

THE EFFECT OF USING TASK - BASED LEARNING IN TEACHING ENGLISH ON THE ORAL PERFORMANCE OF THE SECONDARY SCHOOL STUDENTS

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***Abstract_** This study aimed at investigating the effect of a task – based learning program in teaching English on the secondary school students' oral English performance. To achieve this objective, a task based program was constructed to teach two units from the second year secondary school textbook. An oral performance test accompanied by an assessment rubric was administered. Two groups of the second year secondary students were selected for experimentation. Twenty three students representing the experimental group studied two units utilizing the task based program while twenty one students representing the control group studied the same units following the Teacher's Guide. Data were analyzed. results revealed that there were statistically significant differences between mean scores of the experimental and the control group subjects in both one way monologue and two way dialogue tests favoring the experimental group. Results also showed statistically significant differences between mean scores of the experimental group subjects in one way monologue and two way dialogue tests favoring the one way monologue test. These results supports the effectiveness of utilizing task based learning in teaching English as a foreign language.*

***Keywords:** Teaching English, Task based learning, Oral English performance.*