

THE EFFECT OF USING TASK-BASED- LEARNING STRATEGY IN THE DEVELOPMENT OF ACHIEVEMENT, SCIENTIFIC ARGUMENT SKILLS AND ATTITUDE TOWARD METHODS OF TEACHING SPECIAL NEEDS FOR THE STUDENT TEACHER

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***ABSTRACT_** This study aimed to investigate whether the Task-Based-Learning strategy has an impact on student achievement, scientific argument skills and attitude toward subject for the student teacher. The present paper adopted the quasi-experimental design for collecting its data. The results have been analyzed through a Wilcoxon test and Mann-Whitney test to detect any difference between the means of the experimental group (17 students), who were taught by using the Task-Based Learning Strategy and the control group (17 students), who were taught by the traditional method of teaching. The obtained statistical results showed that, there are significant differences between the means of the two groups with regards to student's achievements, scientific argument skills, and their attitude toward subject for the experimental group.*

***KEY WORD:** Task-Based-Learning Strategy, achievement, scientific argument skills, attitude, special needs.*