professional opinions, making business suggestions, introducing or rejecting offers, reporting on market research results, negotiating business deals, etc. Thus, in teaching Business English, approaches that are usually used in general EFL classrooms might be a good match for this purpose. Moreover, as a workplace training course, our course was not exam-driven nor syllabus-based. Rather, it was goal-oriented, with the aim of creating a context that would prompt the learners to go through business related conversations so to help them see the necessity in mastering the language moves mentioned above. As such, PBL became our top choice when designing this course, and we added our innovation onto this pedagogy in order to optimize the course for the learners.

In the attempt to maximize learners' participation in this course, we believed that it was important to prompt and heighten their motivation through addressing their need for competence, autonomy, and relatedness (Ryan & Deci, 2000). The course needed to be designed in such a way that not only directly related to the context of their English use (i.e., business context) but also elevated their motivation. To achieve this, we wanted to create opportunities for learners to contribute and receive recognition in group works in class. A Party Card Game (PCG), called *The Big Idea*, quickly became our choice as it simultaneously aligned with our two objectives: (1) it was about a product/idea-pitch, which is a highly relevant scenario in the business context, and (2) it came with a general objective to determine a winner, and as such, teachers could easily adapt this objective into a group task to facilitate individual contribution in the class, hence elevating students' participation and motivation. During the group work and report back sessions, positive feedback received from peers and the teacher would increase learners' perceived competence, autonomy, and relatedness.

### **Course Design**

This course was therefore designed around one central problem that the learners would solve throughout the 8 sessions they signed up for, by using the party card game chosen for this course, i.e., *The Big Idea*. The problem was presented to the learners during their first session, and it read as follows:

*Your company was invited to a start-up event in London and your boss decided to send you to represent your company. This event is organized in search of innovative products that could potentially slow-down global warming. During the event, you will team up with people from around the world to come up with a product design, which you will later try to sell to international investors at the end of the event.*

This course was originally designed for a class size of 10-15 students, but it is flexible enough to be amended to suit classes of other sizes. The course ran once a week for a period of 2 months and each session built upon the previous one. The first session was an introductory session to familiarize the students with PBL and provide them with motivational supports. The second session was where the PBL journey started. In this session, the students were introduced to the card game, i.e., *the Big Idea*, to help them come up with a brilliant invention that would eventually produce a solution to the main problem presented to them at the beginning of the course. The third and fourth sessions were a meeting-and-discussion context where the students had to decide on a final design for the product/solution. The fifth and sixth sessions were designed as a grounding stage where the students had to find a real world solution to realize their design and revise the design as necessary to make it grounded. The seventh session was a final product description session, where the students described their products not only accurately but also attractively in order to make a sales pitch to their clients. The final session was the close-the-deal session. Most of the sessions were tied to certain language features that corresponded with the conversational moves required in the business contexts in the session. For example, the students would learn the language of agreement/disagreement in the third and fourth sessions where the context was a discussion (see Appendix 1 for more information).

To assist students in arriving at the rough conceptualization of a product idea, teachers could introduce the technique of morphological analysis<sup>1</sup> and guide students to first think of a cause of global warming and then analyze the components in this cause category using the morphological analysis table. In this way, students could think of an idea for a new product by replacing the components in the cause category that were responsible for the pollution, with something less harmful to the environment. Another way to come up with ideas was by looking at existing products that helped slow down global warming and performing the morphological analysis technique on it. To facilitate the process, teachers could provide guiding questions like, “What is responsible for global warming?”, or “What are we doing nowadays to slow down global warming?” followed by questions such as, “What does these things consist of?” Along with these questions, useful search keywords, such as “global warming products”, or related texts (if internet access was restricted in class) could also be provided as resources to get learners to think about existing products that either contributed to or prevented global warming and get them started on a more effective brainstorming process.

When learners started brainstorming ideas, they might encounter difficulties in idea generation. This often resulted from two extreme conditions: either they could not think of any ideas at all, or they had too many thoughts that they felt overwhelmed. While the latter might be less common, both situations could benefit from *The Big Idea* card deck as scaffolding. Those who could not think of ideas could just simply select cards from the deck with appropriate content to use. Those who were overwhelmed by their thoughts could make use of the content on the cards as a starting point to pull out related ideas. In this way, this card game not only helped idea generation, but also acted as structured choices that helped teachers guide the students through the task whilst giving them the space to make their own choices, hence elevating students’ sense of autonomy.

The design of the course followed a problem-based learning (PBL) structure to allow learners to acquire target language features through more meaningful and authentic interactions during the process of problem-solving. In class, learners were provided scaffolding resources such as transcripts of business meetings and guiding questions (see examples in Appendix 2). The guiding questions were designed to raise learners’ awareness of the target features used in the resources. Learners were asked to analyse on the target feature in regards to form, meaning and



use of each of these target features in order to encourage noticing and engage them in the cognitive process of *grammaring* (Larsen-Freeman, 2003). In other words, these guiding questions provided them with the context to deconstruct complex grammatical input without teachers' explicit explanation. This process ensured that learners did not depend too much on their teachers and could take control of their own learning process, which aligns with the teaching philosophy of PBL, i.e., the minimization of teachers' interference in learners' independent learning process.

### Description of the Innovation

In adapting PCGs into a Business English class, we chose *The Big Idea* which aligned well with the business themes in our course. In this game, players compete to become the most creative inventor/best salesperson by combining cards provided in the game to create a product and creating a sales pitch for it. After everyone's sales pitch is given, all players vote for a winner with the best idea. Due to its close alignment to the overall focus of the course, this PCG was chosen to serve as a pedagogical tool to trigger the learners' interest and motivation. The innovation in this course lies in our creative and purposeful adaptation of a PCG in teaching Business English through using three techniques: (1) the process thinking strategy, (2) the Morphological Analysis technique (Zwicky, 1969), and (3) *grammaring* (Larsen-Freeman, 2003), to address and elevate the learners' intrinsic motivation. The following paragraphs will describe these techniques and how their innovative uses met the objectives in our Business English course.

Firstly, in order to help learners in problem solving, we provided learners a task strategy that could be utilized to process new information throughout the learning process. This strategy was the *process thinking* strategy – the strategy of breaking down a problem into several tasks for completion. In the first class, the process thinking strategy helped learners engage in strategic planning, where they analyzed and dissected the problem into several tasks which eventually led to a solution. For instance, to solve the problem presented in this course, they would need to complete the following small tasks: (1) come up with a product idea, (2) convince potential buyers to adopt it, and (3) negotiate a reasonable profit. These tasks could be further broken down into smaller steps again by using the process thinking strategy for a second time (see Table 1 below). The second task, for example, comprised two steps, i.e., step 1 of making a proposal and step 2 of bargaining with clients. Through further breaking down tasks into smaller steps, learners roughly created a step-by-step procedure to solve the problem.

Once these steps were identified by learners, the teacher would direct the students' attention to the language required to complete those steps. In doing so, the focus of the class was brought back to the language component, i.e., Business English. At this point, learners would come up with a list of necessary language features, including essential vocabulary and necessary grammatical patterns, that they would need to master in order to complete all the steps to solve the problem. Through this process, learners created a set of goals in language learning on their own. A caveat here, however, was that there were chances where the required language features listed by learners might be so diverse that they failed to include the target language features the teacher intended to teach. This could be resolved by adding a short discussion towards the end of the process thinking stage where the teacher could verbally guide students towards the target language features. Moreover, a teacher could use *Kahoot*, for example, to test students' awareness/mastery of the target language features in each session and decide if an intervention would be required before learners move on to the next main task. In doing this, teachers could ensure that the target features have been included and mastered by the students.

Table 1  
*Process Thinking Strategy in this Course*

Main Task	Smaller Steps	Language Required
come up with product idea	brainstorm	making suggestion
	narrow down ideas	expressing opinion
	reach final decision	concluding, summarizing
convince potential buyers	look for currently available solutions	reporting results
	adapt these solutions to own product	making suggestion
	create an opening for the sales pitch	introducing product
	describe the product	describing size, function, strengths
negotiate reasonable profit	create a summary	summarizing
	make a proposal	making suggestion
negotiate reasonable profit	bargaining with clients	expressing/acknowledging opinion
		making a counteroffer

Secondly, learners were introduced to the Morphological Analysis (MA) technique, which was proposed by the Swiss astrophysicist, Fritz Zwicky, in the late 40s and later published as a book in the late 60s. As the MA techniques is a systematic approach to a complex problem, it has been one of the techniques that are widely used across many disciplines, particularly in addressing wicked problems (interested readers are referred to Ritchey (2011)). MA provides a thinking framework by breaking down complex problems into their dimensions and parameters, through which possible configurations (of the solutions) can be visually seen within this framework. In our course, we innovatively adopted this technique and used it to help learners engage in strategic planning for both the tasks and the language features needed to complete the task. For instance, in this course, the final aim was to secure a business deal for a product the learners developed. In order to arrive at this, learners were then introduced to the MA technique to help them brainstorm for ideas. For example, when thinking about an innovative product, they were asked to think about aspects of that product, for example, its shape, color, function, etc. To assist them with this process, they were introduced to *The Big Idea* party card game which provided them with the options to fill in the aspects of that product (see Figure 1 below).

The teacher would direct the learners' attention to the language features needed for them to explain the ideas. Learners were now guided to think about the language they need and were asked to brainstorm with their classmate what would make up a good introduction for the product. As can be seen in Figure 1, the learners eventually identified several parameters, such as the product itself (which was the combination of the identifiers in the green card and the blue card from the Big Idea PCG), adjective + noun structure, the most appealing feature of the product. Similarly, along the subdimensions of feature description, they also identified parameters such as key feature of the product, the part of the product that had this function, the benefit it offered to make life easier, etc. Through this MA technique, learners were guided through systematic thinking to build a visual table of the potential solutions, which they could mix-and-match, for themselves. The next step was then to brainstorm, with the guidance of the teacher, the expressions that could be fitted into each slot, matching both the parameters on the horizontal axis and the subdimensions on the vertical one.

Figure 1  
Morphological Analysis with the Big Idea Party Card Game

**Body 本文**

**3 Brief Introduction 簡短說明**

	<b>green card(s)</b> 綠色卡牌	<b>blue card</b> 藍色卡牌		<b>adjective + noun 形容詞+名詞</b>		<b>the most appealing feature 產品最吸引人的魅力</b>
The	destop deadly kiddle addictive	monkey plague lotion paint	is a	miniaturized species fool-proof package magical mixture safe-to-eat food coloring	that	can be kept like a hamster. requires no criminal mind. regenerates over night. make any food it touches addictive.
						能像倉鼠一樣飼養的迷你小物種 幫助沒犯罪頭腦的人的防呆套件 過夜立即再生的神奇配方 能產生成癮性的安全食品添加物

**4 Describing features 描述產品功能**

	<b>key feature 最大特色</b>		<b>what is used in this feature 此功能所需的物品/動作</b>		<b>things you don't have to worry about anymore 不再需要你担心的事情</b>
It can	do all kind of tricks release the virus refill itself automatically modify your kids' diet	with	your office supplies in your drawer. a press of a button. our latest patented technology. the addictive but harmless chemical.		any additional cleaning from you. you worrying about how to sound evil you arguing with your kids adding any odd taste from traditional food coloring.
			他能夠用你抽屜裡的文具耍特技 透過一個按鈕就能施放病毒 藉由最新的專利技術，它能自動填充 藉由易成癮但無害的化學物，它能改變飲食習慣		在不需要協助的情況下清理自己的排泄物 自動送出現成的威脅，不須擔心怎麼變邪惡 自動限制用量，不須要你和小孩爭執 讓餐點色彩繽紛卻沒有傳統色素的怪味
It also can	clean its own waste send pre-recorded threats limit usage by your kids make your kids' meal colorful	without			

**5 Describing target customer 描述目標客群**

	<b>characteristics of the target customer 目標客群的特徵</b>				
Those who	don't have time to clean up after pets are not a evil genius but want to be one wants to pamper kids while saving money has kids that hate green vegetables		沒時間替寵物善後的人 很想當但實際上不是邪惡天才的人 想要寵愛小孩但也想省錢的人 有討厭吃綠色蔬菜的小孩的人	can benefit from our product.	

Upon completion of these steps, the learners would have been aware of the various language features they need to master in order to complete the tasks in this game, which were also the language features they need for sealing a business deal in real life. Rather than teaching grammar rules of the said language features deductively, the technique of *grammaring* (Larsen-Freeman, 2003) is adopted in this class to help learners inductively elicit the three aspects of grammar, i.e. the form, meaning and use of the target feature. In order for learners to achieve a comprehensive understanding, a worksheet with modified examples (non-authentic text), context and guiding questions were given to learners as a class activity. For instance, when preparing for a negotiation with the client, learners would need to master the conditionals to talk in the hypothetical terms. To help learners distinguish different types of conditionals, modified examples that compared the uses of different tenses under different conditionals were given along with guiding questions (see appendix 2 for the worksheet example). The modified examples and guiding questions were designed to help learners notice how the *meaning* changed as the *form* of the sentence changed and eventually elicit the *rule* to use the right form to express a desired meaning. After the learners completed the worksheet, the teacher would lead a short discussion and provide feedback and summary regarding the target feature as needed. With such a *grammaring* teaching technique, learners were not overwhelmed by language rules, but rather built their own understanding of these rules through noticing the connections between form and meaning.

**Reflection**

There were three main challenges observed in the implementation of this course. The first challenge was closely related to the learners' confidence in their own proficiency in English.



In running this course, we noticed that many learners found themselves lacking the ability to effectively communicate with others in completing the tasks. Such a challenge was not unique to our course, as it was also observed in Ng (2009). Students' own perception of their proficiency affected their confidence in engaging with the task and it was not unusual to see learners give up even without trying due to their lack of confidence in their language repertoire. In our course, we took initiatives to address this problem by familiarizing learners with the associated language features before assigning a task. By pre-teaching unfamiliar features that one might encounter during a task, the teacher could help learners take the first step in going out of their comfort zone. Once learners feel more in control of their language, they could proceed to experiment with what they just have just learned to complete the task. In the introduction session of this course, for example, language patterns that were used to express opinion and describe components were essential to the task in this session and thus were taught in advance. Upon our reflection on the course, we noticed that such pre-teaching should be kept brief to allow more time for learners to complete the given task.

A second challenge observed in the implementation of this syllabus was associated with motivation. As PBL is a pedagogy where the learning outcomes depend heavily on learners' self-regulation, it is extremely important to maintain learner autonomy and motivation. We addressed this by providing motivation supports in the classroom. For instance, at the beginning of a PBL-based course, we ran an introductory session to provide students with the rationale underpinning the design of the course. In this session, we used short videos that briefly introduced PBL, along with a group discussion afterwards to provide guidance on how to benefit the most from the course. This gave the students a better understanding of how PBL classrooms worked and boosted their interest in learning while problem-solving.

The third challenge we faced in this innovative way of teaching was linked to the students' unfamiliarity with the interactive nature of the classroom dynamic. For instance, in order to be effective, the MA technique and *grammaring* adopted in this course would heavily rely on learners' initiatives. However, learners who were accustomed to teacher-centered classes found it difficult to actively put up an initiative. Without their teacher's step-by-step instructions, these learners struggled. We tried to address this challenge by providing guiding questions and a slightly higher amount of teacher-intervention in the beginning of the course to make the transition smoother for learners. Without such guidance, learners might feel incompetent and thus lose motivation in class. In reflection, we felt that teachers should closely monitor learners' performance during class activities and decide whether a remedy class or activity should be added to ensure learners were familiar with the new techniques enough to achieve the desired outcome of the course.

### **Conclusion**

Our PBL-based Business English course showed good potential to lead learners to the acquisition of the target language features, as well as transferable problem-solving strategies, through the interaction and critical thinking processes that learners went through when attempting problem-solving. Our creative use of a party card game as a pedagogical scaffold in this course added not only the element of fun into the course but also allowed us to use an innovative way to teach Business English through gamification. As PBL classrooms generally depend much on students' autonomy and agency, our creative design of scaffolded gamification helped learners establish a good foundation for future self-regulated learning. We noted that the role of teachers in providing motivational supports in such courses was indispensable. It is of utmost importance that teachers prioritize motivational supports for the facilitation of problem-solving. Once learners see the value of their engagement in class and

obtain the self-efficacy of completing the given tasks on their own, it will boost their motivation to become active learners who can truly benefit from the course.

**Note**

1. Not to be confused with Analysis of morphology (linguistics). For more information, please see the next section.

**Appendices**

**Appendix 1: Course Design**

		<b>Class</b>	<b>Aims</b>	<b>Language for Problem Solving Process</b>	
<b>Course contents</b>	1	Introduction	<ul style="list-style-type: none"> <li>▪ to understand rationale of PBL, the target problem and necessary steps for problem solving</li> <li>▪ to be able to use morphological analysis (MA) to deconstruct the problem</li> </ul>	<b>Expressing opinion:</b> I think / believe... In my opinion, ... From my point of view, ...	<b>Describing components:</b> ... consists of ... There are ... parts which are ... The ... can be broken into ... parts.
	2	Brilliant Invention	<ul style="list-style-type: none"> <li>▪ to be able to use the result of MA to come up with an invention by combining cards from The Big Idea</li> <li>▪ to be able to accurately describe the invention in detail</li> </ul>	<b>Making suggestion:</b> What about ...? Why not ...? I suggest that ...	<b>Analysing Sentences:</b> The purpose of ... is to... It should be followed by... It should precede a ... What is common in these sentences is ...
	3	Meeting & Discuss	<ul style="list-style-type: none"> <li>▪ to be able to hold a meeting to decide on a final design for the product.</li> <li>▪ to be able to pitch in ideas and express own opinion's toward others' proposal</li> <li>▪ to be able to assign / understand the assigned task and respond to assignments.</li> </ul>	<b>Disagreeing:</b> I'm not sure about that. If I may suggest a different opinion, ... That's a good point, but what if ... With all due respect, I disagree. Because...	
	4				
	5	You're Grounded (in a good way)	<ul style="list-style-type: none"> <li>▪ to find real world solution to realize your design and revise the design as needed to make it grounded</li> <li>▪ to be able to describe process or mechanism using transitional phrases</li> </ul>	<b>Reporting back what you found:</b> I found something useful/interesting/important. From the ..., it says ... According to the ..., ....	
6					

7	Make a Sale	<ul style="list-style-type: none"> <li>▪ to be able to use descriptive language to demonstrate function, features, selling point of your product</li> <li>▪ be able to make a sales pitch to the clients</li> </ul>	N/A
8	Close the deal	<ul style="list-style-type: none"> <li>▪ to be able to appropriately negotiate the details of a transaction (e.g. price, deadline, distribution channel, etc.)</li> </ul>	N/A

**Appendix 2: Worksheet Examples**

**Table A**

Example sentence	Meaning of the If-sentence
If it rains, the road gets slippery. So, we need to drive slower.	I'm telling you a fact. Every time it rains; the road gets slippery.
If it's over 35 degrees outside, we don't have outdoor classes. That's what the guideline says.	I'm telling you a rule. Every time the temperature is over 35 degrees outside; we don't have outdoor classes.
If you get cut, you bleed. So, always wear protective gears when you're riding.	I'm warning you about a certain consequence. Every time you get cut; you bleed.

**Guiding Questions I**

1. Are the things described by the If-sentences above ought to happen? Or are they pure imagination?
2. What is the tense of the If-sentences used in this situation?

**Table B**

Example sentence	Meaning of the If-sentence
Our material for building the road absorbs water. Therefore, in theory, if it rained, the road wouldn't get slippery.	I'm describing my imagination about how our material can prevent the road from getting slippery in theory.
If it were over 35 degrees outside, we wouldn't have outdoor classes. What would your choice be?	I'm imagining my choice when the temperature gets higher than 35 degrees outside someday.
If you got cut, you wouldn't bleed because you were wearing protective gears.	I'm describing my imagination about how the protective gears can protect you.

**Guiding Questions II**

1. Are the things described by the If-sentences in Table B ought to happen? Or are they pure imagination?
2. What is the tense of the If-sentences used in this situation?
3. Compared to the If-sentences in Table A, other than the tense being different, which word is added to the second clause of the If-sentences in table two?
4. Can you draw a conclusion about when we use present tense and past tense in an If-sentence?

5. During the process of negotiation with your client, are your proposal ought to happen? Or are you describing imaginary terms to which you can agree?
6. What tense should you use when negotiating?

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