Effect of Task-Based English Language Teaching Approach on Students' Performance at Elementary Level

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ARTICLE INFO	ABSTRACT
	The task-based Language Teaching (TBLT) approach has consistently maintained its prominence among the various methods employed in language instruction. Hence, the existing investigation examined the effect of Task-Based English Language Teaching (TBLT) on students' performance at the elementary level. The research was an experimental and used quasi-experimental research design. The study's population was all male and female students of grade 8th in District Jhelum. A sample of 120 students was selected from four intact sections through the purposive sampling method, with two sections serving as control groups and the other two as experimental groups. These sections were drawn from Class 8 of Govt. Boys Elementary School Kot Mangle Sane, Khewra, and Government Girls Elementary School Islam Gunj, Khewra. Data were collected through researcher-validated and reliable tests by administering pre-tests and post-tests to the control and experimental groups. Based on statistical outcomes, this investigation discovered significant improvements in students' performance in terms of English reading, writing, speaking and listening skills in the scores of experimental group related to both male and female students. Thus, it has been concluded that task-based English language teaching had significant effects on students' performance.

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INTRODUCTION

School education is considered the primary foundation of learning in the Pakistani education system and has a significant effect on the country's socio-economic, political, and cultural development. School education imparts fundamental human values to future generations and equips students with the necessary skills to adhere to society's established social, political, and linguistic standards. Nations with a strong foundation in school education are markedly superior to others regarding cultural and civilizational development. English has been designated as an official language in Pakistan and is utilized as the primary language of instruction in the educational system. Additionally, since 2003, English has been mandated as a compulsory subject for students from Grade 1 onwards. This decision was made to enhance students' writing, reading, listening, and speaking skills and ensure they meet global standards (Shamim, 2011). English language teachers play a critical role in language instruction. According to Patil (2008), teaching English involves more than merely providing information to students; it also requires enabling them to build confidence in reading, writing, speaking, and listening. However, Teevno and Raisani (2017) argue that instructors in Pakistani schools lack awareness of modern teaching methodologies. As a result, students tend to perform poorly in the English language.

English has gained global prominence as a communication tool in the age of globalization. Its distinctiveness has resulted in a generally spoken language all over the world. Language improves cognitive processes and is the primary method for transmitting a group's traditional beliefs, customs, and historical stories. Learning English has become a vital element of people's daily routines. Advanced understanding of English has been proven to have a significant impact on people's educational and economic opportunities across the world. This tendency is expected to continue and accelerate over the twenty-first century. There is an accepted need to assist learners throughout their English language learning journeys and to pique instructors' interest in developing pedagogical language instructions that provide greater opportunities for language learning. Language has a crucial role in cultural transmission and societal evolution. Because the environment greatly influences behaviors, the cultural context significantly impacts language form choices. Simply put, it is required to improve both learners' general and language-related abilities (Bravo et al., 2017).

Ahmad and Arif (2020) mentioned various techniques and methodologies developed by different scholars in order to teach English as a second language, including (a) the Grammar Translation Method (GTM), (b) the Direct Method,

(c) the Audio-Lingual Method, (d) Communicative Language Learning, (e) the Problem-Solving Method, (f) the Total Physical Response Method, (g) Suggestopedia, (h) the Communicative Language Teaching Method, (i) the Natural Approach, and (j) the Task-Based Language Teaching Method. Harmer (2015) further state that these methods and approaches are employed worldwide for teaching learners the English language.

The Task-Based Language Teaching (TBLT) approach is recognized as an effective teaching approach for language learners. It is an approach that many teachers use worldwide to develop learners' core skills in English. The said teaching approach was developed in the 20th century and is now revived as a frequently applied method of language instruction. The primary goal of this teaching approach is to develop several students' abilities in order to understand, complete, and solve problems in the teachers' tasks and lectures. This language-teaching approach promotes students' confidence and enthusiasm. Task-based language teaching is the slogan for this teaching method. In TBLT, a task is an assignment that learners must execute, requiring students to reach conclusions from the presentation over some thought process that the educators can oversee and regulate (Suci et al., 2022). Mulyadi (2016) also states that TBLT offers an enjoyable and interesting framework for learning while also assisting in addressing the urgent requirements of students. TBLT learning activities have improved our understanding of modifying our teaching methods to guarantee that students actively participate in the EFL process. This style of teaching and learning languages is referred to as communicative because it emphasizes language use as a communication tool over object study. Students use and acquire the language communicatively through carefully planned and organized relevant projects.

According to Suci et al. (2022), in task-based language teaching, students work in groups in order to solve problems through tasks assigned by a teacher. Furthermore, task-based language instruction is particularly effective because activities employ the language and focus on the outcomes rather than just using English. Teaching with tasks can provide effective learning conditions for students. This technique allows learners to interact, comprehend, and take responsibility for themselves. Students can develop their skills and experience by engaging in a sequence of activities, especially reading, writing, listening, and speaking. Hazaroh (2016) states that task-based language instruction is an excellent method for improving students' English core skills. It is an approach for those learning a second language. According to Ellis (2003), TBLT is an approach that focuses on the many activities students perform as characters in their learning processes, intending to interpret their knowledge critically. According to this method, a "task" is an activity in which students are assigned an objective to accomplish and must utilize the target language (Ellis, 2003).

It is further highlighted by Nunan (2004) and Ellis (2003) that two fundamental types of tasks are involved in the task-based language teaching approach. The first is a real-life task, while the second is a pedagogical task. A target task refers to performing something in the real world. On the other hand, pedagogical tasks are known as some planned activities that learners perform inside the classroom. Real-life tasks are defined as activities that reflect the tasks individuals perform daily in real-life settings. These tasks are practical and serve a precise function outside the classroom. For example, a real-life task could be "making a phone call to book a reservation." Pedagogical tasks are developed explicitly for language learning. These tasks may not reflect real-life activities but are designed to focus on specific language skills. For example, a "gap-filling" exercise is a pedagogical task where learners fill in the blanks in a text with the correct form of the provided verbs. A teacher can incorporate said tasks in the TBLT approach to enhance learners' English core skills. These tasks provide the learners with much knowledge and understanding, resulting in improved English reading, writing, speaking, and listening skills.

According to Ellis (2003), tasks related to real life are defined as activities that demonstrate the tasks that individuals perform daily. This task is practical and has a clear function outside the classroom. For example, a real-life job such as "make a phone call to book a reservation." In this exercise, students call to reserve a table at a restaurant for their lunch. This real-life activity aims to reserve a table for lunch, and students may manage similar talks in real-life scenarios. Another example of a real-life activity is "Write an Email to a Peer," in which students email a classmate addressing their homework and other topics. This task aims to represent current habits of informal contact with peers. "Reading and Following Directions" is another real-life assignment in which students read instructions to construct a piece of furniture or navigate a route on a map. This task aims to give understanding and following instructions to learners of real-life situations.

According to Bhandari (2020), task-based language education is a style of teaching languages that uses tasks as the main components of instruction and planning. Through communicative exercises, students might attain accuracy and fluency in language usage. Utilizing a process-oriented methodology, TBLT places communicative language instruction at the forefront of syllabus development and educational objectives. As a result, task-based language instruction requires that instructors evaluate students' performance using their linguistic resources directly and indirectly (Bhandari, 2020). The learners' tasks summarize the primary principle of TBLT. On the other hand, the learners' task at the beginning of the material or meeting becomes the method's defining feature in this context. The TBLT method asserts that there should be some link between the two. However, projects utilized in language courses must help students strengthen their conversational talents (Hima et al., 2021). Ha et al. (2021) defined six

components of a successful task: goals, input data, task kinds, teacher role, learner role, and circumstances. Tasks are often regarded as student-centered, genuine, holistic, and communicative since they focus on the content instead of the form of communication. In contrast, pre-tasks, post-tasks, or pedagogic tasks, depending on the TBLT paradigm, might focus on language.

LITERATURE REVIEW

Language is essential in improving cognitive processes and is the main means of transferring a particular group's traditional beliefs, practices, and historical narratives. In contemporary times, mastering English language abilities has become essential in people's everyday lives. An advanced degree of English proficiency has been shown to influence individuals' educational and economic possibilities worldwide greatly. This impact is anticipated to remain substantial throughout the twenty-first century. It is well acknowledged that there is a need to support students in their journey of learning the English language and to foster instructors' passion for employing effective instructional strategies that give better possibilities for the acquisition of languages (NamazianDost et al., 2017).

Lume and Hisbullah (2022) assert that task-based language education is an excellent instructional strategy for improving children's listening and speaking skills. The teacher assigns tasks to the pupils learning the language using this technique. Students are urged to converse with their peers on executing the prescribed task while participating in the activity. Students collaborate in groups to explore matters pertinent to their chosen topic. This improves their verbal communication skills. Ellis (2021) mentioned that pre-task exercises can help create the scene for the reading material, introduce pertinent language, and activate past knowledge. With the aid of this scaffolding, students can approach texts with assurance and a better comprehension of the task's goals. Learners are encouraged to engage with the material during the work phase, whether that engagement involves analyzing the writer's point of view, scanning for specific information, or skimming for general knowledge. Post-task exercises, such as debates or written reflections, help to strengthen understanding and promote more in-depth interaction with the text. Suci et al. (2022) believes that the TBLT approach uses real-life and pedagogical tasks to develop students' English writing skills. Task-Based Language Teaching (TBLT) tasks facilitate students' comprehension of the challenges they must address. Students can collaboratively generate written outcomes in order to facilitate the sharing of ideas. They made advancements in their vocabulary, sentence construction, use of punctuation, and grammar.

Several studies prove that the Task-Based Language Teaching (TBLT) method is an effective language pedagogy for developing students' core English skills. This pedagogy emphasizes the connection between meaningful language learning activities and various real-life tasks that could result in communicative outcomes. The primary objective of this teaching approach is to improve learners' target language performance in meaningful activities that improve overall students' performance in the English language (Sumarsono et al., 2020; Ellis, 2021; Fang et al., 2021; Wong & Ismail, 2023).

Huang (2016) found that most students had favorable attitudes regarding using Task-Based Language Teaching (TBLT) in their English classes. They also reported improved motivation to study, as evidenced by increased interest, enjoyment, and autonomy in their learning. Furthermore, their language skills, particularly speaking and writing, as well as related skills such as information retrieval, showed signs of improvement. Al-Tamimi et al. (2014) discovered that students face several speaking challenges related to their understanding of phonology, vocabulary, grammar, and maintaining oral interactions and issues connected to psychology. Their research revealed that students' speaking abilities significantly improved based on the post-test results.

Kuswoyo and Wahyudin (2017) emphasized in their investigation that task-based language instruction successfully improves L2 learners' English listening abilities. Khienwong (2017) carried out an investigation in which he studied how well task-based learning helped students in the tenth grade improve their speaking abilities. The tools utilized included checklists for TBL (Task-Based Learning) exercises and pre- and post-speaking assessments. The research indicated major improvements in English language speaking abilities after engaging in task-based learning activities. Maghsoudi and Golshan (2017) revealed that the tasks positively affected learners' listening abilities. Ni and Jingxia (2017) also found that a task-based teaching approach positively affected students' listening skills in their experimental study. The study by Ostad et al. (2018) also examined the effect of task-based language instruction on Iranian students' listening comprehension and found that the experimental group outperformed the control group when employing the TBLT approach. It was also revealed in their investigation that pedagogical as well as real-life related activities improved students' listening skills.

Students must master four essential abilities when studying English, one of which is reading (Lestari, 2018). According to Rostami et al. (2020), the TBLT approach significantly improves students' reading comprehension skills in English Language. Ardika et al. (2022) investigated 28 polytechnic students to evaluate their reading comprehension through the TBLT approach. They found that 78.5% of participants met the passing mark, while 21.5% exceeded it, demonstrating improved reading comprehension through TBLT. Similarly, Bagheri

Masoudzadeh et al. (2020) investigated the correlation between the effect of the TBLT approach and students' reading skills. Their study found that the experimental group that was treated through a task-based teaching approach for improving reading skills performed better than the control group.

According to Soliman (2016) and Valli & Priya (2016), writing abilities in academic English can be viewed as productive abilities that demand students to analyze course materials and acquire new information. Through experimental research, Pingmuang and Koraneekij (2022) discovered that task-based instruction positively and significantly affected students' English writing abilities. Putri and Nugraha (2022) also reported that the task-based language teaching approach is good for increasing learners' L2 skills, such as reading, writing, speaking, and listening, along with students' vocabulary skills. Rostami et al. (2020) investigated the influence of the TBLT approach on students' reading comprehension skills using an experimental research methodology and found that the students' post-test scores significantly improved. The study by Nguyen (2022) investigated the effect of TBLT on learners' reading skills. The outcomes of this investigation reported a significant impact of TBLT on the reading comprehension abilities of experimental students.

It is evident from the foregoing that prior research provided substantial proof of the efficacy of task-based learning as a method for improving skills in second languages. Pedagogical and real-world tasks and activities are essential for helping students improve their L2 competence. Therefore, given the importance of the TBLT approach and its effects on students' English language skills, the present investigation aimed to achieve the following objectives in Pakistan.

Objectives
* To examine the effect of the task-based English language teaching approach on the students' listening skills.
* To explore the effect of a task-based English language teaching approach on the students' speaking skills.
* To discover the effect of the task-based English language teaching approach on the students' reading skills.
* To explore the effect of the task-based English language teaching approach on the students' writing skills.

Hypotheses
* H1: The task-based English language teaching approach significantly affects listening skills.
* H2: The task-based English language teaching approach significantly affects speaking skills.
* H3: The task-based English language teaching approach significantly affects reading skills.
* H4: The task-based English language teaching approach significantly affects writing skills.

RESEARCH METHODOLOGY
The existing investigation was completed through an experimental research design using a quasi-experimental research technique. The researcher employed a pretest-post-test non-equivalent group design. The control groups consisted of students who were taught using traditional teaching methods, while the experimental groups received instruction using the task-based language teaching approach. After the treatment, both groups were then tested. The research population of the present study was all Grade-8 English boys and girls students of government elementary schools of district Jhelum. The researcher used a purposive sampling method in quasi-experimental research and selected 120 students (60 belonged to girls while 60 belonged to boys students). The first group, which had 60 students, belonged to the government. Boys Elementary School Kot Mangle Sane, Khewra, Tehsil Pind Dadan Khan (Jhelum), and the second group having 60 students belonged to Government Girls Elementary School Islam Gunj, Khewra, Tehsil Pind Dadan Khan (Jhelum). The researcher used purposive sampling and selected each group from Grade 8 schools in the same school district, Jhelum. The researcher prepared a test of 60 marks based on four chapters of English subject. This test had four sections: Section One measures students' reading comprehension skills, having 15 marks; Section Second measures students' writing skills, having 15 marks; Section Third measures students' speaking skills, having 15 marks; and Section Fourth measures students' listening skills, having 15 marks. The same test was used in pre-testing and post-testing. The validity and reliability of the test were confirmed through experts' opinions and pilot testing. The entire data of pre-tests and post-tests were collected through the said test, and the same was analyzed in SPSS (Version 26) for calculating the mean difference and effects of the independent variable (Task-Based English Language Teaching Approach) on dependent variables (students' performance in terms of English reading, writing, speaking, and listening skills). The following findings occurred.

FINDINGS OF THE STUDY
Table 1 shows the outcomes for the control group regarding female students' English reading, writing, speaking, and listening scores from the pre-test and post-test. Results reported in Table 1 show the statistics of paired samples t-test that was run to explore significant differences among the girls regarding English language performance in the control group. The findings showed that the students' pre- and post-test reading scores were

slightly different significantly (M=6.80, SD=1.186, M=7.06, SD=1.201, t (29) = -2.804, p=.009<.05 levels). Findings showed that students' pre- and post-test listening scores were different significantly (M=5.43, SD=1.330, M=5.73, SD=1.387), t (29) = -4.583, p=.000<.05 levels. According to the results, there was no significant difference found between the students' pre and post-test speaking scores (M=5.53, SD=1.357), t (29) = -3.525, p=.001<.05 levels. The findings showed no significant difference between the students' pre- and post-test writing scores (M=6.00, SD=1.174, M=6.13, SD=1.279), t (29) = -1.682, p=.103>.05 levels. Based on said results, it has been revealed that there were significant differences in students' reading and listening skills. In contrast, no significant improvements in students' speaking and writing skills in the control group's scores related to female students were observed.

Table 1: Comparison of English language performance, pre-test- pot-test results of paired samples t-test for the control group related to female students

Variables	Mean	N	Std. Deviation	t-value	df	Sig. (2-tailed)
Pre_Reading_scores	6.80	30	1.186	-2.804	29	.009
Post_Reading_scores	7.06	30	1.201			
Pre_Writing_Scores	6.00	30	1.174	-1.682	29	.103
Post_Writing_scores	6.13	30	1.279			
Pre_Speaking_Scores	5.53	30	1.357	-3.525	29	.001
Post_Speaking_scores	5.53	30	1.357			
Pre_Listening_Scores	5.43	30	1.330	-4.583	29	.000
Post_Listening_Score	5.73	30	1.387			

Table 2: Overall Comparison of English language performance, pre-test and post-test results of paired samples t-test for the control group related to female students

Variables	Mean	N	Std. Deviation	t-values	df	Sig. (2-tailed)
Total_Pre_Scores	23.76	30	1.977	-4.583	29	.000
Total_Post_Score	24.46	30	2.315			

The statistics of Table 2 demonstrated the overall results for the total scores of pre-test and post-test of the control group. Results discovered a minor difference between mean scores of pre-test (M=23.74, SD=1.977) and post-test (M=24.46, SD=2.315), t (29)= -4.583, p=.000<.05 levels. The reported results discovered a significant difference between the scores of pre-test and post-test of the control group related to female students.

Table 3: Comparison of English language performance, pre-test- pot-test outcomes of paired samples t-test for the experimental group.

Variables	Mean	N	Std. Deviation	t-value	df	Sig. (2-tailed)	Effect size eta squared (η^2)
Pre_Reading_scores	6.70	30	1.207	-16.323	29	.000	0.90
Post_Reading_scores	12.86	30	1.696				
Pre_Writing_Scores	5.90	30	1.093	-12.978	29	.000	0.85
Post_Writing_scores	10.66	30	1.748				
Pre_Speaking_Scores	5.43	30	1.222	-6.963	29	.000	0.63
Post_Speaking_scores	8.20	30	1.648				
Pre_Listening_Scores	5.33	30	1.268	-18.574	29	.000	0.92
Post_Listening_Score	11.96	30	1.449				

Table 3 shows the results for the experimental group regarding female students' English reading, writing, speaking, and listening scores from the pre-test and post-test. The findings showed that the pre and post-test reading scores differed significantly (M=6.70, SD=1.207, M=12.86, SD=1.696), t (29) = -16.323, p=.000<.05 levels. According to the results, there was a significant difference between the pre and post-test writing scores (M=5.90, SD=1.093, M=10.66, SD=1.748, t (29) = -12.978, p=.000<,05 levels). The results showed that the speaking scores before and after the exam differed significantly (M=5.43, SD=1.222, M=8.20, SD=1.648, t (29)= -6.963, p=.000<.05 levels). The pre and post-test listening scores differed significantly (M=5.33, SD=1.268), (M=11.96, SD=1.449), t (29)= -18.574, p=.000 <.05 levels, according to the results. Additionally, an important effect size was demonstrated by the Eta squared values for reading (=0.90), writing (=0.85), speaking (=0.63), and listening (=0.92).

Moreover, values of Eta squared indicated a large effect size, conveying that the intervention strongly impacted all English language skills. Therefore, hypotheses H_1 to H_4 (There is a significant effect of the task-based English language teaching approach on listening skills, There is a significant effect of the task-based English language teaching approach on speaking skills, There is a significant effect of the task-based English language teaching approach on reading skills, and There is a significant effect of the task-based English language teaching approach on writing skills) are accepted.

Because of the above results, it has been revealed that there were significant improvements in students' performance in terms of English reading, writing, speaking, and listening skills in the scores of the experimental group related to female students.

The statistics in Table 4 show the comparison of the pre-test and post-test results of female students' experimental group. It is noticeable from the reported statistical information that the pre-test mean scores were (M=23.36 &

SD=1.902). It is noticeable that the post-test mean scores were (M=43.70 & SD=5.808). The p-value was p=.000 <.05 levels and the t-value was t= -17.773. The mean values of the pre and post-tests differed significantly. Furthermore, the Eta squared value was (η^2=0.91), indicating a significant effect of the independent variable (TBLT approach) on the dependent variable (students' performance). Therefore, these results discovered that task-based language teaching significantly improved female students' reading, writing, speaking, and listening comprehension of the English language.

Table 4: Overall Comparison of English language performance, pre-test, and post-test outcomes of paired samples t-test for the experimental group related to female students

Variables	Mean	N	Std. Deviation	t-values	Df	Sig. (2-tailed)	Effect size eta squared (η^2)
Total_Pre_Scores	23.36	30	1.902	-17.773	29	.000	0.91
Total_Post_Score	43.70	30	5.808				

Table 5: Comparison of English language performance, pre-test- pot-test results of paired samples t-test for the control group related to male students.

Variables	Mean	N	Std. Deviation	t-value	df	Sig. (2-tailed)
Pre_Reading_scores	4.86	30	1.591	-5.114	29	.000
Post_Reading_scores	5.56	30	1.612			
Pre_Writing_Scores	5.30	30	1.489	-1.439	29	.161
Post_Writing_scores	5.50	30	1.592			
Pre_Speaking_Scores	5.13	30	1.224	-1.720	29	.096
Post_Speaking_scores	5.30	30	1.393			
Pre_Listening_Scores	5.86	30	1.357	-1.795	29	.083
Post_Listening_Score	5.96	30	1.299			

The statistical results presented in Table 5 show the results for the control group about female students' English reading, writing, speaking, and listening scores from the pre-test and post-test. It is understandable from the statistics of paired samples t-test that was performed to investigate the significant difference among the females regarding English language performance in the control group. Findings showed that students' pre- and post-test reading scores differed significantly (M=4.86, SD=1.591, M=5.56, SD=1.612, t (29) = -5.114, p=.000<.05 levels). The findings showed there was no significant difference between the students' pre and post-test writing scores (M=5.30, SD=1.489, M=5.50, SD=1.592), t (29) = -1.439, p=.161>.05 levels. The speaking scores of the students before and after the test did not differ significantly (M=5.13, SD=1.224; M=5.30, SD=1.393); t (29) = -1.720, p=.096>.05 levels. The findings showed that there was not a significant difference between the students' pre- and post-test hearing scores (M=5.86, SD=1.357, M=5.96, SD=1.299), t (29) = -1.795, p=.083>.05 levels.

The results mentioned above discovered significant differences in students' reading scores. In contrast, no significant difference was observed in students' writing, speaking, and listening skills in the control group's scores related to male students.

Table 6: Overall Comparison of English language performance, pre-test, and post-test results of paired samples t-test for the control group related to male students

Variables	Mean	N	Std. Deviation	t-values	df	Sig. (2-tailed)
Total_Pre_Scores	21.16	30	2.653	-5.065	29	.000
Total_Post_Score	22.33	30	2.758			

The overall findings for the control group's pre-test and post-test total scores are displayed in Table 6. The findings indicate that the mean scores of the pre-test (M=21.16, SD=2.653) and post-test (M=22.33, SD=2.758) differ little, with t (29) = -5.065. A little significant difference between the control group's pre-test and post-test scores for male students is shown by the value of p=.000<.05 levels.

Table 7: Comparison of English language performance, pre-test- pot-test outcomes of paired samples t-test for the experimental group related to male students.

Variables	Mean	N	Std. Deviation	t-value	df	Sig. (2-tailed)	Effect size eta squared (η^2)
Pre_Reading_scores	5.36	30	1.564	-16.808	29	.000	0.91
Post_Reading_scores	12.53	30	1.960				
Pre_Writing_scores	5.30	30	1.489	-12.973	29	.000	0.85
Post_Writing_scores	9.93	30	1.818				
Pre_Speaking_scores	5.30	30	1.393	-10.172	29	.000	0.78
Post_Speaking_scores	8.70	30	1.664				
Pre_Listening_scores	5.86	30	1.357	-11.948	29	.000	0.83
Post_Listening_scores	11.06	30	1.529				

The experimental group's pre and post-test scores for male students' English reading, writing, speaking, and listening are displayed in Table 7. The findings showed that the pre-test and post-test reading scores differed significantly (M=5.36, SD=1.564, M=12.53, SD=1.960), t (29) = -16.808, p=.000<.05 levels. The pre-test and post-test writing scores differed significantly (M=5.30, SD=1.489; M=9.93, SD=1.818); t (29) = -12.973; p=.000 <,05 levels.

The results showed that the speaking scores before and after the test differed significantly (M=5.30, SD=1.393, M=8.70, SD=1.664, t (29)= -10.172, p=.000<.05 levels). The pre-test and post-test listening scores differed significantly (M=5.86, SD=1.357, M=11.06, SD=1.529), according to the results (t (29) = -11.948, p=.000 <.05 levels).

In addition, all values of eta squared (η^2) show a large effect size, expressing that the intervention strongly impacted all English language skills. Thus, hypotheses H_1 to H_4 (There is a significant effect of the task-based English language teaching approach on listening skills, There is a significant effect of the task-based English language teaching approach on speaking skills, There is a significant effect of the task-based English language teaching approach on reading skills, and There is a significant effect of the task-based English language teaching approach on writing skills, are accepted.

Given the above results, it has been revealed that there were significant differences and improvements in students' performance in terms of English reading, writing, speaking, and listening skills in the scores of the experimental group related to girls' students.

Table 8: Overall Comparison of English language performance, pre-test and pot-test outcomes of paired samples t-test for the experimental group related to male students

Variables	Mean	N	Std. Deviation	t-values	df	Sig. (2-tailed)	Effect size eta squared (η^2)
Total_Pre_Scores	21.83	30	2.704	-17.827	29	.000	0.92
Total_Post_Score	42.23	30	6.268				

The statistical results reported in Table 8 compare the pre-test and post-test results of the male students' experimental group. It is evident from the provided statistical information that the pre-test mean scores were (M=21.83 & SD=2.704). It is evident that the post-test mean scores were (M=42.23 & SD=6.268). The p-value was p=.000 <.05 levels and the t-value was t= -17.827. The mean values of the pre and post-tests differed significantly. Additionally, the Eta squared value was (η^2=0.92), indicating a significant impact of the independent variable (TBLT approach) on the dependent variable (student performance). Therefore, these findings showed that task-based language instruction significantly improved students' reading, writing, speaking, and listening comprehension of the English language.

Table 9: Overall Comparison of female experimental group and male experimental group

Groups	Mean (Pre-test)	Mean (Post-test)	N	SD (pre-test)	SD (post-test)	t-value	df	Sig.	Effect Size (η^2)
Male	21.83	42.23	30	2.704	6.268	-17.827	29	.000	0.92
Female	23.36	43.70	30	1.902	5.808	-17.773	29	.000	0.91

Results reported in Table 9 compare the male and female experimental groups. The mean scores from the pre-test to the post-test showed that both male and female students' English language proficiency had significantly improved in reading, writing, speaking, and listening. It is obvious that the mean score of the male students increased from 21.83 on the pre-test to 42.23 on the post-test. In the same way, the mean score of the female students increased from 23.36 on the pre-test to 43.70 on the post-test. The findings also revealed a strong effect size for both groups, including males (η^2 = 0.92) and girls (η^2 = 0.91), indicating that the intervention significantly and favorably improved both male and female students' reading, writing, speaking, and listening English language skills.

CONCLUSIONS OF THE STUDY

This investigation has concluded that there was a significant difference in students' reading and listening skills, while no significant improvements were observed in students' speaking and writing skills in the scores of the control group related to female students. This study discovered significant improvements in students' performance in terms of English reading, writing, speaking, and listening skills in the scores of the experimental group related to female students. This research revealed that overall Eta squared (η^2=0.91) discovered a large effect size, indicating that the Task-Based English Language Teaching approach significantly affected female students' English language reading, writing, speaking, and listening skills.

This investigation discovered significant differences in students' reading scores. In contrast, no significant difference was observed in students' writing, speaking, and listening skills in the control group's scores related to male students. It was discovered that there had been significant improvements in students' performance in terms of English reading, writing, speaking, and listening skills in the scores of the experimental group related to male students. This investigation has revealed that overall Eta squared (η^2=0.92) discovered a large effect size, indicating that the Task-Based English Language Teaching approach significantly affected male students' English language reading, writing, speaking, and listening skills. Therefore, this study recommends that elementary school teachers adopt the Task-Based Language Teaching (TBLT) approach to enhance students' English reading, writing, speaking, and listening abilities.

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