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FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**DIDACTIC REINFORCEMENT WORKSHOPS USING THE (TBLT)
METHODOLOGY FOR SPEAKING SKILL DEVELOPMENT**

**TORRES MITE MAREIKA ROMINA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**GONZAGA SANMARTIN JOSSELYN LISSBETH
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INTERVENCIÓN**

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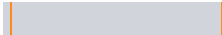


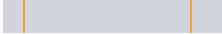


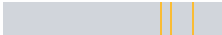


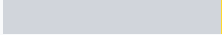


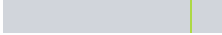

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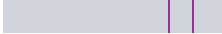


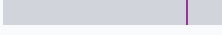


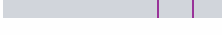


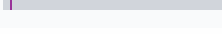



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DEDICATION

The present research is dedicated to:

God, who has taken care of our path and guided with his wisdom every step of this process.

To our parents, for being a great example of effort and love, and for supporting our growth not only as professionals but also as human beings.

Torres Mareika

Gonzaga Josselyn

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To all of you, our deepest gratitude for having been part of this process that represents not only an academic achievement, but also a personal growth.

Torres Mareika

Gonzaga Josselyn

ABSTRACT

This thesis work was developed as a response to problems observed in a classroom, where a limited oral proficiency in English was identified in the students. With this, it was defined as a general objective to implement a system of didactic workshops with the use of the Task-Based Learning (TBL) methodology for the improvement of oral expression skills in the students of a classroom of a Higher Basic Education Institution.

The research adopted a mixed methodological approach, with a pre-experimental design that contemplated the application of a pre-test, the execution of four sequential workshops and a post-test. The workshops were structured in three phases (pre-task, task and post-task) incorporating contextualized activities, visual material and interaction dynamics in simulated communicative situations. It was supported by the contributions of Willis(1996), Ellis(2020), Long(1985) and Brown(2015), who highlight the effectiveness of the TBL approach for the development of real communicative skills in educational contexts.

The results obtained in the post-test revealed significant progress in several aspects of oral skills, although the spontaneous use of polite expressions continues to be something to be reinforced. Therefore, it is concluded that the TBL methodology constitutes an effective strategy to promote integral communicative competence, by promoting active, meaningful learning centered on the needs of the students. Therefore, it is recommended to continue its application in a systematic way, complemented with technological resources, permanent feedback strategies and activities that strengthen the sociocultural dimension of the language.

Key words: Task-Based Learning, TBL, Oral Expression, Didactic Workshops, English Language Teaching, Speaking skill.

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INTRODUCTION

Knowing other languages, such as English, has become very important in today's world, especially in the field of education. Since time immemorial, education has been considered the key to opening the doors to a future full of opportunities. This is what Chávez-Navarrete et al. (2023) express when they point out that society has advanced so much that it has generated great competitiveness, in this case, in educational training, which is crucial in today's globalized world.

In this sense, and considering that English is one of the three most widely spoken languages in the world, with more than 1.4 billion speakers (Fernández, 2023), learning it provides knowledge not only in the workplace but also in the personal sphere. People who speak English accurately and fluently have more opportunities to travel and communicate with people from diverse cultures. This fosters intercultural exchange that enriches personal and professional experiences.

In the Ecuadorian context, it has become necessary to seek methodologies that facilitate student interaction with English. Research and studies have been conducted on the application of this methodology in classrooms and how it benefits Ecuadorian students. An example of this is the study conducted by Montaña et al. (2024), in which an intervention plan using TBL was proposed to improve vocabulary retention among secondary school students in Loja. The results suggest that TBL is effective in achieving this goal.

Developing the four communication skills—speaking, writing, reading, and listening—is essential. However, English speaking is one of the most difficult skills to develop due to its

limited use in the classroom. According to Guacho et al. (2020), the use of conventional methods and weak participatory strategies prevents students from practicing the language in meaningful and relevant ways.

Therefore, it has been observed that in a classroom of a Higher Basic Education Institution, students present the following **difficulties**:

- ❖ Students do not participate orally in English classes.
- ❖ Students do not use vocabulary correctly in different contexts when speaking English.
- ❖ Students lack intelligibility when speaking English.
- ❖ Students lack fluency in students when speaking English.

As a consequence, this leads to the **scientific problem**: How to improve the speaking skills of students in a classroom of a Higher Basic Education Institution? The object of the research is the teaching-learning process of English in basic general education.

Among the possible **causes of the problem** are:

- ❖ Limited time for language teaching
- ❖ Lack of opportunities to practice speaking in English classes.
- ❖ Teaching methods that encourage oral expression in English are not used.
- ❖ Limited teaching resources in classrooms.



The general objective of the research is to implement a system of didactic workshops using the Task-Based Learning (TBL) methodology for the improvement of oral expression skills in students in a classroom of a Higher Basic Education Institution. The field is Task-Based Learning (TBL) Methodology.

This research aims to achieve the following **specific objectives**:

I- To theoretically ground the use of Task-Based Learning (TBL) methodology in the teaching-learning process of the English language.

II- To analyze the current state of the speaking skill among students in a classroom of a Higher Basic Education Institution.

III- To implement a system of didactic workshops based on the Task-Based Learning (TBL) methodology to improve the speaking skills of students in a classroom of a Higher Basic Education Institution.

IV- To evaluate the effectiveness of the Task-Based learning (TBL) methodology in the improvement of the speaking skills of students in a classroom of a Higher Basic Education Institution.

This research is carried out from a **mixed methodological paradigm** of an experimental type. With a **population** made up of students from a classroom at a Higher Basic Education Institution.

Considering the type of research proposed, the **hypothesis** for this work is “The implementation of a system of didactic workshops with the use of the Task-Based Learning (TBL) methodology will significantly improve the oral expression skills of students in a classroom of a Higher Basic Education Institution.

In this way, the following variables are proposed:

The Independent Variable: System of didactic workshops based on the Task-Based Learning (TBL) methodology. This variable refers to the implementation of the TBL approach through workshops designed to improve students' oral expression skills.

The Dependent Variable: English speaking proficiency. This variable measures the impact of the workshops on aspects such as fluency, pronunciation, coherence, and confidence when speaking English.

In this way, the following **variables** are proposed:

Independent variable: Didactic workshop system based on the Task-Based Learning (TBL) methodology. This variable refers to the implementation of the TBL approach through workshops designed to improve students' speaking skill.

The Dependent variable: English speaking skill. This variable measures the impact of the workshop on aspects such as fluency, pronunciation, coherence, and confidence in speaking English.

Consequently, the following **theoretical methods** are applied: historical-logical, analytical-synthetic and inductive-deductive, in addition to **empirical methods** such as

participatory observation. These will be explained in greater detail in the methodological framework.

The importance of the research lies in the implementation of Task-Based Learning (TBL) as a methodological strategy to improve English speaking skill through a system of didactic workshops. The aim is to improve English speaking proficiency by using techniques that motivate its use during the development of classes.

The contribution of this research is a system of didactic workshops focused on the use of the Task-Based Learning (TBL) methodology as a methodological strategy, with the purpose of improving the English-speaking skill of the students.

This research is divided into chapters consisting of: **Chapter I:** Theoretical Foundations of the use of Task-based Learning in the English Language Teaching-learning process for the development of speaking, **Chapter II:** Establishes the type, methods and techniques used. **Chapter III:** Presents the intervention proposal. Finally, **Chapter IV:** Discussion of results, conclusions, and finally the recommendations, bibliography and annexes.

CHAPTER 1: THEORETICAL FOUNDATIONS OF THE USE OF TASK-BASED LEARNING IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS.

1.1. Historical evolution of the use of task-based learning in the English language teaching-learning process.

Task-based learning (TBL) has evolved from a barely emerging idea to a consolidated practice education, adapting to the needs of students and technological advances. For many years learning a new language has been considered complicated and even impossible by many people around the world; however, over the decades, various learning methodologies have been researched and developed to make mastering a language an insurmountable challenge. The following are the states in the evolution of task-based learning in language teaching, especially in English.

- **Origin and First Concepts (1980s)**

The Task-based approach emerged as a response to traditional language teaching methods, such as the grammar-translation method and the audio-lingual method. According to Saborit et al., (2021) Task-Based Learning formally emerged in the late 1980s and was developed by several authors in response to the growing interest in the functioning of language and its teaching from a communicative approach. This indicates that this method has its roots in that approach.

The main idea is that students learn best when they are involved in meaningful and communicative tasks promoting the development of English language skills in students. During this stage, the following developments are highlighted:

→ **Initial Investigations:** Research such as N.S. Prabhu (1987) in India began to experiment with tasks instead of traditional exercises.

→ **Definition of Tasks:** The First concepts of what constitutes a task are established, emphasizing the importance of activities that mimic real communication situations.

It can be seen that Task-Based Learning has gone through several significant stages throughout history, developing from classical linguistic and pedagogical theories. In contrast to the normative ones of the time, Prabhu (1987) suggests that “L 2 Language skills can be best learned when attention is placed with meaningful activities (Güvendir & Hardacre, 2018, p.1). One of the first mentions of this methodology was made by researcher Prabhu in India when conducting the experiment known as the “Bangalore project” in the late 1970s which was one of the First attempts to use tasks in a classroom setting, arguing that students learn more effectively when they focus on meaningful tasks rather than grammatical structure.

In the same way, citing Ellis et al., (2020), “Task-based Language teaching has been enormously influential since the 1980s when it inspires a generation of language teachers seeking to engage productively with communicative language teaching” (p.11). He indicates that since the 1980s, this methodology has been considered widely useful in language teaching, highlighting the importance of tasks in language learning, evidenced by teachers seeking to make the greatest use of it in the classroom.

- **Development and Expansion (1990s)**

At this stage, the task-based approach gained popularity among teachers and students, expanding into educational research and practice.

→ **Key Publications:** Influential publications such as Jane Willis's "A Framework for Task-Based Learning" appear, providing a theoretical and practical framework for implementing TBL in the classroom.

→ **Skills Integration:** We begin to consider how tasks can integrate various language skills, such as reading, writing, listening, and speaking.

From the 1990s, authors such as Ellis (2017) with his book “Task-Based Language Learning and Teaching” being an important reference in the field, significantly with research on second language acquisition and how tasks can facilitate this process.

- **Consolidation and Refinement (2000s)**

During this decade, task-based learning became established as a valid and effective pedagogical approach.

→ **Empirical Research:** Numerous empirical studies demonstrate the effectiveness of TBL in language acquisition, especially in terms of fluency and practical use of the language.

→ **Teachers' Manual:** Practical guides and manuals for teachers are published, facilitating the implementation of TBL in various educational contexts.

→ **Curriculum Adaptation:** Language teaching programs are beginning to incorporate TBL more formally into their curricula.

Various investigations have been carried out on the correct use of TBLA good example of this is the study called "Motivational Strategies in the Language Classroom" conducted by

Dörnyei (2008), which explores motivation in language learning and how tasks can be designed to maintain and increase student motivation.

- **Innovation and Diversification (2010s onwards)**

At this stage, the task-based approach continues to evolve, adapting to new technologies and educational contexts. Authors such as Shehadeh (2024) contribute with reviews and research on the correct understanding of the TBL and how to develop it

→ **Technology and Digital Tasks:** Integrating technology into the classroom allows for the creation of digital assignments and the use of online tools to facilitate collaborative learning.

→ **Focus on Assessment:** Specific assessment methods are developed to measure task performance, considering both the process and the final product.

→ **Interdisciplinary Tasks:** The use of tasks that integrate content from other disciplines is encouraged, fostering more contextualized and meaningful learning.

The way to achieve the development of different communicative skills has undergone changes throughout history, in order to achieve a more effective process, likewise, the “speaking” skill or oral skill in English as a foreign language has undergone changes and evolutions, been influenced by different pedagogical approaches, methodologies and technologies. Therefore, the following stages are defined:

- **Traditional Approaches (until the mid-20th century)**

Grammar-Translation Method: This method focused on the translation of texts and the study of grammar, with little attention to oral practice. Authors Richard & Rodgers (2014) point out that speaking was not a priority, recognizing the limitations of this method, especially in terms of developing students' communicative and oral skills.

Audiolingual Method: This method emphasizes the repetition and memorization of dialogues. The goal was to develop correct speech patterns through conditioning, with a focus on pronunciation and fluency. As Rivers (2018) acknowledges, the method can be effective for teaching grammatical structures and pronunciation, but she criticizes its lack of attention to understanding and using language in real-life contexts.

- **Communicative Approaches (1970s-1980s)**

Communicative Approach: This approach marked a significant shift toward language teaching based on authentic communication. As Brown & Lee (2015) argue, the goal of language learning should be communicative competence. Speaking became a central skill, with a focus on fluency, interaction, and students' ability to use the language in real-life contexts.

Task-Based Learning (TBL): This approach, which includes authentic communicative tasks, promotes the development of oral skills as the tasks often mimic real-life situations, such as making hotel reservations or participating in discussions. According to (Olivera N., 2019), the methodology TBL is considered the heir of the communicative approach, since it is based on the grammatical, discursive, sociolinguistic and pragmatic components of communication.

- **Technology and New Methodologies (1990s-present)**

Technology Integration: The use of technologies, such as mobile apps and online learning platforms, has revolutionized speaking instruction. Tools such as voice recognition software, interactive videos, and virtual role-playing games provide speaking practice and instant feedback.

Autonomous and Adaptive Learning Approach: With the advancement of artificial intelligence and machine learning, adaptive platforms are emerging that personalize speaking instruction based on each student's needs. Authors such as Salas-Pilco & Yang (2022) highlight how these technologies are being used to personalize learning and improve educational interaction through adaptive platforms. Currently, platforms have been created that can adjust the level of difficulty in order to offer practices targeted at specific areas for improvement.

Thus, it can be said that the development of speaking in English as a foreign language has moved from structured and repetitive approaches to more communicative and student-centered methods. Likewise, there are researchers such as Thorne & May (2017) who analyze the increasing impact of technology on language teaching, including how digital tools facilitate greater communicative practice. Technology and an understanding of intercultural competence have played a crucial role in this development, and future trends point to increasingly personalized and adaptive teaching.

TBLIt has evolved from approaches that initially focused on grammar and vocabulary to approaches oriented toward the communicative use of language, with a growing emphasis on the meaningfulness and authenticity of tasks. According to Sánchez (2016), this approach has been

widely adopted in different educational contexts, such as the use of technology, since it is not only useful for language teaching, but its use is expanding to different educational areas.

1.2. Theoretical characterization of the use of task-based learning in the English language teaching-learning process for speaking development.

Task-Based Language Teaching (TBL) is a pedagogical approach that, as its name suggests, focuses on the use of authentic tasks as the core of the teaching-learning process. In the context of English teaching and learning, especially for speaking development, this approach provides students with opportunities to use the language in practical and contextualized ways.

1.2.1. The teaching-learning process of the English language.

Several authors have defined the English language teaching-learning process over the years as involving a series of stages and methods that help students acquire proficiency in the four basic language skills: Listening, Speaking, Reading and writing.

According to Ortiz (2015), this process should be conceived as a system closely connected to the practical activities of human beings, since these activities directly influence their environment.

Likewise, the researcher Harmer (2015) emphasizes in his work entitled “The practice of English Language Teaching” the balance between the development of the four skills (speaking, listening, reading and writing), in addition to offering a practical guide for teachers, covering traditional and contemporary methods.

Long (2014) stresses the importance of needs analysis, that is to say, adapting tasks according to the specific needs of learners in a classroom. The key stages of this process include first the needs and objectives assessment, which encapsulates identifying students' English proficiency level and their specific learner needs. From this assessment, clear goals are defined, such as improving fluency, listening comprehension, written expression, etc. Next, methods and

approaches are selected, where the purpose is to balance the development of respective skills (listening and reading) and productive skills (speaking and writing).

Among several educational methods available are the communicative approach, grammar-translation approach, task-based teaching (TBLT), content and foreign language integrated learning (CLIL) approach, among others. However, Carreño Velazquez (2024) included in his study called “Communicative Approach in the Teaching-Learning Process of English as a Foreign Language” that despite the enormous potential that this approach has, its implementation is still limited, which restricts the process in language learning.

The next step is the design of the curriculum, Quintero et al., (2021) stress the importance of engaging students in the exchange of ideas, opinions and judgments based on their personal experiences. Therefore, it is crucial to select topics, vocabulary, grammar, and materials appropriate to the level and needs of the students.

This is followed by the implementation of teaching, which includes a variety of activities such as role-playing, discussions, group work, listening comprehension exercises, guided reading, and creative writing. In addition, the use of technology, and digital tools such as apps, online learning platforms and multimedia resources enriches the learning experience. According to Medina (2017), the pedagogical use of technologies makes it possible for each student to determine their pace and progress in their cognitive processes, adapting learning activities and tasks to their individual needs and interests. This demonstrates that technology can also be integrated into TBLT to improve learning effectiveness and provide more relevant educational experiences.

Process assessment comprises formative and summative. Formative assessment includes quizzes, assignments, and in-class activities, while summative assessment encompasses quizzes

and final exams Brown & Abeywickrama (2019) emphasize on these are processes in their book “Language Assessment: Principles and Classroom Practices”, they highlight the importance of combining formative and summative assessments to provide feedback and measure progress toward learning objectives. This allows an accurate evaluation of the achievement of the course objectives and facilitates constructivist feedback from the teacher, guiding the student process and adjusting to their need.

Finally, it is of utmost importance that personalized teaching is sought during the whole process, catering to the students' different learning styles, rhythms, and cultural backgrounds. As stated by (Parraga et al., 2021, p.1075). “It is about planning strategies that favour the diversity of the student body”. In addition, additional opportunities for practice and resources to reinforce learning, such as tutoring or conversation clubs that encourage their autonomy and assessment, should be provided. It is also important to provide materials and strategies that allow students to continue learning outside the classroom. This process may vary depending on the educational context, the resources available and the characteristics of the students that may be in a classroom.

1.2.2 Characterization of Task-Based Learning (TBL)

This section explores the essential principles and underlying ones that support Task-Based Learning, providing a deep understanding of its benefits and application in the field of language teaching.

First, the theory of language acquisition, upon which TBL is based, is considered. This approach emphasizes that second language acquisition is more effective when students are engaged in the authentic use of language to perform meaningful tasks. It aligns with Long's (1985) interaction hypothesis, which suggests that communicative interaction is crucial for language acquisition.

Various authors define TBL as an approach where communication is paramount. Morales Contreras (2021) considers TBLT a method that employs communicative activities to strengthen the ability to interact and increase motivation to use the target language.

In the same way, Alvaro et al., (2023) define TBLT as a methodological approach that engages students in practical tasks with a clear purpose, simulating real-life language use situations and fostering efficient communication among them.

The constructivist theory also underpins TBLT, arguing that this pedagogical approach aligns with learning such as those proposed by Piaget and Vygotsky. According to Saldarriaga et al., (2016), from the perspective of Piaget, knowledge arises from the interaction between the individual and the environment, implying that it exists neither exclusively in objects nor in the subject but in the relationship established between the two.

Learning, therefore, is influenced by different stages of cognitive development. In this context, students build their knowledge through meaningful experiences and activities, following

the foundational ideas of Piaget and Vygotsky, two of the most influential theorists in this approach.

Task-Based Learning (TBLT) is mainly characterized by its emphasis on activities with a communicative goal, which students carry out using the language functionally. Bygate et al., (2013) define tasks as learning activities that require students to use language to achieve a specific outcome, focusing on authentic and meaningful communication. These tasks may include problem-solving, decision-making, and information exchange, among others.

Moreover, tasks are designed to replicate real-world situations, providing students with opportunities to use the language in authentic and relevant contexts. In this way, students become the protagonists of the learning process. As noted by Méndez (2022), implementing this methodology fosters dialogue between students and the teacher, granting students greater autonomy and, consequently, increased responsibility for their learning.

Finally, TBLT promotes the integration of four language skills(listening, speaking, reading and writing) into each task, reflecting the natural use of language. This comprehensive approach ensures that students develop communication competencies in a balanced and contextualized manner.

James Wheels (1996), in his work “A Frame for Task-Based Learning.” proposed a structured framework for implementing this approach in the classroom. His TBLT model comprises three main phases: pre-task, task, and post-task. Each of these phases is described below:

Pre-Task

Objective: Prepare students for the main task and activate their prior knowledge.

Introduction to the Topic: The teacher introduces the topic and context of the task, explaining its objectives and relevance.

Activation of Prior Knowledge: Activities are conducted to activate relevant vocabulary and linguistic structures that students already know.

Task Modeling: The teacher may demonstrate how to complete the task by providing clear examples and explanations.

Instructions of Strategies: Useful strategies for completing the task, such as organizing ideas and using linguistic resources, are taught and practiced.

During the Task

Objective: Allows students to complete the main task autonomously or collaboratively, using the language communicatively and meaningfully.

Task Completion: Students work on the main task, which should be authentic and relevant. They may work individually, in pairs, or in groups.

Communicative Interaction: During this phase, interaction and language use in real-life contexts are encouraged. Students learn to communicate to complete the task, promoting spontaneous use of the language.

Monitoring and Support: The teacher monitors students' progress, providing support and feedback when necessary. The goal is to assist without interrupting natural communication.

Post-Task

Objective: Reflect on task performance, consolidate learning, and focus on specific linguistic aspects.

Reflection and Feedback: Students reflect on how they completed the task, discuss challenges and successes, and receive feedback from the teacher and peers.

Correction and Analysis: A more detailed analysis of common errors or problematic areas is conducted, offering corrections and explanations.

Task Repetition; In some cases, students may be asked to repeat the task, applying the corrections and improvements discussed.

Follow-Up Activities: Reinforcement activities that consolidate the learning of vocabulary, grammar structures, and specific skills used during the task.

1.2.3 The development of speaking-English.

Speaking is a productive linguistic skill that consists of the ability to communicate ideas, thoughts, and emotions orally in a language. It is one of the four key skills in language learning, along with listening, reading, and writing, and is essential for effective interaction in real-life contexts. According to Brown (2015), speaking is a complex skill that not only includes language production but also the construction of meaning in interactive contexts.

Díaz (2023) highlights the importance of incorporating pedagogical strategies that encourage speaking in the educational setting, emphasizing that strengthening the speaking skill is key to efficient communication in English. Harmer (2015) adds that speaking should not be understood solely as the production of correct words, but as a dynamic process that requires active listening skills and interactive participation. Thus, speaking in English involves more than just emitting sounds and words; it means constructing meanings in a collaborative and contextual manner.

Currently, speaking development has also been aided by the integration of technological tools, which facilitate oral practice and increase students' confidence and engagement (Santistevan & Danessa, 2024). These technologies have been shown to improve speaking fluency and confidence, promoting more active and meaningful learning.

Based on this conceptual framework, speaking is recognized as a fundamental component of communicative competence, as it involves the precise production and perception of sounds, intonation patterns, accent, and rhythm specific to the language (Celce-Murcia et al., 2010). For its comprehensive development, three main dimensions must be considered:

1. Linguistics

The linguistic dimension refers to the knowledge and skills related to the language system: vocabulary, grammar, syntax, pronunciation, and rules of usage. According to Cassany (2006), this dimension encompasses the ability to interpret, develop, and analyze oral and written messages in various communicative situations. That is, it involves not only knowing words and rules, but also how to use them appropriately to express ideas clearly and coherently.

Authors such as Gomez et al. (2011) consider the linguistic dimension to be the core that integrates other areas of development, as it supports the individual's interactions with themselves and their environment. This means that, through language, people communicate, think, solve problems, and construct their identity. Voloshino (1976) proposes that language emerges from social interaction and that meanings are constructed through communicative exchange, which makes language a powerful tool for transforming reality.

Furthermore, Góngora et al. (2014) emphasize that the linguistic dimension is essential in socio-humanist education, as it facilitates the exchange and interpretation of social and cultural phenomena. In the context of English language teaching, this implies that linguistic development should be geared toward students' ability to understand and produce appropriate messages in different contexts, fostering their integration and active participation in society.

Therefore, this research uses the linguistic dimension as a basis for the development and assessment of the speaking skill, focusing on strengthening pronunciation, fluency, coherence, and vocabulary richness in students.

2. Paralinguistics

The paralinguistic dimension encompasses all those nonverbal elements that accompany and enrich oral communication. This includes intonation, rhythm, voice intensity, pauses, volume, speaking speed, and emotional expression (Trager, 1958; Adam, 1976; Halliday, 2001). These aspects, although not part of the linguistic system in the strictest sense, are essential for conveying nuances, emotions, and attitudes, and for the message to be correctly interpreted by the interlocutor.

For example, the same sentence can have different meanings depending on the intonation or emphasis placed on it. Furthermore, nonverbal components such as gestures, posture, facial expressions, and eye contact directly influence communicative interaction (Knapp et al., 1972). These elements help reinforce or modify the meaning of what is being said and can facilitate or hinder understanding of the message.

In learning English, the paralinguistic dimension is especially important because many students tend to focus only on words and forget that effective oral communication also depends on how what is said is said. Practicing intonation, rhythm, fluency, and pronunciation helps students speak more comprehensibly and naturally, improving the quality and effectiveness of their oral production.

The authors of this research believe that working on the paralinguistic dimension contributes significantly to the development of the speaking skill, as it allows students to express themselves more authentically and understandably in different communicative situations.

3. Sociocultural

The sociocultural dimension recognizes that language use is profoundly influenced by social and cultural factors. According to Arias-Ortega&Ortiz-Velosa (2019) argues that there is an intrinsic relationship between society, culture, and educational processes, where hegemonic models can limit the development of authentic communicative skills. In the context of English teaching, this means that we must consider not only linguistic aspects but also the cultural and social implications that influence how the language is used in different contexts.

Morín López (2019) highlights the importance of the sociocultural dimension in territorial development processes, noting that this dimension allows the human element to be integrated into any strategy for change or improvement. Applied to the educational field, and specifically to the development of the speaking skill, this means that learning must consider the cultural and social specificities of students, as well as those of the context where the target language is spoken, in order to achieve effective and culturally appropriate communication.

For his part, Martí (2022) proposes a theoretical approach to the profiles of the sociocultural manager, emphasizing the need to develop cognitive, functional, and ethical competencies that allow mediation between different cultural contexts. In the English classroom, the teacher acts as this sociocultural manager, facilitating understanding and respect for cultural differences, and promoting meaningful interaction between students, cultural references, and social conventions that vary according to the context. For example, the way of greeting, saying goodbye, thanking, or asking for something can be very different in different English-speaking cultures, and ignoring these differences can lead to misunderstandings or awkward situations in real-life communication.

In the Ecuadorian educational context, where students have a low-intermediate level of English, incorporating this sociocultural dimension is essential to make learning meaningful and applicable to real-life situations. This involves designing activities that allow students to explore and understand cultural differences, reflect on their own cultural identity, and develop strategies to communicate effectively in diverse sociocultural contexts.

Therefore, this research considers the sociocultural dimension as an essential component for the comprehensive development of speaking, as it allows students not only to speak correctly, but also to communicate appropriately and effectively in different social and cultural contexts, respecting the conventions and norms specific to each communicative situation.

1.3 Contextual background

Several authors have dealt significantly with the topic of English in the educational field. In what follows, the contributions proposed by these researchers will be analyzed, with the purpose of offering a more complete vision on this fundamental component in the educational process.

1.3.1 Contextual characteristics of the English language teaching-learning process in Ecuador.

In Ecuador, the teaching of English as a foreign language faces a series of challenges and opportunities that are deeply rooted in the country's educational context. Ledesma (2019) Highlights that English language teaching is influenced by a variety of factors, including resource availability and teacher training. Furthermore, although there is growing interest in improving English language skills, many educational institutions still face significant limitations in terms of teaching materials and specialized training for teachers, especially in rural areas.

The analysis by Albiño & Banchon (2023) provides a detailed view of the English teaching-learning process in basic education in Ecuador. These authors emphasize that, despite efforts to integrate English from an early age, effective curriculum implementation faces challenges such as a lack of adequate infrastructure and insufficient institutional support. This study highlights the need for more robust teaching strategies and greater investment in educational resources to improve the quality of English learning in the country.

The Ecuadorian Ministry of Education (2019) has recognized the importance of English in the global context and has launched initiatives to strengthen its teaching in schools. According

to the Ministry, these initiatives include updating curricula and promoting ongoing teacher training, with the goal of raising educational standards and improving students' language skills. However, the success of these policies will depend on their effective implementation and the commitment of all stakeholders involved in the educational process.

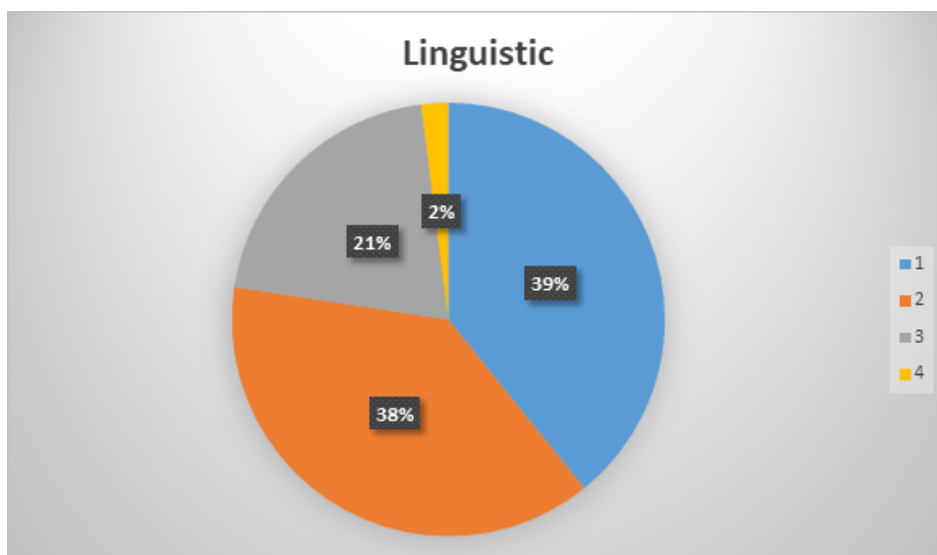
In summary, the context of English teaching in Ecuador is marked by challenges related to resources, infrastructure, and educational policies. Improving the quality of the English teaching-learning process requires continued attention to these factors to ensure more equitable and effective education in the country.

1.3.2 Current diagnosis of speaking in students in a classroom of a Higher Basic Education Institution.

This section presents the results obtained from the preliminary test administered to students in a classroom belonging to a higher basic education institution. These results serve as a basis for diagnosing the current level of students' oral expression.

Pre-Test Results

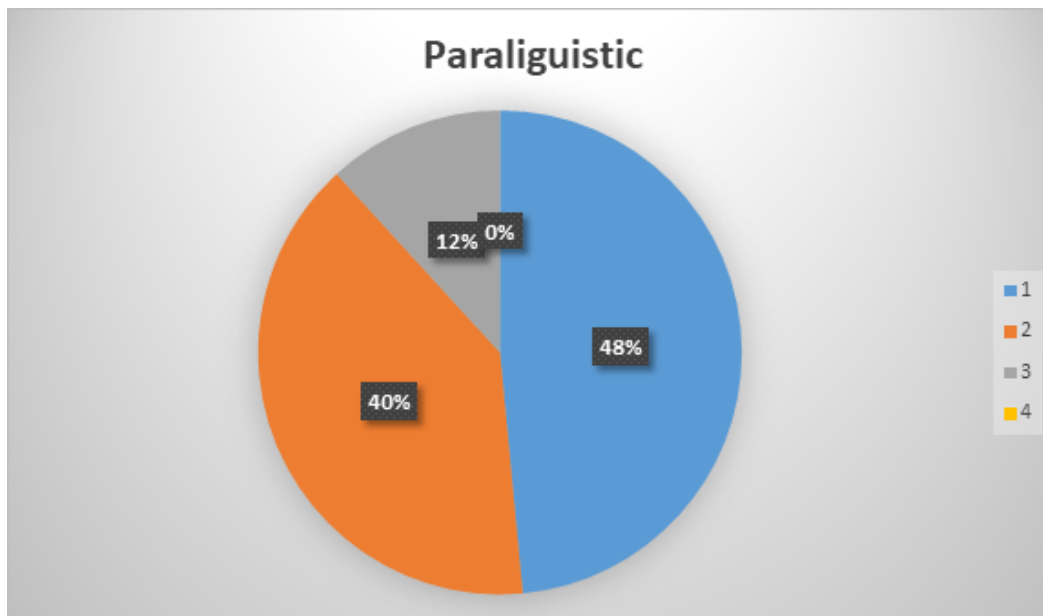
Linguistic Dimension



In this first part of the pedagogical test, it is observed that more than three-quarters of the students performed poorly in three key areas: vocabulary, grammar, and pronunciation. In contrast, only a minority managed to use adequate vocabulary, correct grammatical structures, and clear pronunciation. A particularly relevant aspect in this section is that many students simply did not understand the questions posed in English, which led them to give answers that were inconsistent with what was expected. In contrast, the few who did understand the questions

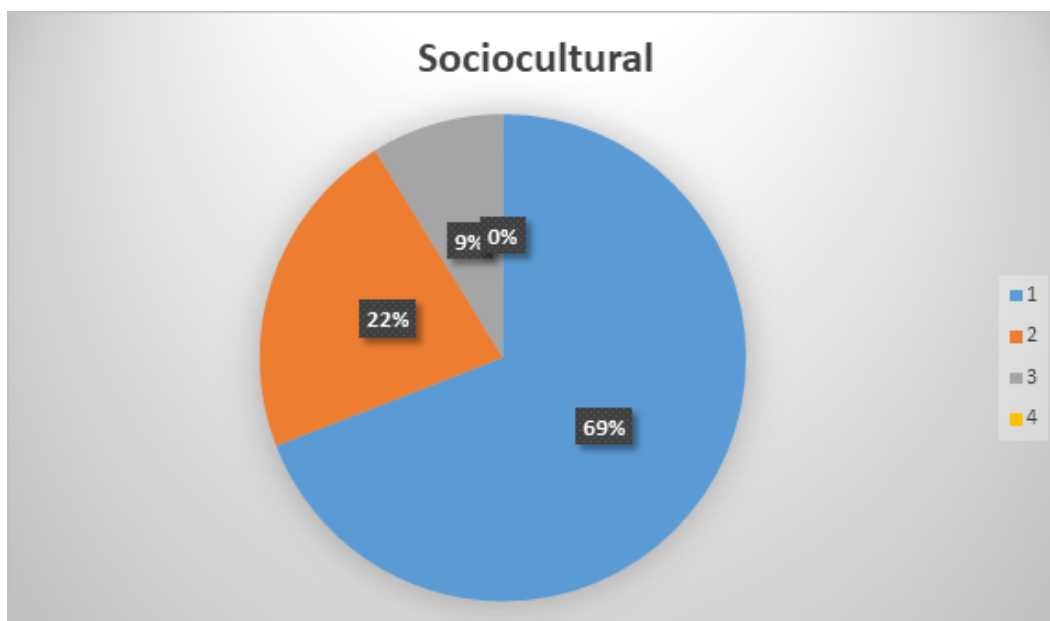
offered accurate answers, making appropriate use of linguistic structures and using understandable pronunciation.

Paralinguistic Dimension



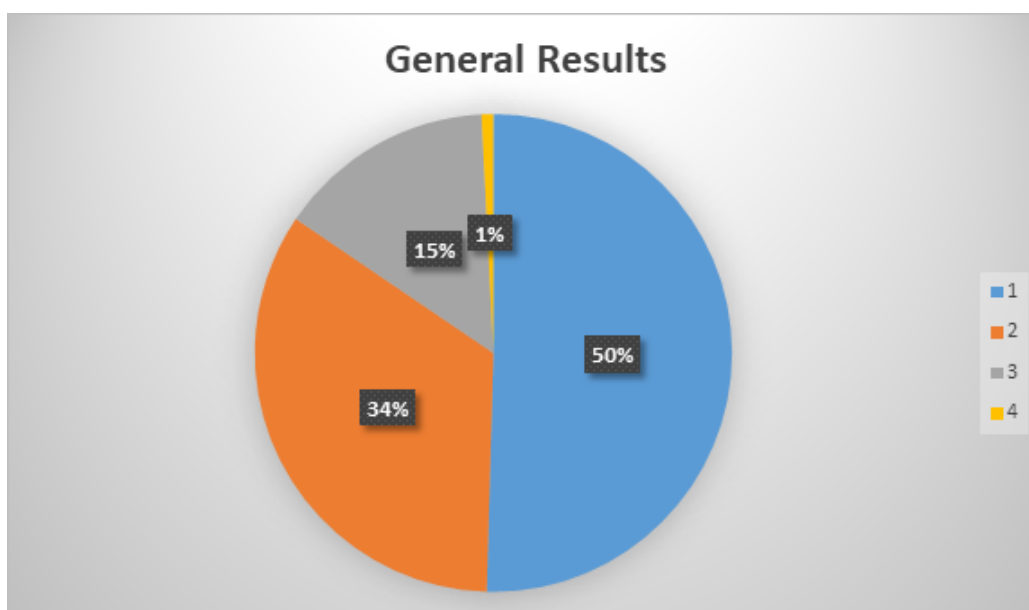
This section shows that nearly 90% of the students have difficulty with fluency and volume control. Only a minority are able to respond naturally, maintaining appropriate intonation and pausing appropriately. An important aspect to highlight, in line with the above, is that most students do not understand the questions asked in English, which significantly interferes with their performance. In fact, in many cases, the evaluators had to translate the questions into Spanish to allow the test to continue, indicating a strong dependence on their native language.

Sociocultural Dimension



In the sociocultural dimension of the assessment, it was observed that most students had difficulty using basic polite expressions, such as greetings and farewells, in the English language. Although some managed to communicate, although they were able to communicate correctly in Spanish, almost none were able to transfer this knowledge to the foreign language. This result reflects a lack of sociopragmatic competence, that is, the inability to apply English social and cultural norms in real-life communicative contexts. The absence of these formulas affects the naturalness of the interaction and limits the development of comprehensive communicative competence.

General Results



In summary, the overall results of the pretest show that more than 85% of students have speaking difficulties, with the sociocultural dimension being the weakest. Most participants do not use greetings or polite expressions, even in situations where they do not understand a question and need to ask for it to be repeated. The paralinguistic dimension is next in difficulty, as many students display problems with rhythm, fluency, and volume control when speaking. Finally, the linguistic dimension is the one in which the fewest difficulties were observed: although several students did not understand the questions in English, they were able to respond using basic vocabulary, simple grammatical structures, and generally acceptable pronunciation.

These findings reflect limited and fragmented oral proficiency, which requires strengthening not only linguistic aspects but also sociocultural and communicative ones. In this context, it is considered pertinent to implement a methodological proposal based on a task-based approach (Task-Based Learning), since this model favors language use in real-life situations,

encourages meaningful interaction, and allows for the development of communicative competence in an integrated manner, precisely addressing the needs identified in this assessment.

CHAPTER II. METHODOLOGICAL FRAMEWORK

This chapter addresses various aspects related to the methodology used throughout this research, such as: type of study, study method, sources and techniques for data collection, etc.

2.1 Paradigm and type of research

This research was developed under a mixed paradigm, integrating qualitative and quantitative methods with the purpose of taking advantage of the benefits of both approaches within the same study, and thus validating or refuting the proposed hypothesis (Creswell & Creswell, 2017). The adopted design is pre-experimental, since it works with a single group of students, applying a pre-test and a post-test, as proposed by Manzanares (2018). Furthermore, the study is cross-sectional-descriptive, since it seeks to characterize variables and analyze how they manifest and relate to each other at a given time (Sampieri et al., 2010).

2.2 Population

The group that makes up the population of this research is made up of 34 students from a classroom at a Higher Basic Education Institution.

2.3 Research Methods

The methods that a researcher uses in a scientific study are extremely important, since according to Sampieri et al., (2021), these methods not only help to structure the research process in an orderly manner, they also guide the selection of data collection techniques, appropriate instruments and analysis strategies. Authors such as (Sabino, 1997, p.31) determine them as "Procedure or set of procedures used to obtain scientific knowledge, the working model or

logical sequence that guides scientific research." For Clough & Nutbrown (2012), the scientific method(s) are the structure that guides the entire research process, each component of the study is closely linked to the methodological choice made.

2.3.1 Theoretical methods

Theoretical methods play a fundamental role in the generation of scientific knowledge. They allow for a critical analysis of the current state of the literature and the background of the subject of study, establish analytical categories that facilitate data processing, and construct coherent conceptual frameworks by integrating and organizing prior ideas (Bisquerra, 2022).

The theoretical methods used are described below:

- Historical-logical

This approach makes it possible to understand in depth how the phenomena under investigation have evolved, considering both their past and the logic that supports them. Considering (Ortiz et al., 2023)

The historical-logical method studies the evolution of the object of research in a specific sphere of social reality, conditioned by the economic, political, and social changes that arose during the period under study and by scientific advances. This makes it possible to appreciate, at the epistemological level, the emergence of the ontological foundation of research that positions the object and field from the nature of the scientific problem, and to reveal its praxeological and causal characteristics. (p. 164) Therefore, the authors of this research use this method to construct the historical background of the topic.

- **Systemic**

The word "systemic" is commonly defined as something that follows a planned, structured, and logical order; it is not something incoherent or improvised. According to Sabino (1997), the use of this method in scientific research involves carrying out a structured and logical process that articulates both the data obtained from experience and theoretical development, with the goal of producing reliable and verifiable knowledge. Therefore, this research makes use of the systemic method to achieve order and coherence when developing the study.

- **Hypothetico-deductive**

The hypothetical-deductive method is not limited to verifying hypotheses, but rather seeks to develop knowledge based on systematically organized evidence, providing a logical structure to the investigative process and favoring an orderly and progressive progress of the research, in line with Salkind's (1999) perspective. This method was therefore taken into account in the process of deducing the previously proposed hypothesis.

- **Inductive-deductive**

Considering Ramirez's (2004) words, "The inductive-deductive method is a process that combines the observation of particular phenomena to formulate general principles (induction) and the application of these principles to specific cases to verify their validity (deduction)" (p. 38). This research makes use of this method when drawing general conclusions about the topic and its problems to be investigated

- **Analytic-synthetic**

The analytical-synthetic method according to Somano et al., (2020) It combines analysis, which breaks down a whole into its parts to understand it, and synthesis, which integrates these elements to identify fundamental relationships. It is not just about separating and joining, but about revealing hidden connections and essences, which allows us to interpret complex phenomena and develop solid scientific theories.

Taking into account the previous definition, the present study uses this method to analyze the data and obtain accurate conclusions that resolve the previously posed problem.

2.3.2 Empirical methods

Empirical methods, like theoretical methods, are essential in research. Creswell & Crenswell (2017) emphasize the value of empirical methods in scientific research, as they enable the collection of verifiable and measurable data from reality. To achieve this, tools such as experiments and observations are used. Furthermore, this author emphasizes that the selection of these methods must be consistent with the research approach (i.e., quantitative, qualitative, or mixed) and with the specific goals of the study.

The following will be a description of the **empirical methods** from this research:

- Participant observation

(Olaz A., 2023) explains that participant observation seeks to involve the researcher in the research environment, to know the contextual reality and the physical and non-physical elements that are parts of a certain space, in addition to allowing the collection of information in a systematic and qualitative way through questions posed a priori.

The authors of this research will use this method to analyze the learning and evolution of oral skills throughout the workshops, for this they will use a **rubric**, with which a grade from 1 to 4 will be assigned, 1 being “Needs to improve” and 4 being “Excellent”, it was carried out in a general way for all students in each workshop according to their performance in these, for this purpose the dimensions and their indicators will be used. Then, there are the **field diaries**, which will allow obtaining qualitative results of student performance.

- **Measurement**

To test the hypothesis of this research, different measurement methods are used. In order to have a reference before, during, and after the implementation of the workshop system, the following are used **instrument**:

- **Diagnostic test**

The diagnostic test is administered at the beginning of the class period to identify the student's prior knowledge. It also provides useful information for planning workshops or classes for the current period. Diaz (2023) explains the development and application of the Rasch model in his research, which has been considered useful for research. While pedagogical testing is a very effective tool for analyzing or evaluating student performance in subjects at an educational institution, according to Peña et al., 2021, tests must be designed systematically and scientifically to ensure the validity and reliability of the results obtained. Furthermore, these authors emphasize that these tools allow for diagnosing students' level of knowledge and skills, thus facilitating informed decision-making to improve educational quality.

2.3.3 Working with the variable in the research study

Independent variable(Variable 1) Workshop system based on the Task-Based Learning (TBL) methodology, which are a series of activities in which the student will use the language in contexts created to simulate reality.

Dependent variable(Variable 2) The skill of oral expression (speaking) in English, which is the ability to speak in a second language fluently and coherently.

Consistency matrix

Scientific Problem	General Objective	Scientific Hypothesis	Definition Variables	Dimensions	Indicators	Instruments
How to improve the speaking skill of students in a classroom at a Higher Basic Education Institution?	To implement the (TBL) methodology through didactic workshops for the development of the	The implementation of a system of didactic workshops using the Task-Based Learning (TBL) methodology	Independent Variable: Task-Based Learning (TBL) workshops Dependent Variable: Oral expression in the	1. Linguistics 2. Paralinguistics	Appropriate use of vocabulary, basic grammatical structures, clear pronunciation. Use of intonation to express intention,	Pedagogical test Observation guide

	speaking skill in students in a classroom at a Higher Basic Education Institution.	will significantly improve the oral expression skills of students in a classroom at a Higher Basic Education Institution.	English language. Definition: It is the linguistic skill with which a message is transmitted, this includes mastery of pronunciation, fluency and rhythm.	3. Sociocultural	appropriate pauses, volume and initial fluency. Use of appropriate social expressions, understanding of communicative roles, adaptation to the cultural context in tasks.	
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Problem	Conceptual Definition	Dimensions	Indicators	Techniques	Instruments	Items
How to improve the	Speaking	1. Linguistics	Appropriate use of vocabulary, basic grammatical	Pedagogical Test	Rubric	Students use vocabulary appropriate to the context. Students construct sentences with correct basic grammatical

speaking skill in students in a classroom at a Higher Basic Education Institution ?		<div>2. Paralinguistics</div> <div>3. Sociocultural</div>	<p>structures, clear pronunciation.</p> <p>Use of appropriate pauses, volume and initial fluency.</p> <p>Use of appropriate social formulas, understanding of communicative roles</p>	Participant Observation	Observation Guide	<p>structures.</p> <p>Students pronounce words clearly and understandably.</p> <p>Students take natural pauses while speaking, without affecting comprehension.</p> <p>Students speak at an audible volume and maintain acceptable fluency.</p> <p>Students use greeting and farewell expressions appropriate to the situation.</p> <p>Students use appropriate polite expressions during English conversation.</p>
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CHAPTER III. SYSTEM OF DIDACTIC WORKSHOPS BASED ON METHODOLOGY (TBLT) FOR THE IMPROVEMENT OF ORAL EXPRESSION

This chapter develops the theoretical foundations that support the application of didactic workshops based on the Task-Based Learning (TBL) methodology, with the purpose of improving oral expression in English in students of a classroom of a Higher Basic Education Institution.

3.1 Theoretical basis of the system of didactic workshops based on the (TBL) methodology for improving oral expression.

Oral skills make communication possible, which is very important for many aspects in a person's daily or professional life, when learning a new language, this skill is fundamental, since it allows the student to demonstrate his or her level of performance both academically and personally. Brown & Lee (2015) mention that this skill is fundamental for students to be able to communicate effectively in different fields, such as social, academic and professional. Likewise, Bygate (1987) states that oral expression involves both receiving and producing information, which requires students to be able to structure, adjust and reorganize their ideas while communicating spontaneously.

The psycho-pedagogical intervention proposal consists of a system of didactic workshops based on the methodology (TBL) for the improvement of oral expression in students in a classroom of a Higher Basic Education Institution. It is based on the General Theory of Systems, as well as on the postulates of **Pedagogy, Psychology, Didactics and Linguistics**, which allow its theoretical foundation for its introduction in educational practice. Through these workshops, we

seek to strengthen oral skills by means of strategies that promote the authentic and meaningful use of language.

Several authors have proposed different **definitions of system**, for the author Checkland (1981) a system is a group of activities that are connected, pursuing the same purpose, it is understood as a structures set of elements that relate to each other and act with a common goal, this same can be represented by models to analyze and understand problems. According to Luna (2012) in relation to a workshop system, it is “An activity that facilitates the appropriation of knowledge, abilities or skills from the realization of a set of activities developed among the participant”. A workshop is a methodological strategy with multiple functions that goes beyond its usual role as a place for plastic learning.

From a **linguistic** perspective, the workshop system is based on the task-based pedagogical structure proposed by Willis (1996), which is organized in three phases: pre-task, task development, and pot-task reflection. This approach holds that oral expression is developed through the use of language in genuine communicative contexts. In this sense, its implementation can be oriented to authentic oral activities such as interviews, presentations, debates or narrations.

In terms of **didactics**, the learning process is strengthened when the learner participates in social interactions in which he/she receives temporary support or guidance. In the context of the workshop, Vigotsky (2021) argues that both the teacher and peers play an accompanying role, promoting the development of oral expression through collaboration and constant feedback.

With respect to **pedagogy**, a workshop system based on the TBL methodology is based on principles such as active participation, with the student being the protagonist in his or her own learning. The author Rogers (1969) considers that workshops should provide flexible environments that favor the active intervention of the student in the development of his or her oral skills, since this way learning becomes more meaningful as the student, having autonomy, is able to advance at his or her own pace.

In terms of **psychology**, speech or oral expression is supported by learning theories that consider the learner as an active, social and above all, emotional being. Authors such as Ausubel et al., (1978) consider that learning is more effective when new contents are connected in a coherent way with the knowledge that the student already has registered, in the context of tasks, these should be planned taking into account their experiences and previous knowledge, so that oral production acquires a personal and emotional meaning for each student.

3.2 Characterization of the system of didactic workshops based on the (TBL) methodology for improving oral expression in students in a classroom of a Higher Basic Education Institution.

The present system of workshops is aimed at students of a Higher Basic Education Institution, who present difficulties in oral expression in English, especially in the sociocultural, paralinguistic and linguistic dimensions, as evidenced in the diagnostic pretest. These difficulties are largely associated with the lack of opportunities to practice the language in real, safe and guided communicative contexts.

The development of the speaking skill is an essential component of foreign language learning, as it allows students not only to expand their linguistic competence, but also to express ideas, opinions and experiences in a meaningful way. For this reason, it is necessary to implement strategies that encourage the authentic use of the language in the classroom, favoring active, cooperative and contextualized learning.

In this sense, the present proposal is based on the Task-Based Learning (TBL) methodology, which has proven to be effective in improving communicative competence by placing the student as an active agent in the resolution of meaningful tasks. This methodology promotes a learning environment focused on the functional use of language, collaborative work and reflection on language use, aligned with the identified needs of the students.

The design of the didactic workshops is based on the following methodological principles:

- Create a safe and motivating environment where mistakes are a natural part of learning.
- Promote authentic interaction between students in real or simulated communication situations.
- Promote the progressive use of vocabulary, grammatical structures, and polite expressions relevant to school and everyday life.
- Align tasks with curriculum competencies and student levels to ensure meaningful and sustainable learning.

The proposed system of didactic workshops is organized around a coherent and functional structure, whose components are designed to favor the progressive development of oral expression in English. Each workshop has a general objective and a series of specific objectives that guide the activities towards the gradual improvement of communicative skills, in coherence with the level and needs detected in the students. The thematic contents of the workshops are contextualized to the daily routines, emotions and other aspects relevant to their socio-cultural environment, which facilitates the appropriation of language from the meaningful.

Likewise, authentic and visual materials act as key supports for comprehension and stimulate active participation. The evaluation adopted is formative in nature, focused on the continuous observation of oral performance, participation in the tasks, the use of the vocabulary and structures worked on, and the progressive improvement of the student, without focusing on the immediate correction of errors, but rather on accompaniment and constructive feedback. In

terms of time planning, each workshop has a flexible duration, adapting to the school day, with an estimated average of 45 to 60 minutes per session.

In coherence with the Task-Based Learning (TBL) methodology, each workshop is organized around three fundamental phases. The first is the pre-task, in which the central theme is introduced, the necessary vocabulary and grammatical structures are presented, and the context is established through examples. The second phase, called homework, corresponds to the moment when students carry out the main activity, generally in pairs or groups, promoting interaction, collaboration and spontaneous use of English with the constant support of the teacher as a guide. Finally, in the post-task phase, students share the results of the activity, receive feedback on their performance, and the acquired learning is reinforced, thus fostering metacognitive reflection and strengthening oral proficiency from a communicative and integrative perspective.

This strategy aims to actively engage students in the development of their oral skills by providing a meaningful context in which they can use English in a real and not merely repetitive way. Additionally, it allows for the integration of linguistic, sociocultural and paralinguistic aspects that were identified as deficient in the initial diagnosis. Through the task-based approach, students not only practice grammatical structures but also learn to interact naturally and effectively, developing confidence, autonomy and comprehensive communicative competence.

3.3 Description of the system of didactic workshops based on the Task-Based Learning (TBL) methodology for improving oral expression in students in a classroom at a Higher Basic Education Institution.

This section describes a system of didactic workshops based on the Task-Based Learning (TBL) methodology, the purpose of which is to strengthen oral expression among ninth-year students of Upper Basic Education at a public educational institution. The context in which this proposal is implemented is characterized by limited access to teaching resources, limited exposure to English as a foreign language, and a low level of overall oral proficiency, as evidenced in the previous diagnosis, where more than 85% of students presented difficulties in at least two of the three dimensions assessed (linguistic, paralinguistic, and sociocultural).

Aware of these realities, the proposed system was developed over four class days, during which carefully designed workshops were conducted to encourage active participation, promote the functional use of the language in real or simulated communicative contexts, and improve confidence and fluency in speaking English. The authors also assumed the role of facilitators of the process, providing the necessary materials and adapting strategies to the capabilities of the school environment and the learning pace of the group.

General objective:

To improve oral expression skills among students in a Higher Basic Education class through a system of didactic workshops using the Task-Based Learning (TBL) methodology.

Specific objectives:

- Design didactic workshops that integrate communicative activities aligned with TBL principles.
- Implement workshops in the classroom through planned sessions that promote active participation and language use in real or simulated contexts.
- Promote student motivation and confidence when speaking English.

Task 1

Talking about daily routines

Aim: Describe daily routine using the simple present tense fluently and with understandable pronunciation.

Features: Illustrated cards, paper clock, images of daily actions (printed by teachers), blackboard.

Duration: 60 minutes

Pre-heating: It begins with an oral survey in Spanish about daily habits ("What time do you get up?", "Do you have breakfast at home?"), and is then translated into English with visual support. Key vocabulary is taught (wake up, brush my teeth, go to school, etc.) and structures such as "I wake up at..." and simple connectives such as "then" and "after that" are reinforced.

Task: Students, in pairs, interview each other about their routines using a picture guide. Then, each student presents their partner orally to the class.

Post-task: The teacher provides feedback on the use of the simple present tense and pronunciation. Students repeat the corrected sections and reflect as a group on their challenges and achievements.

Taller 2:

Introducing myself and others

Aim: Introduce yourself and another person using basic polite expressions and simple structures.

Features: Cards with names, nationalities, hobbies, and greetings/farewells.

Duration: 50 minutes

Pre-heating: Vocabulary is introduced: name, age, favorite color, hobby, and expressions like “Nice to meet you,” “How are you?”, “This is my friend...” Repetition and image-matching exercises are performed.

Task: Students introduce themselves in pairs using a support script and then introduce their partner to the group: “Hello, my name is Ana. I am 13 years old. I like music. This is my friend Juan...”

Post-task: The group practices greetings and farewells aloud. Common mistakes are corrected, and a brainstorming session is held on why it's important to know how to introduce yourself in English.

Taller 3:

“Let’s Make a Plan!”

Aim: Have students practice making plans, responding to invitations, and saying goodbye using short, functional English phrases.

Features: Posters with model sentences, simple role-playing, and speaking worksheets.

Duration: 55 minutes

Pre-heating: A brief explanation is given to the students, in Spanish if necessary: “In English, when we want to invite someone to do something, we use phrases like ‘Do you want to...?’ And to respond, we can say ‘Sure!’, ‘Sorry, I can’t,’ or ‘Maybe later.’ Today we’re going to practice this as if we were leaving school and making plans with a friend.”

Task: There are 38 students. They are divided into two groups of 19 (one with each teacher). Each group is divided into two lines: Line A (9 students): They use yellow cards with a question like “Do you want to...?” Line B (10 students): They use blue cards with an answer (e.g., “Sure! I would love to” or “Sorry, I have no time.”)

Post-task: The group shares what worked or didn't work in the simulation, repeats useful phrases, and practices the simulation out loud.

Taller 4:

My House

Aim: Identify and name rooms in a house using simple phrases.

Features: A blank sheet of paper, colors and pencil, reference images, vocabulary.

Duration: 60 minutes

Pre-heating: The vocabulary to be learned is taught, such as the words: kitchen, bedroom, bathroom, and living room. A presentation with images of the topic is then given, followed by a choral repetition.

Task: On the blank sheet of paper provided to them, students draw their house alongside simple sentences that name each room, such as: This is my bedroom, This is my kitchen. A game is played where students learn to identify each room by listening to short sentences, such as: I sleep in this room, The bedroom.

Post-task: Students are asked to give mini-presentations of their drawings in addition to another choral repetition of the sentences they wrote.

CHAPTER IV: RESULTS OF THE SYSTEM OF DIDACTIC WORKSHOPS BASED ON THE METHODOLOGY (TBL) FOR THE IMPROVEMENT OF ORAL EXPRESSION

This chapter presents the results derived from the implementation of a system of didactic workshops based on the (TBL) methodology for improving oral expression in students in a classroom of a Higher Basic Education Institution.

4.1 Description of the implementation of the system of didactic workshops based on the methodology (TBL) for the improvement of oral expression in students in a classroom of a Higher Basic Education Institution.

This section describes the process for proposing didactic workshops based on the (TBL) methodology for improving oral expression among 34 ninth-grade students in upper basic education. These workshops were scheduled for June 5, 9, 10, and 12. With the permission of the school's faculty, the teachers took between one and a half hours to complete the workshops.

Task 1: On June 5th, from 2:30 to 4:00 pm, the first workshop entitled: Talking about daily routines was held. It began with the pre-task where the topic was introduced through referential images. They were given a blank sheet of paper to write down what they had learned. Then, a series of questions about their daily routines were asked, first in Spanish and then in English, in addition to presenting the vocabulary to be learned through sentences.

The task consisted of pairs asking each other about their routines and thus making use of what they had learned at the beginning. Expressions such as “I wake up at 8:00 am,” “I have breakfast at 9:00 am and then I brush my teeth at 9:30 am,” “I go to school at 12:00 pm,” “I get

dressed,” or “I play video games,” and similar were some of the expressions that students used most to express their routines. In the Post-task, a choral repetition of the vocabulary was done, and finally, an activity was done in which the students had to say their daily routine out loud.

Task 2: On June 9th, from 2:30 to 4:00 pm, the second workshop entitled: Introducing myself and others was held. It began with the pre-task, the topic was introduced by giving examples from everyday life, the grammatical forms were written on the board and images related to the topic were pasted, the structure was explained in English and Spanish, in addition to giving them blank sheets so they could write down what they learned, finally the interactive task was explained.

The task consisted of pairs introducing themselves and a classmate using the sheet of paper provided, which contained an appropriate introduction. Finally, the post-test assessed the students' reading and pronunciation, as well as grammatical errors, volume, and reading time.

Task 3: On June 10th, from 2:30 to 4:00 pm, the third workshop entitled: Let's Make a Plan! was held. It began with the pre-task where the basic structure of “Do You want to....?” was explained. At the beginning of the class, it was presented in Spanish and then in English, examples were given of when it was used, then, it was explained how to respond, both negatively and positively, and finally, the vocabulary was repeated chorally twice.

The task involved a dynamic activity. The group of 38 students was divided into two groups of 19. They were asked to form two lines and given their respective cards. The first one proposed the exit and the other one accepted or rejected the invitation. They were asked to read the cards in English along with their meaning. The students carried out the activity with

enthusiasm and fun. Finally, a post-test was developed, in which they reflected on what was achieved, what was not achieved, and what could be improved, in addition to comments from the authors for possible improvements in the next workshop.

Task 4: On June 12th, from 2:30 to 4:00 PM, the fourth and final workshop, titled "My House," was held. It began with pre-work assignments, which taught the vocabulary to be learned: kitchen, bedroom, bathroom, living room, and backyard. A presentation with images representing each room followed, followed by a choral rehearsal.

The task consisted of students drawing their house on a blank sheet of paper provided to them, and next to it, writing simple sentences naming each room, such as: This is my bedroom, This is my kitchen. Consequently, in the post-test, pronunciation was assessed through mini-presentations of their drawings and another choral repetition of the sentences they wrote. In addition, there was an interactive activity in which students had to identify the room used for certain activities using simple sentences such as: I sleep in this room. The bedroom.

4.2 Application results

4.2.1 Results of Participant Observation

The results of the observation carried out throughout the workshops are as follows:

Task 1: *Group rating table*

Dimension	Item	Group rating	Justification
Linguistics	Use vocabulary appropriate to the context.	2	The students demonstrated knowledge of certain English words that fit the context.
	Construct sentences with correct grammatical structures.	2	Most do not remember or understand correct grammatical structures.
	Pronounce words clearly and understandably.	3	The little vocabulary that students have is used correctly.
Paralinguistics	He makes natural pauses when speaking.	2	The students took short pauses while speaking due to their limitations.
	Speak with audible volume and acceptable fluency.	2	The students spoke at an appropriate volume but, due to their vocabulary limitations, fluency was very low.
Sociocultural	Use appropriate greeting and farewell expressions.	2	Just a greeting.

	Use polite formulas in conversation.	2	Many used certain polite phrases like good afternoon or hello, but nothing more.
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Workshop 1 assessment, it was evident that the students had limited command of contextually relevant vocabulary, reflected in a group score of 2, given that they only recalled basic words without being able to use them in a varied or consistent manner. Regarding sentence construction, the majority made recurrent grammatical errors that affected the accuracy of their oral productions, also receiving a score of 2. Pronunciation was given a 3, indicating that, although the vocabulary was limited, they managed to articulate the known terms in a comprehensible manner in most cases. From a paralinguistic perspective, the students made unnatural pauses and showed difficulty maintaining the flow of their speech, a fact reflected in the scores of 2 in both the pauses and volume and fluency categories. Finally, in the sociocultural dimension, the use of greetings and politeness expressions was limited, as they used some basic phrases such as "hello" or "good afternoon," but did not integrate other social expressions specific to the target language, resulting in scores of 2 on both items. These results highlight significant gaps in linguistic and sociocultural competence that need to be reinforced in future workshops.

Observation Diary

During the workshop, most students actively participated, especially those seated in the front, although some also participated from the back seats. The most frequent expressions were simple phrases describing routines, such as "I wake up at 8:00 am" or "I go to school at 12 pm." The most common errors were pronunciation and grammar, especially forgetting connectives and pronouns. At first, several students expressed frustration and embarrassment, but after clarifying that the goal was practice, not perfection, their confidence and enthusiasm increased. The most effective strategies for motivating participation were playful games and positive feedback. For future sessions, it is recommended to reinforce vocabulary use and further encourage oral participation.

Task 2: Group rating table

Dimension	Item	Group rating	Justification
Linguistics	Use vocabulary appropriate to the context.	3	If they knew vocabulary related to the topic.
	Construct sentences with correct grammatical structures.	3	They did present pretty good grammar, however, they forget or substitute certain words for others, for example: Instead of saying: "I am Jostin" they say things like "I Jostin".
	Pronounce words clearly and understandably.	2	Although they tried to pronounce the sounds as best they could, Spanish often got in the way of the letter sounds. Instead of saying /naɪs tə mi:t ju:/, they said /nise tu met ju:/, or instead of /aɪ æm/, they said /i am/. However, it was possible to understand what they were trying to communicate.
Paralinguistics	He makes natural pauses when speaking.	2	They stop, but not for too long, so the conversation flows quite naturally.
	Speak with audible volume and acceptable fluency.	3	The students spoke with an acceptable volume and fluency, however, they could improve.
Sociocultural	Use appropriate greeting and farewell expressions.	3	They did use greeting expressions, since the activity was about how to greet someone, however, when it was time to say goodbye, they didn't do so.

	Use polite formulas in conversation	3	They did use some polite phrases like "Nice to meet you," however, when they didn't understand something, they asked their questions in Spanish.
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The analysis of Workshop 2 reveals a moderate improvement in language proficiency compared to the previous session. The use of topic-appropriate vocabulary was rated a 3, as students successfully recalled and applied terms related to self-presentation. Grammatical construction also achieved a 3, although common errors were identified, such as the omission of the verb "to be" in sentences ("I Jostin" instead of "I am Jostin"). Pronunciation was rated a 2, as Spanish frequently interfered with the articulation of sounds, although it did not impede overall comprehension of the message. In the paralinguistic area, moderate pauses and an acceptable speaking pace were observed, with ratings of 2 for pauses and 3 for volume and fluency, demonstrating gradual progress. Regarding the sociocultural dimension, participants used appropriate greetings and certain polite expressions during interactions, achieving adequate performance, reflected in ratings of 3, although there was a tendency to resort to Spanish when in doubt. These data allow us to conclude that familiarity with the topic contributed to a relative increase in communicative confidence and accuracy, although areas for improvement remain in pronunciation and linguistic autonomy.

Observation Diary

The students actively participated in the introduction activities, showing progress in pronunciation and coherent responses compared to the previous workshop. Their main difficulties were forgetting the verb "to be" and mixing up words in sentences, although they responded more fluently to basic questions such as "What is your name?" Their pace, intonation,

and overall fluency were acceptable and exceeded expectations, with frequent use of gestures and eye contact facilitating communication. The role-play activity was motivating, although some students became bored toward the end. Motivational strategies and an understanding of the importance of introducing themselves in English helped maintain participation. It is recommended that students continue to reinforce grammar and spontaneity in the use of polite expressions.

Task 3: Group rating table

Dimension	Item	Group rating	Justification
Linguistics	Use vocabulary appropriate to the context.	3	The students demonstrated that they remembered the vocabulary they had learned, so they used it according to the context.
	Construct sentences with correct grammatical structures.	3	After the activity was explained, the students were able to understand its basic grammatical structure.
	Pronounce words clearly and understandably.	3	After understanding the activity and repeating the vocabulary several times, the students were able to pronounce it correctly.
Paralinguistics	He makes natural pauses when speaking.	2	The students took short pauses while speaking due to their limitations.
	Speak with audible volume and acceptable fluency.	3	The students spoke at an appropriate volume and, after understanding the vocabulary, used it with more confidence.
Sociocultural	Use appropriate greeting and farewell expressions.	2	Just a greeting
	Use polite formulas in conversation.	2	Many used certain polite formulas such as good afternoon or hello, but nothing more.

the

In
third

session, the results reflected clear progress in understanding basic structures for making plans and inviting others. Vocabulary use was rated 3, indicating that students were able to recall previously learned terms and use them in a contextualized manner. Grammar construction also received a 3, as after the explanation of the model structures, most were able to formulate questions and answers correctly. Pronunciation was rated 3, evidencing improvements compared to previous workshops, although some phonological limitations persisted at the beginning of the activity. In the paralinguistic aspects, the group showed some difficulty producing natural pauses (rating 2), although volume and fluency remained at acceptable levels (3). In the sociocultural dimension, the use of greetings and courtesies was restricted mainly to the initial greeting, which translated into a rating of 2 on both indicators. This performance suggests that the playful and interactive nature of the task favored active participation and better retention of structures, although further strengthening of the spontaneous use of social expressions in communication situations is needed.

Observation diary

The dynamics of the third workshop, centered on making plans and inviting others, promoted more active participation thanks to its playful and structured component. Students were able to understand the logic of the activity after receiving explanations with everyday examples, which facilitated the retention of key structures. Although they initially encountered difficulties in using vocabulary and grammatical construction, after a contextualized explanation, most were able to express themselves using functional phrases such as "Do you want to..." or "Sure! I would love to." At the paralinguistic level, volume and intonation were adequate, although fluency remains a weak area. Gestures played a key role in communication, helping

students better interpret the message. From a sociocultural perspective, a lack of spontaneous use of polite expressions was noted, although students seemed comfortable with the proposed basic social norms. The most effective strategy was playful interaction, which generated greater interest and reduced shyness. As a challenge, some students initially showed disinterest, but rejoined when they saw that the activity involved movement and group participation. Compared to previous workshops, improvements were evident in their understanding of functional structures and their willingness to speak English without fear of making mistakes.

Task 4: Group rating table

Dimension	Item	Group rating	Justification
Linguistics	Use vocabulary appropriate to the context.	3	If they use the right vocabulary most of the time.
	Construct sentences with correct grammatical structures.	3	They did very well, however there are still some errors in the sentences, such as writing "This my bedroom" instead of "This is my bedroom"
	Pronounce words clearly and understandably.	3	Yes, they had trouble pronouncing them, but they did better than before.
Paralinguistics	He makes natural pauses when speaking.	3	Yes, they took the necessary breaks most of the time.
	Speak with audible volume and acceptable fluency.	3	Yes, they were able to speak more fluently, since it was a fairly familiar topic.
Sociocultural	Use appropriate greeting and farewell expressions.	2	Since the topic did not necessarily require the use of these expressions, the students hardly used them.
	Use polite formulas in conversation.	2	They still have difficulty using polite words in English.

During Workshop 4, it was observed that the students used topic-specific vocabulary largely adequately, achieving a score of 3, given that they correctly recognized and used terms such as "kitchen" and "bedroom." Grammar construction was also assigned a score of 3, although recurring errors persisted in the omission of elements such as the verb "to be" ("This my bedroom" instead of "This is my bedroom"). Pronunciation achieved the same score,

showing gradual progress compared to previous sessions. From a paralinguistic perspective, the students paused appropriately and communicated with acceptable volume and fluency (score of 3 on both items), reflecting increased confidence in self-expression. In the sociocultural sphere, however, the use of greetings and politeness was limited, partly because the nature of the task did not require their use, so they were graded as a 2. Overall, this workshop showed notable progress in vocabulary familiarity and confidence in oral production, although grammatical accuracy and the integration of basic social norms of the English language continue to be areas for improvement.

Observation diary

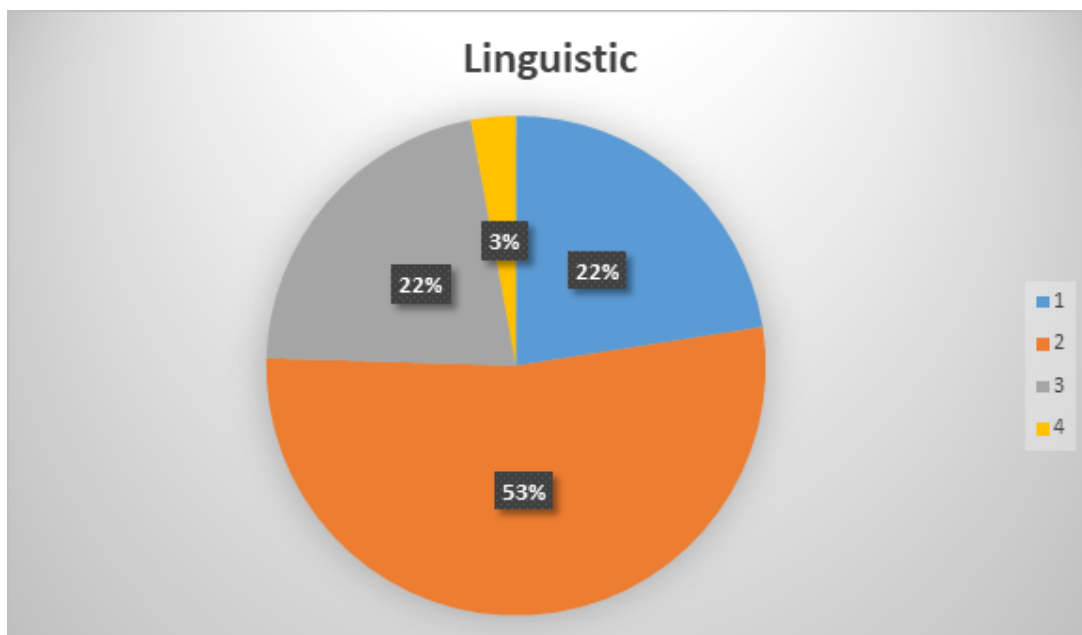
The fourth workshop allowed students to express themselves more freely and creatively by drawing their homes and describing them in simple sentences. This familiar activity created a more confident atmosphere, reflected in more spontaneous and fluid participation. Specific vocabulary was used more accurately, and although minor grammatical errors—such as omissions of the verb "to be"—persisted, an overall improvement was observed in written and oral production. Pronunciation also showed progress, and the pace of speech was more natural, with greater volume control. Eye contact and the use of gestures intensified, strengthening nonverbal communication. In sociocultural terms, the use of greetings and courtesies was limited, probably because the subject matter did not require it, although this aspect still needs to be reinforced. The most effective strategy was to allow students to use their creativity in their drawings, which fostered their motivation and emotional connection to the task. The main difficulties were related to distraction and lack of discipline, especially among those who didn't want to draw, which was resolved by focusing on the use of English rather than the quality of the

drawing. Compared to previous workshops, participants noted a better understanding of the topic, greater speaking confidence, and more effective integration of vocabulary into personal contexts.

4.2.2 Post-test results

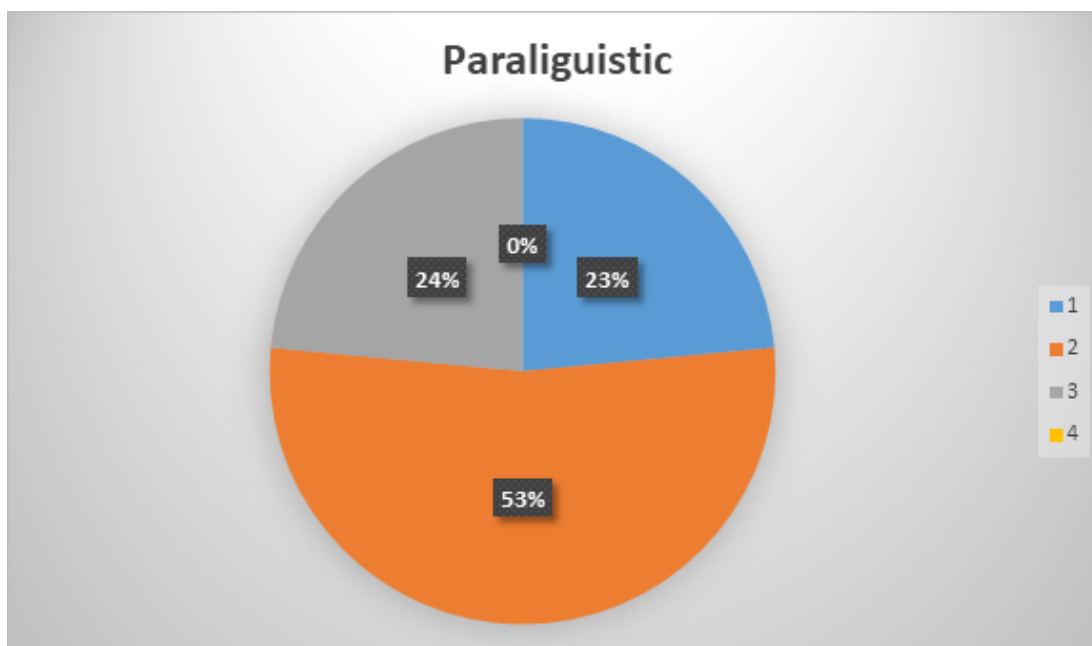
A post-test was administered on June 13th to 34 ninth-grade students in upper basic education. This evaluated their performance in implementing the didactic workshops based on the (TBL) methodology for improving oral expression. To make the work more efficient, a rubric was used to assess the different dimensions, classifying student performance into categories of 4: Excellent, 3: Good, 2: Fair, and 1: Needs Improvement. The specific results for each dimension, as well as the overall results obtained, are detailed below.

Linguistic Dimension



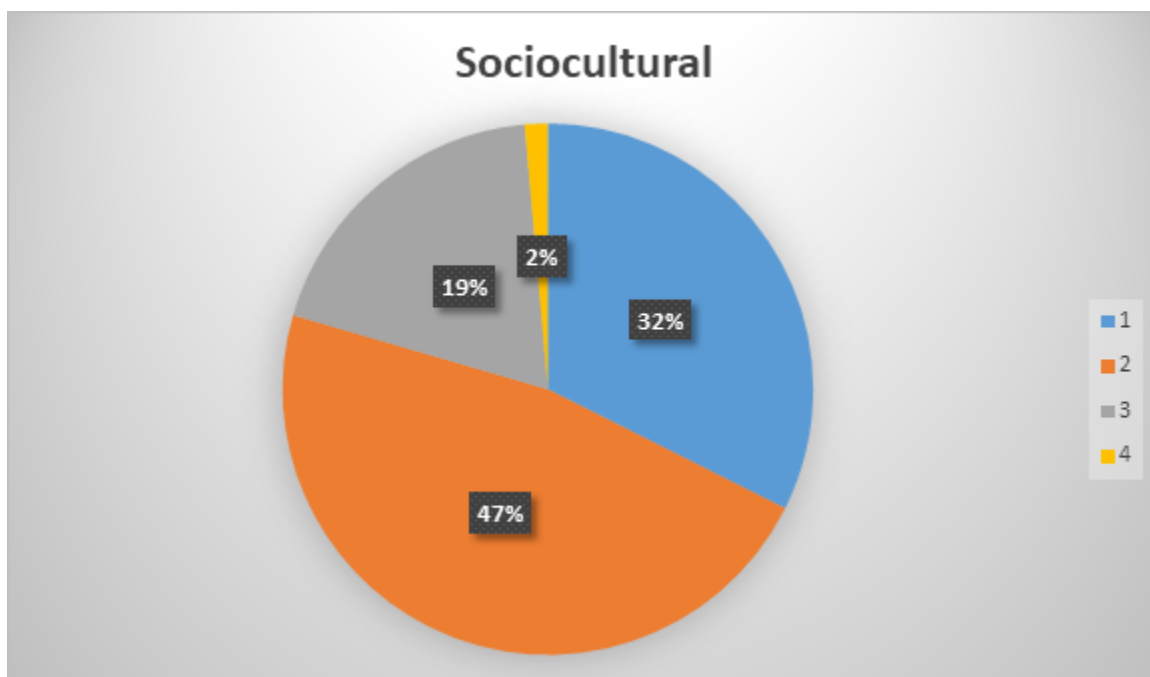
Comparing the results obtained in the linguistic dimension during the pre-test with those of the post-test reveals significant progress in the students' overall performance. While at the beginning, the majority were unable to understand the questions posed in English and showed marked difficulty selecting appropriate vocabulary, by the end of the intervention, a considerable portion of the group was able to recognize and use relevant terms in a contextualized manner. Furthermore, constructing simple sentences, which was initially unattainable for most, became a fairly consolidated skill for a significant number of participants. Pronunciation, which was unclear in the pre-test and frequently interfered with by the native language, showed gradual improvements, reaching an understandable level for a large percentage of students. These gains reflect that the task-based approach contributed to creating a more favorable context for practicing linguistic structures and to reducing initial hesitation regarding language use.

Paralinguistic Dimension



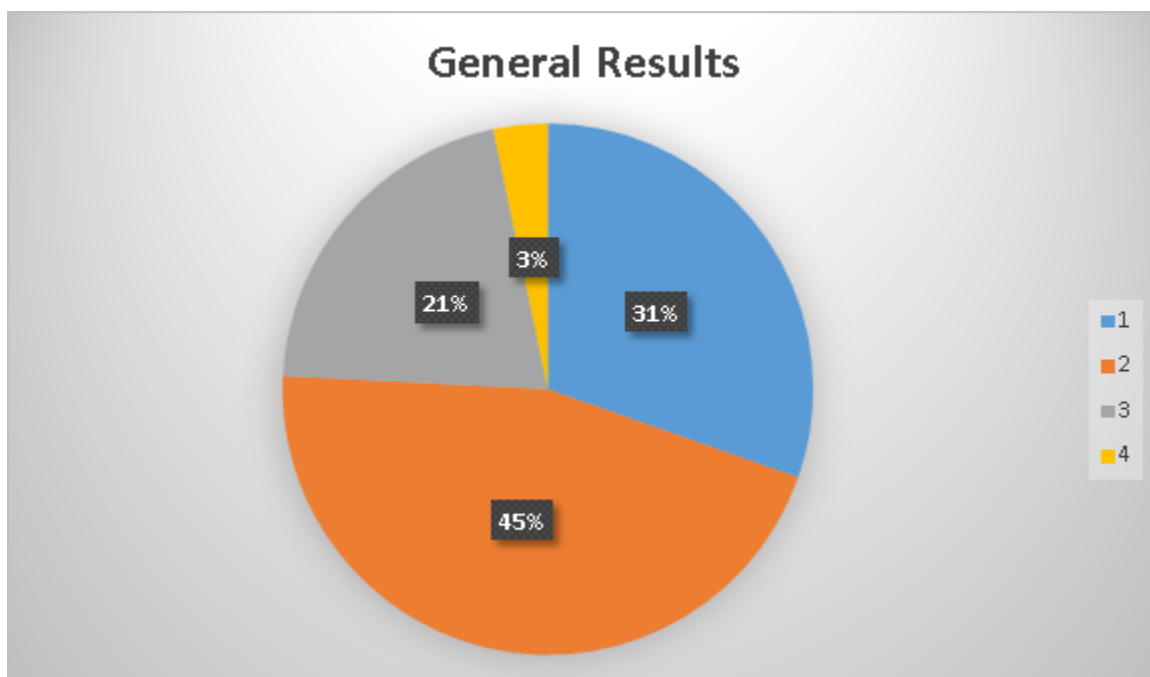
Regarding the paralinguistic dimension, the progress was equally evident. In the pre-test, almost all of the students showed very limited fluency and volume control, in addition to notable difficulties in managing natural pauses and appropriate intonation. During the post-test, although certain challenges persisted in fluent oral production, it was found that a majority reached an acceptable level, managing to express themselves with greater confidence and clarity. Their voice volume, previously low and hesitant, became more stable, while their intonation became less monotonous. The fact that several students were able to maintain basic exchanges with a more natural rhythm demonstrates the positive impact of the recreational activities and guided repetition practices used in the workshops. However, fluency remains a priority that requires follow-up.

Sociocultural Dimension



The sociocultural dimension showed the most modest but still significant progress. During the pre-test, almost none of the participants were able to incorporate polite expressions, greetings, and farewells in English, reflecting a marked lack of sociopragmatic competence. After implementing the task-based approach, part of the group began to use basic polite expressions and greetings more frequently, although their use still lacks spontaneity in many cases. While some familiarity with social norms specific to the target language was achieved, a considerable proportion of the students still retained the habit of resorting to Spanish in unforeseen communicative situations. This partial improvement suggests that, while the teaching project promoted more constant exposure to real-life language use, the cultural component requires more systematic and explicit interventions to promote the transfer of these expressions to real-life interaction contexts.

General Results



In global terms, the comparison between the pre-test and post-test results shows a progressive improvement in the students' oral proficiency across the three dimensions assessed. The pedagogical intervention enabled the majority to move from a beginner level characterized by insecurity, lack of familiarity with basic structures, and absolute dependence on Spanish, to an intermediate level in which several participants achieved greater confidence, fluency, and relevance. Although weaknesses persist, particularly in the spontaneous use of sociocultural expressions and the fluent production of more elaborate speeches, the observed progress confirms the effectiveness of the task-based methodology for strengthening communicative skills in an integrated manner. These findings support the relevance of continuing with proposals focused on meaningful interaction, contextualized practice, and gradual exposure to the language in real-life situations.

In overall, the results obtained throughout the evaluation process show that the students moved from a beginner level characterized by very limited knowledge of linguistic structures, poor pronunciation, and a near-total absence of sociocultural expressions in English to an intermediate level, where they demonstrated notable progress in vocabulary use, grammatical accuracy, and articulatory clarity. Furthermore, progress in paralinguistic aspects and oral communication confidence was significant, with greater volume control, more natural intonation, and a willingness to interact in simulated situations. While the spontaneous use of polite expressions and ongoing fluency remain significant challenges, the implementation of workshops based on a task-based approach clearly contributed to the development of the students' communicative competence by creating an environment conducive to active practice, positive reinforcement, and gradual exposure to the target language. These findings allow us to affirm that the methodological proposal had a positive impact and responds to the needs identified in the initial assessment.

4.2.3 Hypothesis Testing

Scientific hypothesis: If a system of didactic workshops is implemented using the Task-Based Learning (TBL) methodology, the oral expression skill will significantly improve..

Null hypothesis To: If didactic workshops based on the (TBL) methodology are used, it will not contribute to the improvement of oral skills.

Alternative hypothesis Hi: If didactic workshops based on the (TBL) methodology are used, it will contribute to the improvement of oral skills.

Paired T-test analysis (General results)

Table 1: Complete data and differences (Pre-test vs. Post-test)

N°	Pre-test	Post-test	Difference
1	21	25	+4
2	11	17	+6
3	14	13	-1
4	11	16	+5
5	8	10	+2
6	10	15	+5
7	10	14	+4
8	10	9	-1
9	10	13	+3
10	10	17	+7
11	11	19	+8

12	8	11	+3
13	11	11	0
14	12	15	+3
15	10	13	+3
16	16	18	+2
17	13	18	+5
18	8	9	+1
19	8	13	+5
20	10	9	-1
21	9	8	-1
22	10	11	+1
23	14	16	+2
24	9	12	+3
25	8	10	+2
26	9	12	+3
27	7	14	+7
28	18	19	+1
29	11	16	+5
30	9	14	+5
31	12	13	+1
32	7	12	+5
33	7	10	+3
34	17	19	+2

Use: The data show the individual scores of the 34 students before and after the TBL-based intervention.

Table 2: *Key statistical calculations*

Statistical	
Pre-test media	10.85
Media Post test	13.85
Average of differences	+3.00
Standard deviation Pre-test	3.26
Standard deviation Post test	3.74
Standard Deviation (Post-Pre Differences)	2.40
Variance (s ²) Pre-test	10.16
Varianza (s ²) Post test	14.01
Variance (s ²) (Post-Pre Differences)	5.76
Valor t	7.290
Degrees of freedom	33 (n - 1)
p-value	< 0.0001 (1.15e-08)

Use: The t-value (7.290) and the p-value (< 0.0001) indicate a statistically significant difference between the Pre-test and Post-test scores ($p < 0.05$).

Table 3:*Linguistic Dimension*

Category	Pre-test (n)	%Pre-test	Post-test (n)	%Post-test	Change (n)	Change (%)
Excellent	2	5.9%	18	52.9%	+16	+47.0%
Well	10	29.4%	9	26.5%	-1	-2.9%
Regular	14	41.2%	5	14.7%	-9	-26.5%
Needs improvement	8	23.5%	1	2.9%	-7	-20.6%

Use: The reduction in the “Fair” and “Needs Improvement” categories reflects a shift toward higher performance levels.

Table 4:*Paralinguistic Dimension*

Category	Pre-test (n)	% Pre-test	Post-test (n)	% Post-test	Change (n)	Change (%)
Excellent	3	8.8%	18	52.9%	+15	+44.1%
Well	10	29.4%	9	26.5%	-1	-2.9
Regular	14	41.2%	5	14.7%	-9	-26.5%
Needs improvement	7	20.6%	1	2.9%	-6	-17.7%

Use: The results indicate a marked improvement in the "Excellent" category, while the lower categories decreased, demonstrating progress in nonverbal aspects of speech such as pitch, rhythm, and intonation.

Table 5:*Sociocultural dimension*

Category	Pre-test (n)	% Pre-test	Post-test (n)	% Post-test	Change (n)	Change (%)
Excellent	3	8.8%	18	52.9%	+15	+44.1%
Well	10	29.4%	9	26.5%	-1	-2.9
Regular	14	41.2%	5	14.7%	-9	-26.5%
Needs improvement	7	20.6%	2	5.9%	-5	-14.7%

Use: The increase in the "Excellent" category and the decrease in the lower categories suggest an improved appropriation of cultural and contextual elements in oral communication in English.

Table 6:*Averages by category*

Category	Pre-test media	Media Post-test	Mean Difference (Post-Pre)	Improvement (%) approx.
Excellent	20.33	22.94	+2.61	+12.9%
Well	15.60	17.70	+2.10	+13.5%
Regular	10.57	12.29	+1.72	+16.3%
Needs improvement	7.57	8.43	+0.86	+11.4%

Use: All categories show an improvement in the score measure after the intervention.

Table 7: Paired t-test results by category

Category	n	Pre-test media	Media Post-test	Average Difference	t	gl	p (sig.)	Interpretation
Excellent	3	20.33	22.97	+2.61	3.21	2	0.08	Not significant (p>0.05)
Well	10	15.16	17.70	+2.10	5.12	9	0.0007	Significant (p<0.01)
Regular	14	10.57	12.29	+1.72	6.45	13	<0.0001	Significant (p<0.001)
Needs improvement	7	7.57	8.43	+0.86	2.34	6	0.06	Marginal (p≈0.06)

Use: The t-tests show statistical significance in the “Good” and “Fair” categories, while the “Needs Improvement” category shows marginal improvement ($p \approx 0.06$)

A paired-samples t-test was used to compare the pre-test and post-test results for the English-speaking skill. The analysis showed a mean difference of 3.0 points, indicating that, on average, students improved three points after the intervention. The standard deviation was 3.26 for the pre-test and 3.74 for the post-test, suggesting a slight increase in score variability after the implementation of the strategy.

The t-statistic was 7.290, with a p-value less than 0.0001 (1.15e-08), clearly lower than the significance level of $\alpha = 0.05$. This allowed us to reject the null hypothesis (H_0) and accept the alternative hypothesis. Therefore, it is concluded that the implementation of didactic workshops based on the TBL methodology had a significant effect on improving the students' English-speaking skill.

4.3 Discussion of results

The use of didactic workshops based on the TBL (Task-Based Learning) methodology is highly effective in strengthening oral skills in English, since, according to Ellis (2021), the development of communicative skills through tasks allows simulating real-life situations, promoting interaction, fluency and the ability to solve problems.

In the Ecuadorian context, the development of oral expression faces several challenges, including limited classroom practice and limited exposure to the language outside of school. As a result, many students complete their education without achieving an adequate level of oral proficiency. Faced with this problem, the implementation of task-based workshops is proposed as an effective pedagogical strategy to improve students' oral expression.

In this sense, the objective of this study was to design and implement a system of didactic workshops using the TBL methodology, with the aim of enhancing oral skills in students at a higher education institution. This section presents the results obtained from the analysis of data collected at the beginning and end of the intervention. The purpose was to determine whether the use of didactic workshops, oriented toward active and participatory work, contributes to strengthening students' oral skills. The findings show that participants experienced a significant improvement in their oral production in English. Working with contextualized tasks, based on real-life situations with which the students identified, favored their participation and reduced their speaking inhibition.

Statistical analysis using the paired t-test yielded a t-value of 7.290, with a p-value less than 0.0001, below the conventional significance level ($\alpha = 0.05$). This allowed us to reject the

null hypothesis and accept the alternative hypothesis, confirming that teaching workshops based on the TBL methodology have a positive impact on the development of oral expression. It is therefore concluded that teaching strategies based on the use of communicative tasks contribute significantly to improving the speaking skill in upper basic education students.

CONCLUSIONS

In regard to the first specific objective, which was “To theoretically ground the use of Task-Based Learning (TBL) methodology in the teaching-learning process of the English language”, it is concluded that the TBL approach constitutes a solid methodological basis for the development of oral expression. Its foundation in theories of meaningful learning, constructivism and communicative teaching support the effectiveness of this approach in fostering active and authentic language use. In addition, its structure in phases (pre-task, task, post-task) allows for progressive and a student-center learning.

Regarding the second specific objective, “To analyze the current state of the speaking skill among students in a classroom of a Higher Basic Education Institution.”, the results of the pre-test showed that more than 85% of students presented a low level o speaking skill, especially in Dimensions such as paralinguistic and sociocultural. This showed a lack of communicative practice, poor command of vocabulary, difficulties in pronunciation, low fluency in almost no use of English expressions in real contexts.

Ask for a third specific objective, “To implement a system of didactic workshops based on the Task-Based Learning (TBL) methodology to improve the speaking skill of students in a classroom of a Higher Basic Education Institution”, it was found that the workshops applied in the classroom promoted a dynamic, cooperative learning environment focused on moral production. The students showed greater motivation and interest when participating in contextualized and communicative activities, which facilitated the gradual development of their English-speaking skill. The structure of the workshops made it possible to work on the weaknesses detected in a comprehensive manner.

In relation to the four specific objective, “To evaluate the effectiveness of the Task-Based learning (TBL) methodology in the improvement of the speaking skill of students in a classroom of a Higher Basic Education Institution”, the results of the post-test, the observation made, in addition to the data obtain through the hypothesis test (Student’s t-test) confirmed both qualitatively and quantitatively that the implementation of the workshop system had a significant positive impact on the improvement of students’ oral epression, thus validating the hypothesis posed at the beginning of the study. There were visible improvements in the use of a vocabulary in contextualized form, better pronunciation, use of simple structures and participation in simulated contexts. However, complementary strategies are still required to reinforce the sociocultural component of speech.

Finally, regarding the general objective of the research, which is “To implement a system of didactic workshops using the Task-Based Learning (TBL) methodology for the improvement of oral expression skills in students in a classroom of a Higher Basic Education Institution”, it was evidenced that the implementation of a system of didactic workshops based on the Task-Based Learning (TBL) methodology improved oral skills in the students of a Higher Basic Education Institution, being the sociocultural art the one that requires more reinforcement, since the students do not make recurrent use of courtesy phrases such as greetings.

RECOMMENDATIONS

It is recommended that educational institutions systematically incorporate the Task-Based Learning (TBL) approach, especially in activities for the development of oral expression. This implies training teachers in the planning and execution of activities that simulate real communication situations, with emphasis on the functional use of language and meaningful interaction in the classroom.

It is necessary to apply periodic diagnostic evaluation that allow early detection of weaknesses in the linguistic, paralinguistic and sociocultural dimensions of speaking. Based on the results, teachers will be able to design differentiated and specific strategies to address the particular needs of the students, which in turn will allow them to reinforce their learning outside the classroom.

It is recommended to replicate and adapt the didactic workshop system used in this research, considering the reality of each group of students. It is important that these activities encourage active participation, collaborative work and the creation of a space where clear and timely guidance is provided, fostering confidence, interest and awareness of oral communication.

It is suggested to continue with the application of the TBL approach, complementing it with activities that reinforce the sociocultural dimension, such as dramatizations, role plays, and simulations of real contexts where politeness formulas and cultural interaction norms are used. It is also recommended to use technological platforms that allow students to practice outside the classroom and receive immediate feedback, thus strengthening their autonomy and confidence in speaking.

Finally, it is recommended that workshops based on the TBL methodology continue to be applied gradually and flexibly in the classroom, adapting them to their own realities and contexts. In addition, the use of pedagogical and didactic tools focused on the improvement of oral expression in a comprehensive way, allowing a functional use of the language and strengthening the confidence of the students when communicating.

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ANNEXES

Annex 1

Diagnostic test questions.

Introduction (Warm-up - Greeting and courtesy)

Hello! What is your name?

How old are you?

How are you today?

Nice! What do you like to do in your free time?

(Here the ice is broken and an atmosphere of trust is created)

Talking about daily life (Description)

Tell me about your day at school. What do you do?

What is your favorite part of your house?

(Here you begin to observe simple structures, everyday vocabulary and fluency)

Opinion (Simple and personal opinions)

Do you like English? Why or why not?

Do you prefer the city or the countryside? Why?

And what sport do you like? Recommend it to me.

Annex 2

Diagnóstico Oral (TBL - Speaking)

Student data

Name: _____

Linguistic Dimension

Item	Score	Observations
Use vocabulary appropriate to the context.		
Construct sentences with correct grammatical structures.		
Pronounce words clearly and understandably.		

Paralinguistic Dimension

Item	Score	Observations
He makes natural pauses when speaking.		
Speak with audible volume and acceptable fluency.		

Sociocultural

Item	Score	Observations
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Use appropriate greeting and farewell expressions.		
Use polite formulas in conversation.		

Annex 3

Rubric

Dimension	Item	1	2	3	4
Linguistics	The student uses vocabulary appropriate to the context.	The student uses isolated or inappropriate words.	The student uses limited vocabulary, sometimes appropriate.	The student uses appropriate vocabulary in most cases.	The student uses varied vocabulary and always appropriate to the context.
	The student constructs sentences with correct grammatical structures.	The student makes mistakes that prevent understanding.	The student makes some mistakes, but the message is understood.	The student uses mostly correct structures.	The student uses correct structures consistently.
	The student pronounces words clearly and understandably.	Pronunciation confusing, difficult to understand.	Sometimes unclear, requires repetition.	Generally clear, with some errors.	Clear and understandable pronunciation at all times.
Paralinguistics	The student makes natural pauses when speaking.	He makes inappropriate pauses that affect the message.	He takes forced or very long pauses.	He takes some natural breaks.	It makes natural pauses that help understanding.
	The student speaks with audible volume and acceptable fluency.	The voice is very low or speech is intermittent.	The voice is weak or the rhythm is irregular.	It has adequate volume and moderate fluidity.	It has adequate volume and constant fluidity.
Sociocultural	The student uses appropriate greeting and	The student does not use social formulas.	The student uses few or inadequate ones.	The student uses appropriate	The student uses appropriate social formulas naturally.

	farewell expressions.			formulas occasionally.	
	The student uses polite formulas in conversation.	The student does not use courtesy.	The student uses inappropriate or forced formulas.	The student uses some appropriate formulas.	The student uses appropriate and spontaneous politeness formulas.

4 = Excellent 3 = Good 2 = Average 1 = Needs improvement

Annex 4 Lesson Plan

Workshop 1: Talking about Daily Routines

Main Aim: SS will be able to describe daily routine using the simple present tense fluently and with understandable pronunciation.

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).



Timing and Interaction	Stage Name & Aims	Procedure	Comments
10'	Pre-Task	The class begins with an oral survey in Spanish about daily habits ("What time do you get up?", "Do you have breakfast at home?"), which is then translated into English with visual aids. Key vocabulary is taught (wake up, brush my teeth, go to school, etc.), and structures such as "I wake up at..." and simple connectives such as "then" and "after that" are reinforced.	
30'	Task	Students, in pairs, interview each other about their routines using a picture guide. Each student then orally presents their partner to the class.	
25'	Post-Task	The teacher provides feedback on the use of the simple present tense and pronunciation. Students repeat the corrected sections and reflect as a group on their challenges and achievements.	

Annex 5 Lesson Plan

Workshop 2: Introducing Myself and Others

Main Aim: SS will be able to introduce oneself and another person using basic polite expressions and simple structures.

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Timing and Interaction	Stage Name & Aims	Procedure	Comments
10'	Pre-Task	Vocabulary is introduced: name, age, favorite color, hobby, and expressions like "Nice to meet you," "How are you?", "This is my friend...". Repetition and picture-matching exercises are performed.	
30'	Task	Students introduce themselves in pairs using a support script and then introduce their partner to the group: "Hello, my name is Ana. I am 13 years old. I like music. This is my friend Juan..."	
25'	Post-Task	The group practices greetings and farewells aloud. Common mistakes are corrected, and a brainstorming session is held about why it is important to know how to introduce themselves in English.	

Annex 6 Lesson Plan

Workshop 3: Let's Make a Plan!

Main Aim: SS will be able to practice making plans, responding to invitations, and saying goodbye using short, functional English phrases.

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Timing and Interaction	Stage Name & Aims	Procedure	Comments
10'	Pre-Task	Briefly explain to students, in Spanish if necessary: "In English, when we want to invite someone to do something, we use phrases like 'Do you want to...?' And to respond, we can say 'Sure!', 'Sorry, I can't,' or 'Maybe later.' Today we are going to practice this as if we were leaving school and making plans with a friend."	
30'	Task	There are 38 students. They are divided into two groups of 19 (one with each teacher). Each group is divided into two lines: Line A (9 students): They use yellow cards with a question like "Do you want to...?" Row B (10 students): Use blue cards with a response (e.g., "Sure! I would love to" or "Sorry, I have no time.")	
25'	Post-Task	Share as a group what worked or didn't work in the simulation, repeat useful phrases, and do a choral practice session	

Annex 7 Lesson Plan

Workshop 4: My house

Main Aim: SS will be able to identify and name rooms in a house using simple steps.

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Timing and Interaction	Stage Name & Aims	Procedure	Comments
10'	Pre-Task	Teach the vocabulary to be learned, such as the words: kitchen, bedroom, bathroom, living room. A presentation with images of the topic is then given, and finally, a choral repetition is done.	
30'	Task	On the blank sheet of paper provided, students draw their house along with simple sentences that name each room, such as: This is my bedroom, <u>This</u> is my kitchen. A game is played where students learn to identify each room by listening to short sentences, for example: I sleep in this room, The bedroom.	
25'	Post-Task	Students are asked to give mini-presentations of their drawings, along with another choral repetition of the sentences they wrote.	

Annex 8





Annex 9

Do you want to go to the park at 4 pm?



Do you want to go to study English together after class?



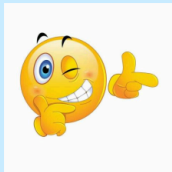
Do you want to eat ice cream after school?



Do you want to go to the movies?



"Hmm... maybe later."



"Sorry, I can't. I'm tired." ✕



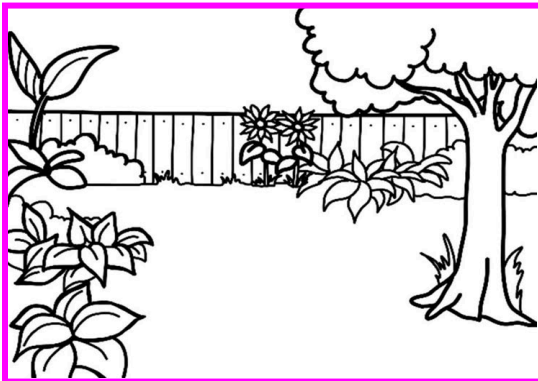
✓ "Sure! I would love to."



"Sure! Let's go." ✓



Annex 10



Annex 11

Post-Test Questions

Introduction (Warm-up - Greeting and courtesy)

Hello!

What is your name?

How old are you?

How are you today?

Talking about daily life (Description)

What do you like to do in your free time?

What is your daily routine?

What is your favorite part of your house?

Opinion (Simple and personal opinions)

What do you do in your favorite part of your house?

Do you like English? Why or why not?

And what sport do you like?

Thank you.