study aims at investigating the effectiveness of a task-based learning program for developing some English language skills and enhancing learning motivation of first year secondary students. For this purpose a task-based learning program, consisting of six task-based units that integrate the use of the four language skills (listening, speaking, reading and writing), was prepared. The instruments of the study included an English language test which consisted of four tests; one for each skill and a motivation scale. The sample for the study was 74 male and female secondary school students from two different schools (experimental = 38, control = 36). Results of the study revealed significant differences between the mean scores of the experimental and control groups in listening, speaking and writing whereas there were no significant differences in reading or motivation.
The study concluded that the task-based program was effective for developing students' listening, speaking, and writing skills but it was not effective for developing their reading skills or enhancing their motivation to learn English as a foreign language. The study recommended the use of task-based instruction in the secondary stage in Egypt and suggested further research in the area of task-based instruction especially in relation to reading skills and motivation.

Curriculum And Instruction

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