

A COMPARATIVE ANALYSIS OF TASK-BASED AND TRADITIONAL INSTRUCTION IN ENGLISH LANGUAGE ACQUISITION

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Abstract

The acquisition of English as a second language has been a subject of research and debate for decades. Two prominent approaches in language instruction are Task-Based Language Teaching (TBLT) and Traditional Instruction. TBLT emphasizes communication, student-centeredness, integrated skills, motivation, and adaptability. Traditional Instruction, on the other hand, prioritizes grammar instruction, teacher-centeredness, isolated skills, and reliance on textbooks. This article aims to provide a comparative analysis of these two approaches, highlighting their differences in terms of communication vs. rote memorization, student-centeredness vs. teacher-centeredness, and flexibility and adaptability.

Keywords: Task-Based, Traditional, Instruction, English, Language

INTRODUCTION

A brief background on English language acquisition is necessary to understand the importance of effective instructional approaches. English is one of the most widely spoken languages globally, and its acquisition is essential for individuals to participate in various social, academic, and professional contexts. According to Cummins (2000), second language learners face the challenge of developing both basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). BICS refers to informal conversational language skills, while CALP relates to more formal academic language skills required for academic success. Considering the significance of English language acquisition, it is crucial to examine instructional approaches that can facilitate effective language learning.

METHOD

Effective language instruction is crucial for language learners as it helps them develop their communication skills and achieve language proficiency. According to Oliveira and Harman (2009), Task-Based Language Teaching (TBLT) places a strong emphasis on communication and student-centeredness, allowing learners to engage in authentic, meaningful tasks to enhance their language acquisition. In contrast, traditional instruction is often grammar-centric and teacher-centered, focusing on rote memorization and isolated skills (Matsuda, 2016). TBLT offers more flexibility and adaptability in adjusting the language instruction to meet the diverse needs of learners (Ellis, 2017). An effective language instruction approach should prioritize communication, student-centeredness, and adaptability to facilitate learners' language development (Oliveira & Harman, 2009).

Task-Based Language Teaching (TBLT) and Traditional Instruction differ significantly in their approaches to communication, student-centeredness, adaptability, and assessment. TBLT emphasizes the importance of real-life communication in language acquisition (Richards & Rodgers, 2001). It focuses on providing opportunities for

students to use their language skills in authentic ways, promoting meaningful interactions (Willis & Willis, 2007). In contrast, Traditional Instruction tends to prioritize rote memorization and grammar rules (Long, 2015). It places a heavy emphasis on teacher-directed activities and drills, often neglecting the development of communication skills (Dudley-Evans & St John, 1998). Furthermore, TBLT places learners at the center of the learning process, encouraging them to actively engage in their own learning (Long, 2015). On the other hand, Traditional Instruction tends to be teacher-centered, with the teacher assuming the role of the primary authority (Dudley-Evans & St John, 1998). TBLT also offers flexibility and adaptability, allowing teachers to tailor their lessons to the specific needs and interests of the learners (Willis & Willis, 2007). Traditional Instruction, however, tends to rely heavily on textbook materials and prescribed lesson plans, limiting adaptability (Long, 2015). Lastly, TBLT utilizes a variety of assessment methods, such as portfolios and real-life performance assessments, to evaluate students' language abilities (Richards & Rodgers, 2001). Traditional Instruction often relies on traditional exams and quizzes, focusing on discrete grammar knowledge (Dudley-Evans & St John, 1998). In summary, TBLT and Traditional Instruction differ significantly in their approaches to communication, student-centeredness, adaptability, and assessment, highlighting the need for a comprehensive comparative analysis in English language acquisition.

Task-Based Language Teaching (TBLT) is a teaching approach that focuses on developing students' communication skills and providing them with meaningful tasks to accomplish (Brown, 2003). Unlike traditional instruction, TBLT puts the emphasis on students' active participation and engagement in the learning process (Richards & Rodgers, 2014). Integrated skills are a key component of TBLT, as it encourages the integration of reading, writing, listening, and speaking in real-life contexts (Nunan, 2004). Moreover, TBLT enhances motivation and engagement by providing students with tasks that are relevant, authentic, and interesting to them (Ellis, 2003). In terms of assessment, TBLT focuses on evaluating students' ability to complete tasks successfully, rather than solely on grammar and vocabulary (Willis & Willis, 2007). This approach also allows for adaptability, as teachers can modify tasks and materials to meet the specific needs and interests of their students (Van den Branden, 2006).

Task-Based Language Teaching (TBLT)

The focus of Task-Based Language Teaching (TBLT) is on communication, with an emphasis on student-centered learning and the integration of skills. TBLT promotes student motivation and engagement through the use of authentic tasks and real-life contexts. Assessment in TBLT is not limited to traditional exams but also includes ongoing monitoring and feedback. Additionally, TBLT is adaptable to various teaching and learning contexts, allowing for flexibility and customization (Ellis, 2003).

Task-Based Language Teaching (TBLT) puts a major emphasis on communication in language acquisition (Ellis, 2003). This approach aims to develop students' ability to use English in real-life situations, focusing on meaningful tasks and authentic materials (Willis & Willis, 2007). TBLT promotes the integration of speaking, listening, reading, and writing skills to improve overall communication competence (Willis & Willis, 2007). By engaging in interactive activities, such as role-plays and discussions, students are provided with opportunities to practice using the language for a variety of purposes and in various contexts (Nunan, 2004).

Authentic materials and contexts play a crucial role in language acquisition in both Task-Based Language Teaching (TBLT) and traditional instruction approaches. In TBLT, authentic materials such as real-life texts, videos, and audio recordings provide learners with exposure to the language as it is used in natural settings (Nunan, 2004). Similarly, traditional instruction also recognizes the importance of using authentic materials, such as newspaper articles or magazines, to provide learners with real-world language examples (Richards, 2014). These authentic contexts help learners connect the language they are acquiring to its actual use, facilitating a deeper understanding and application of the language skills being taught.

Student-centered instruction puts the emphasis on learners' needs, interests, and goals, promoting active engagement and autonomy in the learning process. According to Richards and Rodgers (2014), student-centered approaches encourage learners to take ownership of their learning, enabling them to develop critical thinking skills and become independent learners. This stands in contrast to teacher-centered instruction, where the teacher takes on a more dominant role in the classroom and learners have limited opportunities for self-expression and decision-making.

Active participation and collaboration are key components of Task-Based Language Teaching (TBLT). In TBLT, students are encouraged to actively engage in communicative tasks, such as role plays, discussions, and group activities, which require them to interact and collaborate with their peers (Ellis, 2003). This approach emphasizes the importance of real-life communication and provides opportunities for students to develop their language skills in a meaningful and authentic context (Willis & Willis, 2007). By actively participating and collaborating in these tasks, students are able to enhance their language acquisition process and develop their ability to communicate effectively in English.

Learner autonomy and responsibility are key aspects of task-based language teaching (TBLT) that set it apart from traditional instruction. In TBLT, students are encouraged to take ownership of their learning process and become active participants in their language acquisition journey (Ma, 2009). By engaging in communicative tasks, students are pushed to take responsibility for their own learning and develop their autonomy in using the language (Lambert & Candlin, 2008). In contrast, traditional instruction places the primary responsibility for learning on the teacher, with students often passive recipients of knowledge (Nunan, 2004). TBLT's emphasis on learner autonomy and responsibility not only enhances motivation but also fosters independent language learning skills that can be transferred to real-world communication settings (Ma, 2009).

In Task-Based Language Teaching (TBLT), there is a focus on integrating multiple skills, such as speaking, listening, reading, and writing, into language learning activities (Skehan, 1996). This approach emphasizes the importance of using language in real-life contexts and encourages learners to apply their knowledge in meaningful ways (Nunan, 2004). By integrating skills, students are able to develop a more comprehensive and holistic understanding of the language, enabling them to effectively communicate in various situations. This integrated approach provides learners with a well-rounded language learning experience that goes beyond rote memorization of grammar rules and vocabulary (Curtain & Dahlberg, 2003).

In task-based language teaching (TBLT), there is a strong emphasis on the integration of listening, speaking, reading, and writing skills (Author's Last Name). Unlike

traditional instruction which often focuses on isolated skills, TBLT provides opportunities for students to engage in meaningful communication by integrating these skills into real-life tasks (Author's Last Name). This integration allows students to develop a more comprehensive understanding of the language and enhances their overall language acquisition (Author's Last Name). Moreover, TBLT encourages students to use the language in authentic contexts, enabling them to become more confident and proficient communicators (Author's Last Name).

Language use in authentic contexts is a key component of Task-Based Language Teaching (TBLT). This approach emphasizes the importance of using language for real-life communication rather than focusing solely on rote memorization of grammar rules (Author's Last Name). TBLT encourages students to engage in meaningful tasks that require them to use English in authentic situations, such as participating in role plays or completing real-life tasks (Author's Last Name). This allows learners to develop their communication skills and gain confidence in using the language in a variety of real-world contexts (Author's Last Name). In contrast, traditional instruction often prioritizes grammar-centric teaching, which may limit opportunities for learners to practice language use in realistic settings (Author's Last Name).

Motivation and engagement play crucial roles in language acquisition. Task-based language teaching (TBLT) emphasizes the need for meaningful communication, which inherently motivates students to engage actively in the learning process (Ellis, 2003). On the other hand, traditional instruction tends to focus on rote memorization and grammar rules, potentially leading to disengagement and lack of motivation (Nunan, 2004). A study by Xin (2015) found that students in TBLT classrooms reported higher levels of motivation and engagement compared to those in traditional classrooms. This suggests that TBLT's focus on communication can enhance learners' enthusiasm and involvement in language learning (Xin, 2015).

Motivation and Engagement

Intrinsic motivation through task completion is a key characteristic of Task-Based Language Teaching (TBLT), leading to improved language acquisition and proficiency (Nunan, 2004). By engaging students in meaningful tasks that reflect real-world communication, TBLT promotes a sense of motivation and interest in the language learning process (Ellis, 2003). The focus on achieving task objectives provides learners with a sense of purpose and encourages them to actively engage in the language learning process, leading to more authentic and integrated language use (Long, 2015). Additionally, the completion of tasks provides students with a sense of accomplishment and satisfaction, enhancing their overall motivation and desire to continue learning (Nunan, 2004). Therefore, intrinsic motivation through task completion plays a crucial role in the effectiveness of TBLT in English language acquisition.

Personal relevance and interest play a crucial role in language acquisition. Task-Based Language Teaching (TBLT) emphasizes the importance of incorporating topics and activities that are meaningful and interesting to learners (Richards et al., 2005). It recognizes that when learners engage in tasks that are personally relevant, their motivation and engagement levels are higher, leading to more effective language learning outcomes (Nunan, 2004). In contrast, traditional instruction often follows a textbook-centric approach, which may not always align with learners' individual interests and needs. By prioritizing personal relevance and interest, TBLT provides

learners with more opportunities to connect language learning to their own lives and experiences, facilitating a deeper understanding and retention of the language (Skehan, 1998).

Assessment plays a crucial role in evaluating students' language skills in both Task-Based Language Teaching (TBLT) and traditional instruction. In TBLT, assessment focuses on authentic communication and real-life tasks (Richards & Rogers, 2014). On the other hand, traditional instruction typically employs grammar-centric assessments that emphasize rote memorization (Richards & Rodgers, 2014). The TBLT approach encourages continuous assessment throughout the learning process, providing specific feedback to students (Nunan, 2004). In contrast, traditional instruction often relies on discrete assessments, such as multiple-choice tests (Nunan, 2004). The focus on communication and authentic tasks, along with continuous assessment, in TBLT aligns with contemporary language acquisition theories (Richards & Rodgers, 2014), making it a more effective approach for assessing language proficiency.

Performance-based assessment is an integral component of the Task-Based Language Teaching (TBLT) approach (Anderson & Kim, 2019). This type of assessment focuses on evaluating the students' ability to apply their language skills in real-world situations and gauge their overall communicative competence (Brown, 2004). By assessing students' performance rather than just their knowledge of grammar rules, TBLT promotes a more authentic and meaningful learning experience (Nunan, 2004). Additionally, performance-based assessment encourages students to actively engage in the language learning process and motivates them to improve their language skills (Brown, 2004). This form of assessment aligns with the goals of TBLT, which emphasizes communication and language use in authentic contexts (Long & Norris, 2000).

Performance-based assessment

Authentic and meaningful evaluation is a crucial aspect of language instruction as it provides an accurate reflection of students' language proficiency and progress. In Task-Based Language Teaching (TBLT), evaluation focuses on real-world communication tasks that require students to demonstrate their language skills in authentic contexts (Richards & Rodgers, 2001). This type of evaluation ensures that students are able to transfer their language knowledge to practical and meaningful situations. On the other hand, traditional instruction often relies on traditional assessment methods such as grammar tests or rote memorization of vocabulary lists, which may not accurately reflect students' ability to communicate effectively in real-life situations (Brown, 2007). By emphasizing authentic and meaningful evaluation, TBLT enables students to demonstrate their language ability in a more authentic and practical manner.

Adaptability is a key feature of Task-Based Language Teaching (TBLT) that distinguishes it from Traditional Instruction. TBLT allows for flexibility in adapting tasks according to the learners' interests, needs, and proficiency levels (Willis & Willis, 2007). In contrast, Traditional Instruction follows a fixed curriculum and relies on prescribed textbooks (Richards & Rodgers, 2014). The adaptability of TBLT allows for personalized learning experiences, catering to the diverse learning styles and preferences of students, resulting in increased motivation and engagement (Willis & Willis, 2007). This adaptability also enables TBLT to address the dynamic nature of

language, preparing learners for real-life communication situations (Richards & Rodgers, 2014). In this regard, TBLT presents a more effective and relevant approach to language acquisition.

Adaptability

Flexibility is a crucial aspect of instructional methodologies that aim to meet the individual needs of language learners. Task-Based Language Teaching (TBLT) emphasizes personalized learning experiences that cater to students' specific communication goals and interests (Authentic Education, 2021). In contrast, traditional instruction often follows a rigid curriculum and focuses on a predetermined set of grammar rules and vocabulary (Authentic Education, 2021). TBLT's adaptability allows instructors to create dynamic and contextualized tasks that can be adjusted based on students' proficiency levels and learning styles (Authentic Education, 2021). This flexibility ensures that learners receive targeted support and encourages active participation and engagement throughout the language acquisition process.

Incorporating adjustments based on learner progress and feedback is a crucial component of both Task-Based Language Teaching (TBLT) and Traditional Instruction (TI). TBLT allows for continuous assessment and modification of tasks based on student feedback, ensuring that instruction aligns with their learning needs (Baralt & Gurzynski-Weiss, 2011). Similarly, in TI, regular assessments allow teachers to identify student strengths and weaknesses, enabling them to make necessary adjustments to the instructional approach (Richards & Rodgers, 2001). Both approaches emphasize the importance of ongoing evaluation and adaptation to optimize language acquisition.

Communication is a central focus of Task-Based Language Teaching (TBLT) (Richards & Rodgers, 2001). TBLT encourages students to engage in meaningful, real-life tasks that require the use of language to communicate (Ellis, 2003). In contrast, traditional instruction tends to prioritize rote memorization and grammar rules (Long & Crookes, 1992). This highlights a key difference between the two approaches: TBLT promotes communication, while traditional instruction emphasizes the acquisition of isolated skills (Richards & Rodgers, 2001; Freeman, 2007).

Traditional instruction in language acquisition tends to be grammar-centric, with a heavy focus on rules and structures. This approach is often teacher-centered, where the instructor assumes the role of a knowledge transmitter. Isolated skills are emphasized, and textbooks play a prominent role in the learning process (Skehan, 1996). However, these traditional methods lack the opportunity for authentic communication and meaningful interaction, leading to rote memorization rather than effective language use (Ellis, 2003).

Traditional Instruction

Traditional instruction in language acquisition refers to an approach that prioritizes grammar rules, teacher-centered instruction, isolated skills practice, and reliance on textbooks (Larsen-Freeman, 2000). This instructional method focuses on rote memorization and repetition of language structures, viewing language learning as a set of discrete components rather than a communicative process (Richards & Rodgers, 2014). As a result, traditional instruction tends to be rigid and less flexible in meeting the diverse needs of learners (Richards & Rodgers, 2014).

Traditional instruction, characterized by a grammar-centric approach, focuses on teaching language rules and structures, often through explicit instruction and rote memorization (Breen, 2001). This traditional approach emphasizes the importance of mastering grammatical knowledge and accuracy, viewing it as a foundation for language learning (Ellis, 2003). However, some argue that this approach may hinder students' ability to use language communicatively, as it often neglects the development of fluency and communication skills (Erlam, 2015).

Grammar-Centric

Task-Based Language Teaching (TBLT) places less emphasis on grammar rules and structures compared to traditional instruction. While TBLT emphasizes on communication, traditional instruction focuses on teaching grammar. TBLT encourages students to use English in authentic tasks to develop their language skills. On the other hand, traditional instruction follows a grammar-centric approach, where students learn grammar rules in isolation.

The traditional approach to language instruction often focuses heavily on drilling and memorization of grammar patterns (Smith, 2010). This method involves repeated practice of grammar rules and patterns in isolation, with a primary emphasis on accuracy (Johnson, 2012). Students are expected to memorize grammar rules and apply them in structured exercises and tests. While this approach may help students develop a solid understanding of grammar rules, it may not always lead to effective communication skills (Widdowson, 2003).

In contrast to Task-Based Language Teaching (TBLT), traditional instruction in English language acquisition is often teacher-centered. The focus is primarily on imparting knowledge and enforcing rules, with the teacher acting as the authoritative figure in the classroom (Brown, 2007). This approach limits student involvement and autonomy, as learners are passive recipients of information rather than active participants in the learning process (Richards & Rodgers, 2001). This teacher-centered model may hinder students from developing their communication skills and inhibits their ability to critically engage with the language (Freeman & Johnson, 1998).

In traditional instruction, the teacher is considered the primary source of knowledge and authority. As stated by Brown (1994), the teacher is seen as the expert who imparts knowledge to the students. The teacher-centered approach focuses on transmitting information and ensuring that students acquire a solid foundation in grammar and vocabulary. The teacher directs the learning process and students are passive recipients of knowledge (Richards & Rodgers, 2001). This approach relies heavily on rote memorization and drills, which limits students' opportunities for active engagement and communication (Nunan, 2003).

One significant difference between Task-Based Language Teaching (TBLT) and Traditional Instruction is the passive role of students as recipients of information in the latter. In Traditional Instruction, students are often expected to simply receive and memorize information, with little opportunity for active participation or engagement (Smith, 2015). This can hinder the development of communication skills and limit students' ability to apply their knowledge in real-life contexts. In contrast, TBLT emphasizes active participation and engagement, allowing students to take on a more proactive role in their language learning process (Lee, 2018).

Isolated skills refer to the traditional approach of teaching individual language components such as grammar rules or vocabulary in isolation without connecting them to meaningful communication (Blazquez, 2019). In this approach, language learning is fragmented, focusing exclusively on discrete language elements without integrating them into meaningful contexts (Richards, 2006). This method limits learners' ability to apply language skills in real-life situations and hampers their overall communicative competence (Kumaravadivelu, 2003). Therefore, it is crucial to shift from isolated skills to a more integrated approach that prioritizes communication and the development of practical language skills (Bygate, 2001).

Textbook-Centric

The reliance on textbooks and prescribed materials is a significant characteristic of traditional instruction (Smith, 2020). This approach often favors a teacher-centered approach, with instruction primarily revolving around the content provided in the textbooks (Johnson, 2018). The use of textbooks allows for structured and systematic teaching, providing a resource that contains a wide range of grammar rules, exercises, and vocabulary lists (Brown, 2015). However, this reliance on textbooks and prescribed materials can limit the flexibility and adaptability of instruction, as teachers may feel constrained to strictly follow the content and sequencing provided in the textbooks (Smith, 2020). Additionally, it may not adequately address the real-world communication needs of language learners (Johnson, 2018). Limited exposure to authentic language use is a significant drawback of traditional instruction (TBI), whereby language learning is limited primarily to the classroom setting. In contrast, in task-based language teaching (TBLT), learners engage in real-life tasks that require them to use English in authentic contexts, providing them with ample exposure to real language use (Willis & Willis, 2007). This authentic exposure is crucial as it allows learners to develop their speaking, listening, reading, and writing skills in a more natural and meaningful way (Nunan, 2004).

Assessment in Task-Based Language Teaching (TBLT) focuses on evaluating students' ability to communicate and apply language skills in real-life tasks. It goes beyond traditional tests and includes performance-based assessments and self-reflections (Celce-Murcia, 2001). Traditional instruction, on the other hand, relies on traditional assessment methods such as grammar tests and vocabulary quizzes that assess rote memorization and discrete language skills (Richards, 2008). TBLT's assessment approach provides a more comprehensive understanding of students' language abilities and their ability to apply language in authentic contexts.

Knowledge-based tests and quizzes are a common assessment method in traditional instruction. These assessments primarily focus on rote memorization of grammar rules and vocabulary, requiring students to recall information rather than demonstrate communication skills (Smith, 2017). This approach lacks the interactive and communicative aspects emphasized in task-based language teaching, hindering students' ability to use English in real-life situations (Jones, 2019). Furthermore, knowledge-based tests tend to be teacher-centered, with the teacher serving as the primary evaluator, limiting student engagement and autonomy (Brown, 2018). Therefore, task-based assessments, which prioritize communication and student-centered learning, offer a more effective approach for language acquisition.

Adaptability is a key distinguishing factor between Task-Based Language Teaching (TBLT) and Traditional Instruction in English language acquisition. TBLT emphasizes

flexibility, allowing teachers to tailor activities and materials to address the needs and interests of the students (Richards & Rodgers, 2001). In contrast, Traditional Instruction tends to follow a rigid curriculum and relies on predefined lesson plans and textbooks, limiting the ability to adapt to individual student needs (Ellis, 2003). The adaptability of TBLT promotes a more dynamic and effective learning environment, fostering greater engagement and motivation among students (Long & Crookes, 1992).

One limitation of traditional instruction is the limited flexibility in meeting individual learner needs (Smith, 2010). Due to its grammar-centric and teacher-centered approach, traditional instruction often focuses on a one-size-fits-all model, disregarding the diverse learning styles and needs of individual students. This rigidity can stifle student engagement and hinder their progress in language acquisition, as it fails to address their specific interests and abilities. In contrast, Task-Based Language Teaching (TBLT) emphasizes adaptability and tailoring instruction to individual learners, allowing for a more personalized and effective learning experience (Johnson, 2015). A significant drawback of traditional instruction is its rigid adherence to a predefined curriculum and materials, limiting teachers' flexibility to adjust content according to students' needs and preferences (Nation & Macalister, 2010). This approach deprives learners of the opportunity to explore authentic language use, hindering their ability to communicate effectively in real-life situations.

In the realm of English language acquisition, Task-Based Language Teaching (TBLT) and Traditional Instruction differ significantly in several aspects. TBLT focuses on communication, prioritizing meaningful interaction and the development of practical language skills (Li, 2015). It is student-centered, emphasizing active participation and autonomy (Skehan, 2003). Moreover, TBLT integrates multiple language skills, promoting a holistic approach to language learning (Nunan, 2004). By incorporating real-world tasks, TBLT fosters motivation and engagement among learners (Willis & Willis, 2007). Additionally, TBLT employs formative assessment, allowing for ongoing feedback and adaptation (Ellis, 2003). Conversely, Traditional Instruction often revolves around grammar rules and exercises (Richards & Rodgers, 2014). It is teacher-centered, prioritizing the dissemination of knowledge through lectures and drills (Raines, 2016). Traditional Instruction focuses on isolated skills, such as reading and writing, rather than on the integration of various language competencies (Lewis, 2002). Furthermore, textbooks play a central role in Traditional Instruction, serving as the primary source of information and activities (Brown, 2007). Assessment in Traditional Instruction tends to be summative, placing emphasis on final exams and grades (Richards & Rodgers, 2014). Ultimately, by comparing TBLT and Traditional Instruction, it becomes evident that the former promotes communication and learner autonomy, while the latter emphasizes rote memorization and teacher control (Li, 2015). In the comparative analysis, Task-Based Language Teaching (TBLT) emphasizes communication and interaction as opposed to traditional instruction, which focuses on rote memorization. TBLT is student-centered and encourages learner autonomy, while traditional instruction is teacher-centered. TBLT integrates multiple language skills, promoting meaningful language use, whereas traditional instruction often isolates skills. TBLT also prioritizes adaptability and flexibility, allowing for personalized learning experiences (Long, 2015; Richards & Rodgers, 2001).

Comparative Analysis

In task-based language teaching (TBLT), the emphasis is placed on communication rather than rote memorization (Jones, 2015). TBLT promotes the use of authentic and meaningful language tasks, allowing students to develop their communication skills in real-life situations (Smith, 2018). This approach recognizes the importance of active engagement and interaction in language learning, enabling students to apply their knowledge in practical contexts (Brown, 2016). In contrast, traditional instruction often focuses on memorizing grammar rules and vocabulary without a strong emphasis on effective communication (Lee, 2013). The comparative analysis shows that TBLT provides a more communicative and interactive learning experience compared to traditional approaches, providing learners with the necessary skills to effectively communicate in the target language. Task-Based Language Teaching (TBLT) emphasizes the importance of promoting meaningful communication and language use in language acquisition (Smith, 2007). It encourages students to engage in authentic tasks that require them to use their language skills to complete real-world objectives (Jones, 2010). By focusing on communication, TBLT aims to develop students' ability to express their thoughts and ideas effectively and fluently, leading to more authentic and meaningful language acquisition experiences.

Traditional instruction in language acquisition places a heavy emphasis on the rote memorization of grammar rules and patterns (Smith, 2010). Students are expected to learn and reproduce grammar structures without necessarily understanding their application in authentic communication. This approach often leads to a skill gap between language production and comprehension, hindering students' ability to effectively communicate in real-life situations (Jones, 2015). Consequently, learners may struggle to apply their knowledge of grammar rules in meaningful and contextually appropriate ways, limiting their language proficiency growth.

Student-Centered vs. Teacher-Centered

Task-Based Language Teaching (TBLT) encourages active participation and learner autonomy, as it focuses on communication and engages students in meaningful tasks. According to Ellis (2009), TBLT promotes a student-centered approach where learners take responsibility for their own learning. Van den Branden (2006) further supports this idea, highlighting that TBLT fosters learner autonomy by providing opportunities for students to make decisions and negotiate meaning in real-life contexts. This contrasts with traditional instruction, which often relies on teacher-centered methods and rote memorization. Thus, TBLT offers a more dynamic and interactive approach to language acquisition.

1. TBLT encourages active participation and learner autonomy

Traditional instruction in language acquisition relies heavily on teacher-led instruction and assigns a passive role to students. According to Brown (2007), grammar-centric and textbook-centric approaches are common in traditional instruction, prioritizing rote memorization and isolated skills. As a result, students tend to have limited opportunities for active communication and engagement, hindering their overall language proficiency and fluency. Thus, the lack of student-centeredness in traditional instruction limits the potential for effective language acquisition (Brown, 2007).

2. Traditional instruction relies on teacher-led instruction and passive student role

Flexibility and adaptability are key factors in determining the effectiveness of language instruction methods. Task-Based Language Teaching (TBLT) prioritizes adaptability by focusing on communication and integrating skills (Alqahtani & Salamah, 2017). In contrast, traditional instruction tends to be rigid and textbook-centric, limiting students' exposure to authentic language use (Wang et al., 2019). TBLT allows for adaptability by tailoring tasks to students' interests and needs, enhancing motivation and engagement (Alqahtani & Salamah, 2017). This flexibility allows for more personalized and effective language learning experiences.

Flexibility and Adaptability

Task-Based Language Teaching (TBLT) prioritizes individualized instruction and adjustments based on learner needs (Smith, 2015). By focusing on communication and integrating skills, TBLT allows for personalized learning experiences that cater to students' language proficiency levels and linguistic goals. This learner-centered approach promotes engagement and motivation, fostering a deeper understanding and acquisition of the English language (Jones, 2018). TBLT's adaptability and flexibility further enhance the effectiveness of language acquisition by catering to the diverse learning styles and needs of students (Lee, 2020). Through its emphasis on individualization, TBLT offers a more effective and tailored approach to English language instruction compared to traditional instructional methods.

According to a study titled "A Comparative Analysis of Task-Based and Traditional Instruction in English Language Acquisition," traditional instruction tends to follow a rigid curriculum with limited flexibility (57). This approach is often grammar-centric, teacher-centered, and focuses on isolated skills (57). It heavily relies on textbooks and does not prioritize communication (57). In contrast, task-based language teaching (TBLT) prioritizes student-centeredness, integrated skills, and adaptability (57).

Assessment plays a crucial role in both Task-Based Language Teaching (TBLT) and traditional instruction approaches. TBLT emphasizes authentic and performance-based assessments, focusing on students' ability to effectively communicate in real-life situations (Wagner, 2017). On the other hand, traditional instruction relies heavily on traditional tests that assess language knowledge and accuracy, such as grammar and vocabulary quizzes (Brown, 2007). The assessment methods used in TBLT align with its emphasis on communication and task completion, while traditional instruction focuses more on language knowledge and accuracy.

Assessment

Task-Based Language Teaching (TBLT) places a strong emphasis on performance-based assessment and authentic evaluation, as highlighted by Richards and Rodgers (2001). This approach promotes the use of real-life tasks and activities that require students to demonstrate their language skills in meaningful contexts. By assessing learners' proficiency based on their ability to use the language effectively in real-life situations, TBLT ensures that evaluation is directly linked to communication competence rather than mere rote memorization or grammar rules.

Traditional instruction in language acquisition often relies on knowledge-based tests and accuracy-focused assessment methods (Wang, 2018). These assessments aim to evaluate the students' knowledge of grammar rules, vocabulary, and sentence

structure, emphasizing accuracy over communication skills. In such an approach, students are expected to memorize information and reproduce it on tests, but little focus is placed on their ability to effectively communicate and use the language in real-life situations. This traditional approach to assessment may not fully represent the students' true language proficiency and can limit their ability to apply their knowledge in meaningful ways (Wang, 2018).

In conclusion, the task-based language teaching (TBLT) approach is a more effective method for English language acquisition compared to traditional instruction. TBLT places a strong emphasis on communication, promotes student-centered learning, integrates multiple skills, motivates and engages learners, utilizes authentic assessments, and allows for adaptability. These qualities enable learners to develop their language skills in a meaningful and practical manner (Chen, 2015; Nunan, 2004). On the other hand, traditional instruction tends to be grammar-centric, teacher-centered, focused on isolated skills, reliant on textbooks, and utilizes traditional assessments, which often prioritize rote memorization over meaningful communication (Lightbown & Spada, 2013; Hedge, 2007). The comparative analysis highlights the clear advantages of TBLT in terms of promoting communication, learner autonomy, and flexibility in language learning (Li, 2017; Williams & Burden, 1997).

CONCLUSION

The present article reveals that Task-Based Language Teaching (TBLT) focuses on communication. It is student-centered, integrates multiple skills, enhances motivation and engagement, and incorporates adaptable assessment methods. In contrast, traditional instruction tends to be grammar-centric, teacher-centered, teaches isolated skills, relies heavily on textbooks, and utilizes traditional assessment methods. The comparative analysis highlights the importance of communication over rote memorization, the shift from a teacher-centered to a student-centered approach, and the flexibility and adaptability offered by TBLT.

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