

## ESL Teachers' Perceptions Comparing Online Team-based Learning (TBL) and Traditional Lecture

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**Abstract** – This paper is based on a qualitative study that examined English as a Second Language (ESL) teachers' perceptions of online Team-Based Learning (TBL). Being a student-centred method, TBL has been widely used within medical and science-related education. On the other hand, the literature on its implementation in education, language education and pedagogy are much scarce. The aim of this study is to discuss the perception, evaluation, and lessons learned from the implementation of the online TBL within a language education module. A total of 30 ESL teachers were exposed to TBL and lecture in an online teacher training course. After completing the course, students provided their attitudes and perceptions through a written self-reflection and narrative questions. Further, to evaluate the acquired knowledge and perception of TBL in an online setting, students' performance analysis and questionnaire were completed. Students frequently stated on the impact of online TBL method when compared to lectures on their achievement of the course objectives, specifically on their understanding and retention of the course materials. It was observed that the TBL approach improved students' learning, enhanced their integration and sharing of knowledge in an online class, supporting the implementation of this method in education and related disciplines.

**Keywords:** TBL, ESL teachers, Online teaching.