

## **Impact of Team-Based Learning Approach in English Language Learning Process: A Case Study of Universidad Federico Santa Maria**

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**Abstract :** English is currently the only foreign language included in the national educational curriculum in Chile. The English curriculum establishes that once completed secondary education, students are expected to reach B1 level according to the Common European Reference Framework (CEFR) scale. However, the objective has not been achieved, and to the author's best knowledge, there is still a severe lack of English language skills among students who have completed their secondary education studies. In order to deal with the fact that students do not manage English as expected, team-based learning (TBL) was introduced in English language lessons at the Universidad Federico Santa María (USM). TBL is a collaborative teaching-learning method which enhances active learning by combining individual and team work. This approach seeks to help students achieve course objectives while learning how to function in teams. The purpose of the research was to assess the implementation and effectiveness of TBL in English language classes at USM technical training education. Quantitative and qualitative data were collected from teachers and students about their experience through TBL. Research findings show that both teachers and students are satisfied with the method and that students' engagement and participation in class is higher. Additionally, students score higher on examinations improving academic outcomes. The findings of the research have the potential to guide how TBL could be included in future English language courses.

**Keywords :** collaborative learning, college education, English language learning, team-based learning

**Conference Title :** ICLLT 2018 : International Conference on Language Learning and Teaching

**Conference Location :** London, United Kingdom

**Conference Dates :** August 20-21, 2018