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TASK-BASED LANGUAGE TEACHING VS. TRADITIONAL WAY OF ENGLISH
LANGUAGE TEACHING IN SAUDI INTERMEDIATE SCHOOLS:
A COMPARATIVE STUDY (252 pp.)

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English language teaching and learning receive considerable attention in Saudi Arabian schools as seen in existing efforts of development. A primary purpose of this study is to participate in these efforts of development through the application of a modern constructivist instructional practice for English language teaching and learning on the intermediate school level. This study, in part, strives to determine whether or not the adoption of Task-Based Language Teaching (TBLT) would be a more effective means of increasing the students' reading comprehension achievement scores when compared to the traditional teaching method of the English language that involves (among other things) prompting and drilling of students. This study also strives to gain issues and insights that accompany the application of TBLT through constant comparison and contrast with those that accompany the traditional teaching method.

This mixed-method study is quasi-experimental that uses a pretest and posttests for collecting quantitative data, and classroom observation and researcher log for collecting qualitative data. The study involved 122 participants divided into treatment and control groups. The treatment group has received ten weeks of English language instruction via the TBLT method while the control group has received ten weeks of

English language instruction via the traditional teaching method. The independent variable is the use of TBLT in the classroom and the effect/dependent variable is the students' reading comprehension achievement scores.

A Two-Factor Split Plot analysis with the pretest as the covariate is used for analyzing the quantitative data. Analysis of qualitative data included synthesis, rich, and detailed description for classroom observation and grounded theory for researcher log data. The findings show that teaching via the TBLT method has significantly helped students increase their reading comprehension achievement scores more than that of the traditional teaching method of the English language. The findings also suggest that the TBLT method, as a constructivist practice, is a better way for English language teaching and has involved practices that are desired in a modern educational context when compared to the traditional teaching method of the English language.