

UNIVERSIDAD HISPANOAMERICANA

SCHOOL OF ENGLISH TEACHING

**THESIS SUBMITTED TO OBTAIN THE
LICENTIATE DEGREE IN ENGLISH
LANGUAGE TEACHING**

**USING THE TASK-BASED TEACHING METHOD
FOR IMPROVING THE ASSERTIVE
CONVERSATIONAL SKILL IN 11TH GRADE
STUDENTS AT NOCTURNAL INSTITUTION
COLEGIO TÉCNICO PROFESIONAL
PUNTARENAS, DURING THE SECOND
QUARTER OF 2019**

Sustentant:

Ericka María Rojas Vindas

Tutor:

Msc. Bernardo Romero Pizarro

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AFFIDAVIT

DECLARACIÓN JURADA

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Dirección UH- Puntarenas.
Enseñanza del Inglés
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Bernardo Romano Pizarro
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Carné Colegio Profesional N 035175

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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



Lic. Judy Villalobos Montero
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LETTER FROM THE PHILOLOGIST

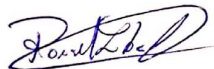
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ABBREVIATIONS

TBTL: Task Based Teaching Language

TBTM: Task-Based Teaching Method

CTPP: Colegio Técnico Profesional Puntarenas

ESL: English as a Second Language

MEP: Ministerio de Educación Pública.

ABSTRACT

The Task-Based Teaching Method is a process where the students learn a second language with up-dated topics. To develop this system, the educators have to use current authentic materials, such as: apps, games, films, books, online chat with native speakers, T.V. programs, etc.; with the aim that they are able to use the second language in a real context.

However, the researchers of this study an analysis about use of the Task Based Teaching Method improving the assertive conversational skills to 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in the Nocturnal Institution from Colegio Técnico Profesional Puntarenas.

To achieve feasible results, the searchers apply Task-Based Language Teaching method lessons, 2 questionnaires and an evaluation’s rubric to the samples of this research.

Key words: Task-Based Teaching Method, assertive communication, conversational skills, job interview.

CHAPTER I
RESEARCH PROBLEM

The research is developed in the nocturnal institution Colegio Técnico Profesional Puntarenas, it is located in El Roble, Puntarenas. The sample of the research are 11th grade students who are taking a technical Specialty English Course “Ejecutivo para Centros de Servicios”, during the second quarter of 2019.

This chapter is about the main judgment and results of the problem from the perspective of other authors. Also, they mention about the main reason why it is important to look for the uses of the Task- Based Teaching Language method to develop the assertive conversational skill during a job interview. Furthermore, this research is relevant because it emphasizes its importance for students, community of the institution, English teachers (internal and external), different points of view and methodologies. Besides, it refers to the problem question, the general and specific objective. Finally, this research work follows the achievements and limitations throughout the research.

1.1. PROBLEM STATEMENT

1.1.1. Background of the Problem

To have a good communicative competence is necessary for everyone. When people are children, they start to improve how to interact with others. This process carries a set of circumstances that permit them to increase the ability to express their ideas or feelings in a clearly form. According to Hasson (2015) it is considered that:

Being able to communicate more effectively with *family and friends* means that you will know what say [*sic*] to get others to open up to you; you be able to

understand their feelings and emotions, what they mean and what they need. (p. 1)

In other words, when people use the correct words in a straight way and learn how to manage their emotions in conflict situations, their personal and professional relationships are more harmonious; this is known as Assertive Communication.

Assertive communication is an important skill in daily life because it lets people express their rights and points of view without affecting the self-esteem. However, before to start to express their ideas, Tripathy (2018) suggests that: "a person has to understand the situation first and practice to express own feelings and thoughts regarding a situation" (p. 3) and so avoid misunderstandings.

Nevertheless, when people do not develop the assertive communication, they show many issues like: [...] "stress, anxiety, less of productivity, burnout and so on." (Butt & Mahmood Zahid, 2015, p.1), especially in jobs related to costumer services. Additionally, Butt & Mahmood Zahid (2015) mention that it is a big problem not to improve the assertive communication in the workplace because: "leads to impairment of job performance, intelligence and learning ability, loss and depression thinking talents" (p. 2), producing in a long term lack of motivation to do their duties, the number of the potential clients reduce quickly and the economical stagnancy.

On the other hand, there is a teaching methodology which is useful to improve the assertive communication in adolescent and adult students. It is emerged because of

the necessity to learn a second language but according to the real context of the pupils, that method is known as: Task Based Teaching Language (TBTL).

Task Based Teaching Language is a teaching methodology which prepare the students to develop their knowledge though different tasks (previously assigned by the teacher). Those tasks are selected depending on the up today necessities of students, because according to Bygate (2016) mentions that: "Real-world tasks are intended to provide 'situational authenticity', in the sense that the tasks are genuine exemplars of what the learners can be expected to have to do [*sic*] outside the classroom" (p.1). Consequently, after the educational process, they are able to communicate their ideas or feelings in that second language with the correct words.

Nevertheless, when the educational institutions want to apply the TBTL methodology in their study programs, they present some issues. First: "the fundamental nature of the approach goes counter to traditions of language teaching everywhere, both East and West" (Bygate, 2016, p.5), causing that many traditionalistic teachers are resisted to make variations in their classroom activities. Also, it is essential to the scholar institutions to provide tools, technology and didactic materials necessary to improve students' knowledge, because: "Learners should have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity" (Bygate, 2016, p.5), thereby, to have better results in their significant learning process. Finally, the organization responsible for changing the educational curriculum, has to take into account the guidelines of the TBTL and their cultural and social context before to implementing, because according to Ellis (2009, cited by Bygate, 2016) mentions that:

TBLT challenges mainstream views about language teaching in that it is based on the principle that language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit (as in approaches based on a structural syllabus). (p.5)

In other words, if the main purpose of the curriculum is to improve the grammar structure, deepen the pronunciation patterns and increase the vocabulary in different areas, instead of improving their talents, how to use the second language in real situations; this method is not the correct one.

1.1.2. Problematization

Nowadays, improving the English Language level is very important because people are living in a globalized world; therefore, many professionals increasingly choose to enter institutions which offer bilingual technical studies and with flexible schedules.

One of a great option in Costa Rica is Technical High School. This educational system offers programs where teenagers and young adults are able to conclude their high school and pre university training. Additionally, they offer English courses where the students develop their oral skills.

When the students from Technical High School progress their verbal skills, and use an assertive language, they acquire better possibilities to develop with other professionals. Also, it provides greater personal and collaborative reliability. Besides, they are able to start new personal or social projects. Moreover, it allows to aspire work promotions and enhance their finances.

Finally, it is important to search about the use of the Task-Based Language Teaching for improving the assertive communication during a job interview because the researchers have more knowledge about their strengths and weaknesses of the 11th grades students which are in “Ejecutivo para Centro de Servicio” and thus the English teachers look for its improvement.

1.1.3. Justification of the problem

The study justifies its elaboration because it is convenient for: the student in nocturnal institution from Colegio Técnico Profesional Puntarenas, the population from El Roble's district, English teachers and researchers, and in order to obtain a greater correlation between the improvement and not the assertive speaking sub-skills by using the Task-Based Teaching Methodology, during a job interview. The researchers apply the Task-Based Teaching method by job interview lessons. Then, they evaluate the assertive conversational performance by a rubric. All of this apply with the 75% to the 11th grade adult students who receive "Ejecutivo para Centros de Servicios" Technical Specialty during the second quarter of 2019.

Firstly, it is beneficial for 11th grade adult students (who receive English courses in "Ejecutivo para Centros de Servicios" during the second quater) of the Colegio Técnico Profesional Puntarenas because they get more information about how to improve their assertive speech skills performance during job interviews. In addition, with the results of the evaluations, the institution's administrator or the English teachers are able to look for improvements or strengthen the oral abilities in order to solve the needs of the current or future generations.

Then, contributions to El Roble's community are of great relevance because depending on the results, the municipality of Puntarenas takes some actions such as providing courses about how to improve the assertive conversational competences during job interviews, and in the long term, the people from the region obtain greater facilities to introduce in the foreign and local labor market.

Also, this research is important for English educators (both internal and external) because they are able to obtain reliable information about the current state of the assertive communication competences during job interviews for adults and young people of the tenth grade from educational institution; therefore, they look for improving their teaching techniques and dynamic activities that allow growth in the teaching of English language skills.

Moreover, the research has theoretical and innovative value because the research is aimed at evaluating the common assertive conversational sub-skills to perform a good job interview through Task-Based Teaching method in 11th grade students which are in "Ejecutivo para Centros de Servicios" in nocturnal institution from Colegio Técnico Profesional Puntarenas, which are almost nonexistent.

Finally, the justification is methodological because the assertive conversational English level are evaluated by individual job interviews with the purpose of obtaining information from primary sources and obtain better results in that area. Also, the researchers do lessons related to the improvement of the oral sub-skills during the job interviews with the purpose to be sure that the method is effective or not with them.

1.2. FORMULATION OF THE PROBLEM

It is considered that due to the importance of knowing the level of assertive communication and its development through Task-Based Teaching Language in educational programs for young people and adults, the following question is posed:

How does the Task-Based Teaching Method improve the assertive conversational skills in 11th grade ESL students from “Ejecutivo para Centros de Servicios” technical specialty in the nocturnal institution from Colegio Técnico Profesional Puntarenas, during the second quarter of 2019?

1.3. OBJETIVES OF THE RESEARCH

1.3.1. General Objectives

To analyze the use of the Task Based Teaching Method for improving the assertive conversational skills for job interviews to 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in the Nocturnal Institution from Colegio Técnico Profesional Puntarenas, during the Second Quarter of 2019

1.3.2. Specific Objectives

- 1.** To determine the assertive conversational skills for job interviews of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas
- 2.** To apply the Task-Based Teaching Method of 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas
- 3.** To evaluate the conversational assertiveness performance of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas

1.4. SCOPES AND LIMITATIONS OF THIS STUDY

1.4.1. Scopes

The present research comprises the eleventh-grade students from the Colegio Técnico Profesional Puntarenas, in El Roble district of the province of Puntarenas, who took the “Ejecutivo para Centro de Servicios” during the second quarter of 2019. During the research process, it is possible to determine the level of the assertive conversational skills, through the job interview tests. Besides, the researchers achieve to apply the Task-Based Teaching Language of the students’ sample. Finally, the researchers are able to make the comparison after to use the TBTL and have greater awareness if the population shows improvement or not in the assertive communication during the job interview.

1.4.1. Limitations

The limitation of this research there is not a lot of information about the use of the Task-Based Teaching Method for improving the assertive conversational skill with technical high school students in Costa Rica. Consequently, the researchers of this study have looked for thesis, scientist articles, books from foreign authors with the aim to support this topic.

CHAPTER II

THEORETICAL FRAMEWORK

The communication is essential for the human being because it permits to express the feelings, opinions, information, etc., however, there are different ways to say those things. Sometimes, people are shy and insecure of themselves; those people usually have a passive communication. On the other hand, there are people with dominant attitude who express everything without thinking the feelings of the rest of people, this kind of communication is known as aggressive; but there are people who keep the balance and speak in honest and direct way; those people communicate with assertiveness. Therefore, it is important to implement the assertive communication in the educational institution like Colegio Técnico Profesional Puntarenas, and the best methodology is with Task- Based Language Teaching.

The Task-Based Language Teaching is when the teacher assigns a specific task to the students, they do it by themselves, then the professor evaluates them and offer a feedback. This method has many benefits from people such as encouraging to use the second language in real life situations. Also, it promotes to build their own learning and foster to participate in activities which need to be an excellent negotiator.

For the purpose of this chapter, it is divided into four contents: the historical context of the Colegio Técnico Profesional Puntarenas educational center, the theoretical - conceptual context, hypothesis and operationalization of the hypothesis. In addition, after a deep search, the cited bibliography is taken only by international authors in the theoretical-conceptual section.

2.1. HISTORICAL CONTEXT

2.1.1. History of the Institution

Ortega García, Villalobos Sánchez, Vargas Badilla, Badilla Reina, Acosta Quesada (2017) expressed that after some meetings between the members of the Puntarenas' municipality, they made the decision to set up a high school based on technicians' programs in the Socorrito property. This Project was established on: "5 de enero de 1968, en la Ley N° 4062" [January 5th, 1968; in the Law No. 4062] (Ortega García, et al., 2017, p. 4) by the members of the legislative Assembly of Costa Rica.

The government of Costa Rica and the Banco de Desarrollo Interamericano donated ₡1.263.500.00 to start building the Colegio Técnico Profesional Puntarenas (Ortega García, et al., 2017). However, the educational institution needed more money to complete the building; therefore, the government of Costa Rica donated ₡2.893.000.00 in 1973 (Ortega García, et al., 2017), and in 1974, the Colegio Técnico Profesional Puntarenas opened with four technical specialties (between seventh grade to tenth grade students) and with the collaboration first principal the professor Virgilio Fonseca Balmaceda (Ortega García, et al., 2017).

Despite the conditions of the buildings, the lack of the materials and tools, 60 students were able to get their diploma of high school technical specialty (Ortega García, et al., 2017).

According with Ortega García, et al. (2017): "En 1978 se abrió la especialidad de Mecánica de Precisión" [the Precision Mechanics Specialty was opened in 1978] (p. 5), this was achieved thanks to the Government of Spain and cooperative government of that educational institution (Ortega García, et al., 2017).

Also, Ortega García, et al. (2017) mention that several favorable projects for the student population were raised in the following years. Some of them were:

Unidad de Servicios Secretariales, que favorecía a las especialidades del área comercial. El Convenio AUSTRIA-COSTA RICA, que se desarrolló en los años 1995 y 1996, equipó y capacitó a las especialidades del área industrial, así como el Convenio DINAMARCA-COSTA RICA, desarrollado posteriormente, permitió fortalecer algunas de las debilidades de la institución [Secretarial Services Unit, which benefited the specialties of the commercial area. The AUSTRIA-COSTA RICA Agreement, which was developed in 1995 and 1996, equipped and trained the specialties of the industrial area, as well as the DENMARK-COSTA RICA Agreement, developed later, allowed to strengthen some of the institution's weaknesses] (p. 5)

However, in 2000, the educational system of Costa Rica experiences an economic crisis that with the collaboration of the educational staff, students and parents managed to overcome and continue with the technical programs in the best possible way (Ortega García, et al., 2017).

In addition, there were other interesting project which improved the education of students from the CTPP, this project is called: “Sala de Vídeo Conferencia” [Video Conference Room] (Ortega García, et al., 2017, p. 6). This project took place thank to the donation of the tools by Departamento Nacional de Didáctica [National Department of Didactics] and the principal of that educational center carried out the necessary procedures for the preparation of the physical construction and on July 4th, 2003; it was inaugurated. (Ortega García, et al., 2017)

2.1.1.1. Mission

Also, Ortega García et al (2017) mention the following mission of the institution:

El Colegio Técnico Profesional de Puntarenas es una institución educativa formadora de técnicos a nivel medio capaces de cumplir con el perfil de conocimiento y actitudes que solicita el campo laboral presente y futuro. Efectuará la promoción de la pequeña empresa de auto y congestión como medio de desarrollo económico y social en el ámbito familiar que garantice un mejor estilo de vida a estos egresados. Así como la venta de servicios a la industria y la comunidad en general, además de propiciar en nuestras actividades la innovación tecnológica, investigación científica y el desarrollo cultural. [Colegio Técnico Profesional Puntarenas is an educational institution that trains mid-level technicians capable of fulfill with the knowledge and attitudes professional profile requested by the current and future employment area. It will carry out the promotion of the small auto and congestion business as a means of economic and social development in the family environment that guarantees a better lifestyle for these graduates. As well as the sale of services to industry and the community in general, in addition to promoting technological innovation, scientific research and cultural development in our activities] (p. 35)

2.1.1.2. Vision

Also, Ortega García et al (2017) mention the following vision:

El Colegio Técnico Profesional de Puntarenas será una Institución capaz de proveer a la empresa privada e instituciones estatales mano de obra calificada, actualizada y de alta calidad a nivel técnico medio. A la vez ofrecerá soluciones a las empresas en nuestro entorno, tanto en el área de servicios como en el campo de la capacitación tecnológica. [Colegio Técnico Profesional Puntarenas will be an Institution capable of providing the private company and state institutions with qualified, up-to-date and high-quality workforce at an average technical level. At the same time, it will offer solutions to companies in our environment, both in the area of services and in the field of technological training] (p. 35)

2.1.1.3. Organizational Policies

The institution has organizational policies which distinguish from the other educational institutions. Ortega García et al (2017) mention that everybody who works in the institution has to: “uso de todos los reglamentos y leyes necesarios de acuerdo con lo solicitado a la Administración Pública” [use of all obligatory regulations and laws as requested by the Public Administration] (p. 30). Also, García et al (2017) declare that there are many procedures to keep the organizational policies of the institution, the majority of them are related with workers and learners’ occurrences like: “rendimiento académico, adecuaciones curriculares y planes remediales” [academic performance, curricular adjustments and remedial educational plans] (p.30); therefore, they divided their duties between academic and technical procedures, and they are guided by “tanto Reglamento de evaluación del Ministerio de Educación Pública como del Reglamento interno de la institución” [both the Evaluation Regulation of the Ministry of Public Education and the Internal Regulation of the Institution (García et al, 2017, p. 30)

Finally, García et al (2017) declares that: “el Área Técnica realiza la programación de reuniones mensuales con sus respectivos libros de actas y controles de acuerdos” [The Technical Department schedules monthly meetings with their respective books of proceedings and controls of agreements] (p.30) with the purpose of strengthening fulfillment with organizational policies.

2.1.1.4. Organizational Climate

The researchers of this study make a digital questionnaire for employees from the nocturnal institution of CTPP, with the purpose to obtain firsthand information about the organizational climate of that educational institution.

The gender barriers are common to see in the educational institutions because most of them prefer to hire women than men; for that reason, the researchers in the first question want to know how many females and males are in there. The results confirm that the environmental climate is still with the traditionalistic role gender, i.e. 61.9% of the participants are women. According to Gyekye and Salminen (2011) think the main reason is: “female workers are usually assigned roles that are less physically demanding and are seldom put in risky or hazardous job situations.” (p. 5), that is the reason it is common to see female employees in educational field than male. Also, it is important to know about the ages of the participants because sometimes the ages influence the recruitment process of new staff, but in the digital questionnaires, the answers are varied. However, 42.9% of the participants are between 20 and 30 years of age; i.e. the process of the personnel selection has been open to anyone with professional skills and not because of their age; thus, generating a favorable organizational climate for future contestants.

On the other hand, they may eventually get more knowledge about the job positions in that educational institution, how they can develop professionally, how the communication and relationship between them is, and if they have the equipment and materials necessary to make their duties with the best as possible; it reflects how the real organizational climate of each company is. Therefore, in the following information the researchers of this study declare how the participants think about them:

The job positions in the nocturnal educational institution Colegio Técnico Profesional Puntarenas are organized in two categories “teachers” and “administrators”; however, there are more teachers than administrative collaborators because of the students’ demand. Nevertheless, the 71.4% of them say they feel partially satisfied with the work environment of CTPP; especially with the order and cleanliness system, materials, equipment, the training programs, additional incentives, and building’s conditions. In the case of the communication and teamwork between collaborators, a half of them say that they have an excellent communication system and collaboration, but the rest of them mention that the institution has to improve them; therefore, the Human Resources Department has to look for alternatives to strength their weaknesses, and thus, to improve the organizational climate of the CTPP.

2.1.1.5. Geographic Location

The geographic location of the institution is the following: “El colegio se ubica a 3 kilómetros al noreste del Hospital Monseñor Sanabria, sobre la carretera principal, frente a la ciudadela El Progreso distrito Barranca, Provincia Puntarenas.” [The high

school is located 3 kilometers northeast of the Monseñor Sanabria Hospital, on the main road, in front of the El Progreso, Barranca district, Puntarenas Province]

(Ortega García et al, 2017, p. 8)



Colegio Técnico Profesional Puntarenas, El Roble, Puntarenas. Google Maps

2.2. THEORETICAL CONTEXT - CONTEXTUAL

2.2.1. Task- Based Language Teaching (TBLT)

The researchers present all the information related to Task- Based Language Teaching (definitions, process, advantages, disadvantages and opinions) from the others scientists' perspectives.

2.2.1.1. Meaning of the Task - Based Language Teaching

The word “task” has multiple definitions, but according to Bygate (2016) expresses that: “Tasks are classroom activities in which learners use language ‘pragmatically’, that is, ‘to do things’, with the overriding aim of learning language” (p.1), others authors support the general definition mentioned by David Nunan. He says that: “... is a piece of classroom work which involves learners in comprehending [sic], manipulating, producing, or interacting in the target language [sic] while their attention is principally focused on meaning rather than [sic] form” (Nunan, 1989, cited by Shehadeh 2005, p.10), in other words, professors give the students the directions and the materials they need to do complete the task; however, when they use the TBLT method, teachers have to include the real-life situations, because according to Mahdi Rozati (2014) declares that: “It considers the functional role of language in real tasks as the major goal for students to communicate at the class for an ideal learning” (p.1); additionally, he emphasizes the main difference between traditional methods to TBLT: “Unlike traditional form-based approaches, task-based involves the specification of a sequence of interactive tasks to be performed in the target language rather than a sequence of language items” (Mahdi Rozati, 2014, p.1), in other words, the main purpose of this method consists on educating the pupils (through tasks) to develop the second language with real situations inside and outside of the classroom.

2.2.1.2. Process of the Task Based Language Teaching

The process to implement the TBLL consists three steps. According to Córdoba Zúñiga (2016) indicates that: “First is the ‘pre-task stage’ in which the teacher introduces the topic and provides the instructions such as the content, the objectives

for each one of the steps within the task, and the way to present it" (p.4), it means that, the students get the vocabulary and the grammar structure before to complete the next step.

The second step is known as "during the task", Ellis (2006, cited by Córdoba Zúñiga, 2016) points out that two processes occur: "First of all, the analysis should be made of how the task is going to be developed, and secondly, the analysis of how the task will possibly be completed" (p.4). During that stage, teachers become facilitators of the knowledge; that is, students are responsible for completing the assigned task individually or in groups.

Finally, the third one is known as "Post-task", Lynch (2001, cited by Córdoba Zúñiga, 2016) states that: "this moment involves the analysis and edition of the observations, opinions, and recommendations of the group and the teacher about the performance of learners in the task outcomes" (p.4) as it says in the previous quote, during this phase, the corrections of the assigned projects are carried out by the co-evaluation or self-evaluation, and a feedback which strengthen their weakness.

2.2.1.3. Students and Teachers' Role during the Task Based Language Teaching process

The professors and students' roles are completely different during the TBLT development. Willis (1996, cited by Abdelmajid Yousif, 2017) identifies the teachers' roles in each step of the TBLT implementation, in the first one, he mentions that:

In the pre-task, the teacher should:

- Present and define the topic.
- Use activities to help students memorize/learn some useful words and phrases.
- Ensure that students comprehend the task instructions.
- Play recordings of others performing the same task or a similar one. (p.56)

In other words, the teacher has to introduce the new vocabulary or topic through dynamic techniques which foster the cognitive part of each learner. Then, Willis (1996, cited by Abdelmajid Yousif, 2017), in the second part, mentions that:

In the task cycle, the teacher should:

- Act as monitor and motivate students.
- Ensure that the purpose of the report is clear.
- Act as a language advisor.
- Help students review oral reports.
- Act as chairperson; selecting who will speak next.
- Offer brief feedback on content and form.
- Play a recording of others doing the same or similar task. (p.56)

In this moment, the professors supply the materials, tools or information the pupils need to make the task, i. e., they become a learning facilitator. In the last step, Willis (1996, cited by Abdelmajid Yousif, 2017), mentions the following teachers' roles:

In the post-task (language focus), the teacher should:

- Review each analysis activity with the whole class.

- Bring other useful words, phrases and patterns to students' attention.
- Review language items from the report stage.
- Conduct practice activities after analysis activities where necessary, to build confidence. (p.56)

It means that professors carry out feedback about the general mistakes or additional practices together with their students, with the purpose of reinforcing the new knowledge. However, in the case of the students' roles, Willis (1996, cited by Abdelmajid Yousif, 2017) suggests that: "In the pre-task, students should: - Write down useful words and phrases from the pre-task activities and/or the recording. - Spend a few minutes preparing for the task individually" (p.56), in other words, they are receivers of the new knowledge. Later, Willis (1996, cited by Abdelmajid Yousif, 2017) states that:

In the task cycle, the students should:

- Perform the task in pairs or small groups.
- Prepare to report how they performed the task and what they discovered to the class.
- Rehearse what they will present to the entire class.
- Present their spoken reports to the class (p.57)

In this moment, the learners solve the assigned task through collaborative learning. Finally, Willis (1996, cited by Abdelmajid Yousif, 2017) declares that:

In the post-task (language focus), the student should:

- Perform consciousness-raising activities to identify and process specific language features from the task and transcript.

- Ask about other features they noticed.
- Practice words, phrases and patterns from the analysis activities.
- Enter useful language items in their language notebooks. (p.57)

It means that in this step, the learners recognize their mistakes, clarify their doubts, give their opinions about the topic and interiorize the new knowledge.

2.2.1.4. Benefits of the Task Based Language Teaching

First, according to Nunan (2004 cited by Córdoba Zúñiga, 2016) states that: “tasks aim at providing occasions for learners to experiment and explore both spoken and written language through learning tasks that are designed to engage students in the authentic, practical, and functional use of language” (p.3), This is beneficial for learners because the knowledge acquired can be used in real situations such as ordering dinner, giving an address correctly, making a reservation at a hotel, etc.

Besides, Richards and Rodgers (2001, cited by Córdoba Zúñiga, 2016) establish that: “tasks are believed to foster a process of negotiation, modification, rephrasing, and experimentation” (p.3) motivating to them to increase the vocabulary, grammar structure and pronunciation during the learning process of the second language.

Also, Nunan (1999, cited by Córdoba Zúñiga, 2016) adds that thanks to: “tasks activate and promote L2 learning through discussions, cooperation, and adjustment”

(p.3), it means that students can develop their personal and professional skills through those tasks.

Finally, Córdoba Zúñiga (2016), synthesizes that: “tasks allow learners to have more exposure in the language learning process by increasing rehearsal opportunities in which they prepare themselves to perform daily-life tasks that help them gain knowledge and experience in the target language” (pp.3-4) getting major advantages than those ones who study with the traditional system.

2.2.1.5. Issues of the Task Based Language Teaching

There are many implications that have occasioned issues to implement the Task-Based Language Teaching. Leaver and Kaplan (2004, cited by Hago Elmahdi, 2016), mention the main reasons of why some educational institutions have experimented difficulties to implement the TBLT, some of them are: “significant investment of time, lack of predictability, obstacles related to students’ teaching expectations, obstacles related to student testing expectations and lack of authentic materials” (p. 17). Also, the governmental educational institutions have to take into account some aspects before to apply this method, one of them is the adaptation of the curriculum. When they are elaborating the new English program, they have to incorporate the students' necessities, their values and beliefs according to the real-life context; however, in the majority of the cases, it is common to find resistance to changes. Furthermore, Hago Elmahdi (2016) mentions that the national education organization has to consider the hours that the teachers need for planning, developing their classes and providing feedback of the new knowledge. Additionally, Hago Elmahdi (2016) finds another issue: “the difficulty to predict how much time students would need to complete each task, but it was not always problem of

learning" (p.17), because each learner has different ways to build his or her new cognizance. Another problem to implement the TBLT is the lack of the positive attitude in the pupils, because in a research of Hago Elmahdi (2016) has found that: "The students were expecting their teachers to teach them definitions of vocabulary and list of grammar rules that they were taught for long years. The students preferred tests of knowledge to achievement and proficiency tests as they were familiarized with these types of tests" (p.17), since their point of view, it is simpler only to memorize or to apply it mechanically. Finally, professors usually have difficulties to get the budget to buy authentic materials from students or like Leaver and Kaplan (2014, cited by Hago Elmahdi, 2016) declare that: "Few textbooks are truly task-based" (p.17), therefore, the teachers have to redesign their lessons with traditional materials.

2.2.1.6. Assessments of the Task-Based Language Teaching

There are many perspectives of the TBLT, however the researches allusion some of them. According to Shehadeh (2005) mentions that: "Some researchers have examined tasks from an interaction perspective, others from an output perspective, others from a cognitive perspective, and still others from a socio-cultural perspective" (pp. 12 -13), all of them have characteristics that are crucial to develop the Task-Based method.

The first one is interaction hypothesis. When the teachers apply with this vision, the main result is to improve the second language through the feedback, it means that: "negotiation of meaning provides learners with opportunities for both the provision of comprehensible input and the production of modified output" (Shehadeh, 2005, p. 13), in other words, the pupils get the new knowledge through the teachers'

tools and feedback. Also, “These results in negotiated modification of conversation which renders the subsequent interaction more understandable, ie it becomes comprehensible input” (1985, Krashen cited by Shehadeh 2005, p. 13). and stimulates the acquisition of the second language. Finally, Shehadeh (2005) mentions that the interaction hypothesis is popular to develop with different ages students; not only with teenagers and adults, causing more professors use it.

The second one is output hypothesis, that is: “learner output (ie the language a learner produces) must be considered not just a sign of acquired knowledge (Krashen, 1985), but also a sign of learning at work (Swain, 1998, 2000)” (Shehadeh, 2005, p. 13), besides, according to Izumi (2002) states that: “output is not just a product of acquisition that has already taken place or a means by which to practice one’s language for greater fluency, but rather it plays a potentially important role in the acquisition process” (Swain, 1998, 2000, cited by Shehadeh, 2005, p. 14); in other words, the main focus the output hypothesis is the process of the second language in the students.

The third one is Skehan’s cognitive perspective. Skehan (1998) explains that during the process of the communicative competences, the educators developing the: “fluency, accuracy and complexity” (cited by Shehadeh, 2005, p. 15), which Shehadeh (2005) defines them as:

“Fluency refers to the learner’s capacity to communicate in real time, accuracy to the ability of the learner to use the target language according to its norms, and complexity to the learners’ ability to use more elaborate and complex target language structures.” (p.15)

In other words, Skehan's cognitive perspective promotes that during the learning process the students can communicate with foreign people as naturally as possible, getting closer the aim of the TBLT. However, "these three aspects of performance can be influenced by engaging learners in different types of production and communication" (1998, Skehan, cited by Shehadeh, 2005, p. 15); therefore, the teachers are responsible to improve them in different real-life contexts.

The last one is the socio-cultural theory. According with Shehadeh (2005), states this theory is when: "learners collaboratively construct knowledge as a joint activity" (p.16), it means, teachers give the directions of the task and the materials they need, then their students complete the task but in community learners. This theory was born thank for Vygotsky's research in 1987, who mentions that: "how tasks are jointly accomplished by learners, and how the process of accomplishing a task can contribute to L2 learning" (1987, cited by Shehadeh, 2005, p. 16); in addition, Vygotsky (1987) affirms: "this language development moves from the social plane to the individual's internal mental plane on the assumption that what originates in the social (inter-psychological) sphere will eventually be represented internally, or 'intrapsychologically', that is, within the individual" (cited by Shehadeh, 2005, p. 16), in other words, when the students are learning a second language, they do it via the knowledge of the community learners and their teachers.

2.2.2. Assertive Communication

The researchers present all the information related to Assertive Communication (definitions, characteristics, techniques, and benefits) from the others scientists' perspectives.

2.2.2.1. Definition of the Assertive Communication

The word "communication" has many definitions, but according to the dictionary Merriam-Webster (n.d.) defines it as: "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior", but to achieve good communication, they require a process, so Tripathy (2018) declares that:

Communication starts when the sender has some ideas that originate in his mind. Soon the ideas get converted into words and the process is termed encoding. The sender uses various channels, both auditory and visual, and takes forward the messages to be conveyed. The receiver receives the message through the process of decoding and provides feedback. (p.1-2)

Otherwise, the communication process is interrupted and provokes misunderstandings between them, because the sender or receiver do not give a clear message. For that reason, it is important to know what kind of the communication the spectator uses.

The first type is the passive communication. Tripathy, (2018) describes that: "Passive communicators are not expressive and honest people. Such people do not rely on their own abilities of communication and generally tend to disregard their own

rights.” (p. 4); so they usually: “Such pattern of communication lands them in trouble and there occurs a lot of mismanagement which they themselves cannot overrule” (Tripathy, 2018, p. 4), as a consequence, they are not good negotiators because the majority of the time they permit them to win.

The second one is the aggressive communication. Tripathy, (2018) explains that: “Aggressive communicators are known for their domineering attitude. They are extremely ambitious and demanding” (p. 4), in other words, they are the opposite of the passive speakers, because: “aggressive communicators generally tend to cease others’ feelings and do not allow them to open up” (Hasson and Silk, 2017, cited by Tripathy, 2018, p. 5). In the workplace, it is not appropriate to be an aggressive speaker because: “leads to bad team work and often leads to conflict” (Tripathy, 2018, p. 5), as a consequence, they are not good negotiators either, because they always have to win no matter what.

The last one is assertive communication. Tripathy, (2018) explain that: “Assertive people are good listeners and good speakers as they believe in respecting others’ opinion and putting their own views in the most peaceful and confident way before others” (p.5), it means that when people are assertive, they know to show their feelings and opinions with others. Besides, Neilson (2008, cited by Tripathy, 2018) mentions that:

assertive behavior is acting in a manner that allows a person to try to get what he or she wants but does not violate the rights of others. An assertive person often gives people feedback about how their behavior is affecting him or her. (p.5)

Also, Tunner (1992, cited by Sitota 2018) declares that: "Assertiveness is defined as interpersonal behavior that allows the direct expression of one's feelings, without cognitive distortion or anxiety, combining verbal and non-verbal components, and the defense of ones right, while respecting those of other" (p.3). In other words, the assertive communication is when people have the ability to express their ideas in direct and honest form with positive language. Also, they are excellent listeners, too. Therefore, in the business, they are excellent mediators because both sides win.

2.2.2.2. Characteristics of an Assertive Speaker

Assertive speakers have interesting characteristics who stand out from the rest. The first one is they: "have a self-image adequate to reality" (Uniwersytet Papieski Jana Pawla II w Krakowie, 2016, p. 24), that means when they consider a personal or professional aim, they think about which are the consequences from them or company. Also, Uniwersytet Papieski Jana Pawla II w Krakowie (2016) mentions that:

Assertive people show how they want to be treated, knowing how to define clearly the boundaries that others cannot exceed. Moreover, this is done in a fair way, directly and boldly, without paralyzing fear, accepting limitations, regardless of whether a given situation is managed successfully or not. (p.24)

Therefore, the environment is harmonious, empathic and respectful, where both sides win. Additionally, there are another important characteristic that makes them unique that is: "they can talk about themselves and accept criticism in a constructive

way” (Uniwersytet Papieski Jana Pawla II w Krakowie, 2016, p. 24), causing their weaknesses to be constantly strengthened and better chances to improve their personal and professional skills.

In sum, Balzer-Riley (2012 cited by Hanson, 2012) has determined that assertive people present the next characteristics:

- Appears self-confident and composed
- Maintains eye contact
- Uses clear, concise speech
- Speaks firmly and positively
- Speaks genuinely, without sarcasm
- Is non-apologetic
- Takes the initiative to guide situations
- Gives the same message verbally and nonverbally. (p. 15)

2.2.2.3. Techniques to improve the Assertive Communication

Before to start to apply the techniques, the educators have to know the process to implement the assertive communication. According to Balzer Riley (2012 cited by Hanson, 2012) mentions that the "DESC script" is a helpful method to improve the judgement in students, during the learning process of the assertive communication, this system consists on the learners following these steps: “• Describe the situation. • Express what you think and feel. • Specify your request. • Consequences” (p.16), in

other words, before to determine a final decision, the students have to take into account the background of the problem.

Then, the educators apply the different techniques to improve the assertive communication of their students. One of the useful technique is the brainstorming, because it is: "to best apply ideas and concepts to real-world situations" (Dale Carnegie Training, 2009; Kolb & Stevens Griffith, 2009, cited by cited by Hanson, 2012, p. 17), and as a result, it lets them make an analysis about the causes, consequences and the best solution of the problem.

The second technique is the role play. This technique is convenient too because it is: "able to give tangible feedback on content as well as posture, eye contact and tone of voice during practice" (Sundel & Sundel, 1980, cited by Hanson, 2012, p. 17), so, when the students have to confront a similar situation, they already know how to manage it in the best way.

Also, the broken record is another one. According to Michel, Fursland, & Nathan, (2019), explain that: "This skill involves preparing what you are going to say and repeating it exactly as often as necessary, in a calm relaxed manner" (p. 6), it is an excellent way to say "No" without offense to the other person.

Besides, according to Michel et al (2019) the most common technique is basic assertion or "I" statements. They explain that: "Basic assertion is when we make a statement that expresses clearly our needs, wants, beliefs, opinions or feelings"

(Michel et al, 2019, p. 2), in other words, the students are able to express emotions, opinions, inform important things or congratulate in a direct and clear form.

In summary, Kethsiyal, (2016) mentions the following techniques to improve the assertive communication:

1. Standing up for one's basic human right
2. Assuming responsibility for one's own statement
3. Responding as a "broken record"
4. Agreeing assertively
5. Shifting from content to process
6. Clouding/fogging
7. Defusing
8. Delaying assertively
9. Responding assertively with irony (p.55)

2.2.2.4. Benefits of the Assertive Communication

Assertive communication brings many benefits in personal and professional life. The assertive employees develop skills like: "communication, negotiating, and leadership" (Garner, 2012, p.13). In addition, Garner (2012) declared that: "it helps you eliminate the fear and stress which still today are present in many of our life and work relationships, be they demanding bosses, angry customers, or unhelpful colleagues" (p.13), producing a great work environment and productive people.

The benefits in the friendship or in other kind of relationship with assertive speakers are considered noticeable because: "it is the best way to solve problems

and maneuver our way out of conflict” (Garner, 2012, p.13), given the fact that the point of view is given in clear and honest form. Also, according to Borbely, C.J., J.A. Graber, S.T. Nichols, J. Brooks-Gunn and G.J. Botvin (2005 cited by Ergeneli, Bayhan Karapinar, & Metin Camgöz, 2011) declare that when the parents use assertive communication with their offspring, the relationship between them is better because: "assertiveness was also found to be associated with effective conflict resolution strategies with their parents" (p.5), because the assertiveness let them: "express positive emotions such as gratitude from others, expressing love and affection and praise" (Butt & Mahmood Zahid, 2015, p. 2).

In sum, Balzer-Riley (2012 cited by Hanson, 2012) has stated that the assertive communication gives the following benefits:

- Being more likely to get what you want by asking for it clearly
- People respect clear, open, honest communication
- Standing up for your own rights and feel self-respect
- You avoid the invitation of aggression when the rights of others are violated
- You are more independent
- You become a decision-maker
- You feel more peaceful and comfortable with yourself (p. 14)

2.3. Hypothesis

The greatest the application of the Task-Based Teaching Method is, the greatest results of the assertive conversational skills will be.

2.4. Operationalization of the hypothesis

Table 1

Operationalization of the hypothesis

Hypothesis	Concept	Variables	Indicators
The greatest the application of the Task-Based Teaching Method is	Task-Based Teaching Method	Application of the Task-Based Teaching Method	Previous knowledge. Vocabulary. Simulation of the job interview.
The greatest results of the assertive conversational skills will be.	Assertive conversational skills.	Results of the assertive conversational skills.	Verbal skills. Solving problems Body language.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. TYPE OF RESEARCH

3.1.1. Purpose

The purpose is to obtain results through a series of scientific processes that contribute to the development of existing knowledge or the innovation of a theory. There are two types of purposes in a research: basic or applied.

In the basic scientific research, it defines as: “It is the quest for new knowledge and the exploration of the unknown” (Dissanayake, 2016, p.1); on the contrary, in the applied research: [...] “is used to answer specific questions that have direct applications to the society” (Dissanayake, 2016, p.1). Therefore, according to the last definitions this research is applied, because it is an existing knowledge and was developed by foreign scientists.

3.1.2. Temporal dimension

The temporal dimension consists on the period of time scientists develop a research. There are two types: the longitudinal and the cross sectional.

According to Caruana, Roman, Hernández Sánchez y Solli (2015) define the longitudinal dimension as: “Longitudinal studies employ continuous or repeated measures to follow particular individuals over prolonged periods of time—often years or decades” (p. 1), instead of the cross sectional consists in: “The cross-sectional research is a research approach in which the researchers investigate the state of affairs in a population at a certain point in time” (Bethlehem, 1999, cited by

Zheng, 2015). Consequently, according to the last information, this research is cross sectional, because it is elaborated in 2019.

3.1.3. Framework

The framework is classified along with the quantity of the population or sample of the investigation. There are three types: mega, macro and micro.

According to Cambridge Dictionary (n.d), the concept of “mega” is: “used to add the meaning "extremely big" or "a large amount" to nouns”, in other words, a mega investigation is when the number of the participants is extremely huge. On the other side, Cambridge Dictionary (n.d.) conceptualize “macro” like: “relating to the whole of something, rather than its parts”; it means, a macro studio is when the total of the population or sample belongs to a relatively large group of people. Finally, Cambridge Dictionary (n.d.) determines that: “very small, or at the lowest level”, that is to say, a micro research is when the scientists take a sample or population with a minimum amount required; for that reason, because this investigation analyzed only 11th grade students from the “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas, it is a micro study.

3.1.4. Nature

The nature of the researches is divided in quantitative, qualitative and mixing. In the quantitative investigation is assumed that: "...polls, or surveys... [focusing] on gathering numerical data and generalising it across groups of people" (Babbie, 2010, cited by Almalki, 2016), instead the qualitative research infers that: "It focuses upon drawing meaning from the experiences and opinions of participants" (Almalki, 2016, p. 4), it means, the investigation is quantitative when the scientists collect the information, analyze through mathematical calculations and determine the results; thus, in the qualitative investigations they get the conclusions via a subjective analysis of the problem.

Finally, there is a mixed focus. According to Burke Johnson, Onwueegbuzie, y Turner (2007, cited by Almalki, 2016), define it like:

the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (p.4)

In other words, when the researchers use the mixed focus, the results are obtained by numerical data and experiences of the participants. For that reason, the researchers have determined that this study is mixed but predominantly quantitative.

3.1.5. Character

The most common classifications of the character of investigations are descriptive, explanatory and exploratory. According to Yin (1994, cited by Jajoo, 2014) defines that an exploratory investigation like “Exploratory studies are a valuable means of understanding what is happening; to seek new insights; to ask questions and to assess phenomenon in a new light” (p.1), it means that when the scientist detects a problem or situation which lacks or has very little information from other authors. On the other hand, Jajoo (2014) indicates that a descriptive research is when: [...] “defines the research aspects viz., who, what, where, when, why and sometimes how of the research” (p. 2). In other words, the events that are happening to the population or sample during that period are described in detail. Finally, an explanatory study is determined as “the theory is created to answer why and how questions” (Jajoo, 2014, p. 2); unlike the descriptive one, the explanatory one is not limited only to observe the phenomenon, but also to answer which are the causes through hypotheses or theories of different authors.

Therefore, this study is exploratory because there is lack of relevant investigations related with the topic nationally, and it is descriptive because the researchers of this study detail how the process to acquire the assertive communication is during a job interview by Task-Based Language Teaching with 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.

3.2. SUBJECTS AND SOURCES OF INFORMATION

3.2.1. Analysis Unit

The analysis unit of this research is 75% of the 11th grade ESL students from “Ejecutivo para Centros De Servicios” Technical Specialty in the nocturnal institution from Colegio Técnico Profesional Puntarenas. The sample is taken during the second quarter of the 2019. Additionally, they are taken 6 English teachers and 6 administrative staff of the educational institution.

3.2.2. Primary sources

The primary sources directly contribute during the investigation process. In the following chart takes the most relevant authors of the international universities thesis as references.

Table 2
Primary Sources

Author o authors	University or organization	Country	Year
A. S. Abdelmajid Yousif	Sudan University of Science and Technology	Sudan	2017
P. Kethsiyal	Tamil Nadu Dr. M.G.R. Medical University	India	2016

Source: Own authorship

3.2.3. Secondary sources

The secondary sources are books with scientific information. They give greater credibility with existing or new theories. In the following list, the researchers mention the main books used in the bibliography consulted for this study:

- González Vallejos, L. M., Chinchilla Jiménez, A., Guerra Vargas, G. & Jara Ocampo, A. (2018). Guía cuantitativa para trabajos finales de graduación, tesinas y tesis en ciencias sociales.
- González Vallejos, L. M., Evans Meza, R., Perez Fallas, D. (2017). Manual: Vancouver, APA.
- Hernández-Sampieri, R., Fernández-Collado, C. y Baptista-Lucio, P. (2014). Selección de la muestra. En Metodología de la Investigación.
- Garner, E. (2012). Assertiveness: Re-claim your assertive birthright.
- Hasson, G. (2012). Brilliant Communication Skills.

3.2.4. Tertiary sources

This section is related to the main sources taken by scientific magazines or articles by recognized authors are known as tertiary sources. In this research, the following tertiary sources are taken:

2014: Language Teaching and Task Based Approach. Theory and Practice in Language Studies.

2015: Effect of Assertiveness Skills on Job Burnout. International Letters of Social and Humanistic Sciences.

2015: Conceptualization Of Cross-sectional Mixed Methods Studies In Health Science: A Methodological Review. International Journal of Quantitative and Qualitative Research Methods.

2016: Implementing task-based language teaching to integrate language skills in an EFL program at a Colombian university. profile Issues in Teachers' Professional Development.

2016: Sources, developments and directions of task-based language teaching. The Language Learning Journal

2016: Basic and applied scientific research, innovation and economic development. Ceylon Journal of Science.

2016: The Impact of Task-Based Approach on EFL Learner's Performance. World Journal of Educational Research.

2016: Integrating Quantitative and Qualitative Data in Mixed Methods Research—Challenges and Benefits. Journal of Education and Learning.

2018: Assertiveness – A Win-Win Approach to Business Communication. IU Journal of Soft Skills

2018: Assertiveness and Academic Achievement Motivation of Adolescent
Students in Selected Secondary Schools of Harari Peoples Regional State, Ethiopia.
International Journal of Education & Literacy Studies

3.3. SAMPLE SELECTION

3.3.1. The Population

The population of this study consists in 38 of 11th grade ESL students from “Ejecutivo para Centros De Servicios” technical specialty, 6 administrative staff and 6 English teachers who work in the Puntarenas Professional Technical College during the second half of 2019.

3.3.2. The Sample

The research sample comprises 75% of the 38 eleventh grade ESL students from the CTPP, because the other 25% are not attending classes, that is why the sample is based on 28 students from 38 which is the complete class. Also, it includes 6 administrative staff and 6 English teachers who work in the educational institution mention previously.

3.3.3. Probabilistic or Non-probabilistic

The type of research sample is probabilistic, because according to Hernández-Sampieri, Fernández-Collado, and Baptista-Lucio (2014) they determine that a probabilistic sample is: “Subgrupo de la población en el que todos los elementos tienen la misma posibilidad de ser elegidos” [Subgroup of the population in which all the elements have the same possibility of being chosen] (p. 7), it means that any student of 75% of the population has the same possibility of being chosen as a study participant.

However, the selection system of each participant of this study is through the tombola. According to Hernández-Sampieri et. al. (2014), define the tombola as:

[...] consiste en numerar todos los elementos muestrales de la población, del uno al número N. Después se hacen fichas o papeles, uno por cada elemento, se revuelven en una caja y se van sacando n número de fichas, según el tamaño de la muestra. Los números elegidos al azar conformarán la muestra. [It consists of numbering all the sample elements of the population, from one to number N. Then, they make cards or papers, one for each element, they are stirred in a box and they are taken n number of cards, according to the size of the sample. The randomly chosen numbers will make up the sample] (p. 8)

In the case of this study, the attendance lists of the eleventh grade ESL learners from “Ejecutivo para Centros De Servicios” technical specialty of CTPP are printed, cut out, folded in half, placed inside a box and randomly taken 28 pieces of paper (i.e. 75%) with their names.

3.4. Techniques and Instruments to Collect Information

There are techniques and instruments, according to their characteristics and the needs of the researchers, they manage to collect information and thus contribute to the analysis of their results.

With the purpose of obtaining greater credibility in the results of this research, the following instruments and techniques are used:

In the case of the 75% of the 38 eleventh grade ESL students of the “Ejecutivo para Centro de Servicios” technical specialty from the nocturnal institution CTPP (chosen by the tombola), the researches of this study use two questionnaires and an evaluation rubric.

In addition, the 6 English teachers and 6 administrative staff who work in the educational institution (mentioned in the last paragraph), apply two questionnaires.

3.5 Operation of Variables

3.3.1. Analysis of Variable 1

The first specific objective of this research is: To determine the assertive conversational skills for job interviews of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas. The variable is determined, which consists on the assertive conversational skills for job interviews of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas. In addition, the definition of the previous variable is the ability to express your emotions clearly and directly during a job interview. Additionally, the instrument is established and what questions are used to obtain reliable data, and those are “Questionnaire addressed to students”, Appendix 4, the questions are used: 1, 2, 3, 4 and 5; also, “Questionnaire addressed to teachers”, appendix 5, are used the questions 1, 2, 3, 4 and 5; and, “Questionnaire addressed to administrative collaborators”, appendix 6, are used the questions 1, 2, 3, 4 and 5. Finally, an operational definition is established empirically: If between 75% to 100% of the students, English teachers and administrative staff have an excellent knowledge about the assertive conversational skills for a job interview, it is positive for the research. If between 74% to 60% of them have some knowledge, it is relatively positive and 59% or less of them, it is negative for the research.

3.3.2. Analysis of Variable 2

The second specific objective consists on applying the Task-Based Teaching Method of 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas. Therefore, following this objective, it is determined the second variable, which consists on The Task-Based Teaching Method of 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas. In addition, in order to have greater clarity, the following definition of the previous variable is the methodology where new knowledge is acquired and adapted to the sociocultural context of the learners through authentic tasks and materials. Additionally, the instrument is established and what questions are used to obtain reliable data, and those are: “Questionnaire about English lessons for students”, appendix 7 are used the questions 1, 2, 3, 4 and 5; also, “Questionnaire about English lessons for teachers”, appendix 8, are used the questions 1, 2, 3, 4 and 5; and “Questionnaire about English lessons for administrative collaborators”, appendix 9, are used the questions 1, 2, 3, 4 and 5. Finally, an operational definition is established empirically: If between 75% to 100% of the students, English teachers and administrative staff give their opinions about the application of the Task-Based Language Teaching, it is positive for the research. If between 74% to 60% of the sample give their opinions about the application of the Task-Based Language Teaching, it is relatively positive and 59% or less of them, it is negative for the research.

3.3.3. Analysis of Variable 3

The third specific objective is to evaluate the assertive conversational performance of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas. Following the third specific objective, the variable is determined, which consists on the assertive conversational performance of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas. In addition, the definition of the previous variable is: It is when the researchers have the knowledge about the level of the assertive conversational skill by a job interview’s evaluation. Additionally, with the purpose of obtaining more knowledge about the level of the assertiveness of the instrument “Evaluation rubric for students”, appendix 10 are used the questions 1, 2, 3, 4 and 5. Finally, an operational definition is established empirically: If between 75% to 100% of the students have an excellent assertive conversational skill during the job interview evaluation, it is positive for the research. If between 74% to 60% of them present poor assertiveness, it is relatively positive; and 59% or less of them, it is negative for the research.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter analyzes the results from the 6 questionnaires and an evaluation's rubric which are applied to the different samples. The data of this study is categorized according to each variable, and it is subdivided in students, teachers and administrative workers' answers. Besides, the responses of each instrument are illustrated in charts and graphics.

The results are significant for this research because they provide the required information to analyze the use of Task-based Teaching Method for improving the assertive conversational skills for job interviews.

4.1. QUANTITATIVE ANALYSIS OF THE RESULTS RELATED TO THE VARIABLE 1

The first variable is the assertive conversational skills for job interviews of 11th Grade ESL Students from "Ejecutivo para Centros De Servicios" Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.

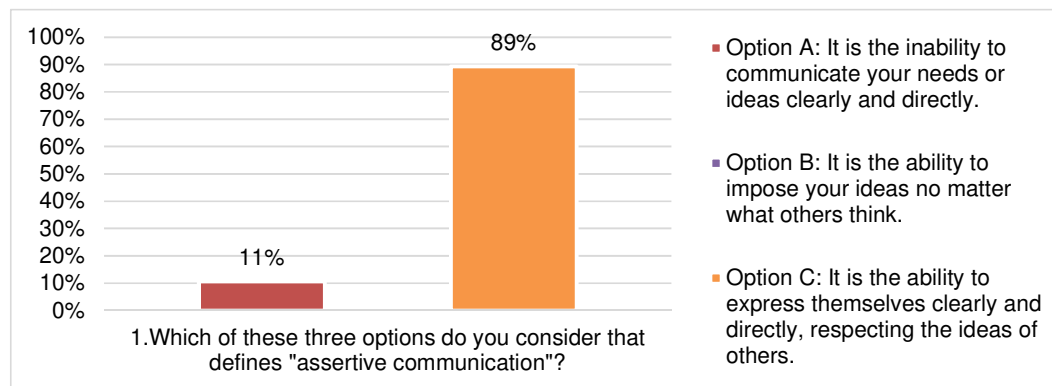
4.1.1. Answers of students

Table 3:

Results of question 1 of students, variable 1.

Questions	Answers					
	Option A: It is the inability to communicate your needs or ideas clearly and directly.		Option B: It is the ability to impose your ideas no matter what others think.		Option C: It is the ability to express themselves clearly and directly, respecting the ideas of others.	
	AF	RF	AF	RF	AF	RF
1.Which of these three options do you consider that defines "assertive communication"?	3	11%	0	0%	25	89%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 1:

Results of question 1 of the students, Variable 1.

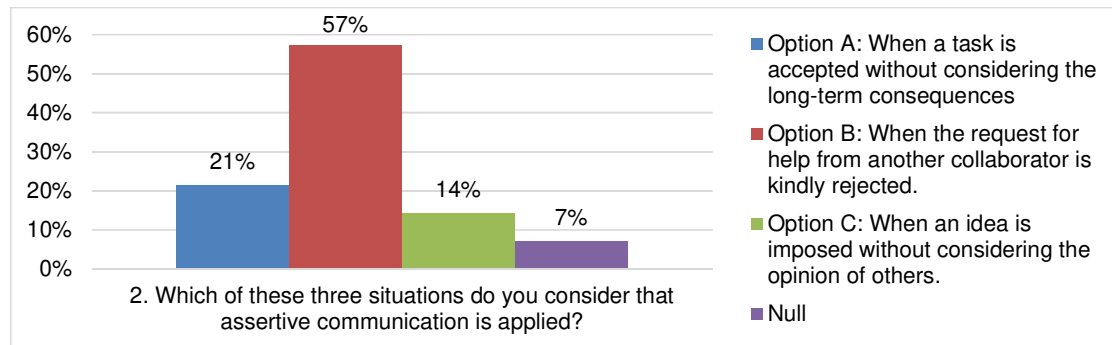
According to the last information, in the first question, the majority of the students' sample (89%) considers that the definition of the assertive communication is the ability to express themselves clearly and directly, respecting the ideas of others; however, the 11% of them determines that it is the inability to communicate your needs or ideas clearly and directly.

Table 4:

Results of question 2 of the students, variable 1.

Questions	Answers							
	Option A: When a task is accepted without considering the long-term consequences		Option B: When the request for help from another collaborator is kindly rejected.		Option C: When an idea is imposed without considering the opinion of others.		Null	
	AF	RF	AF	RF	AF	RF	AF	RF
2. Which of these three situations do you consider that assertive communication is applied?	6	21%	16	57%	4	14%	2	7%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 2:

Results of questions 2 of the students, Variable 1.

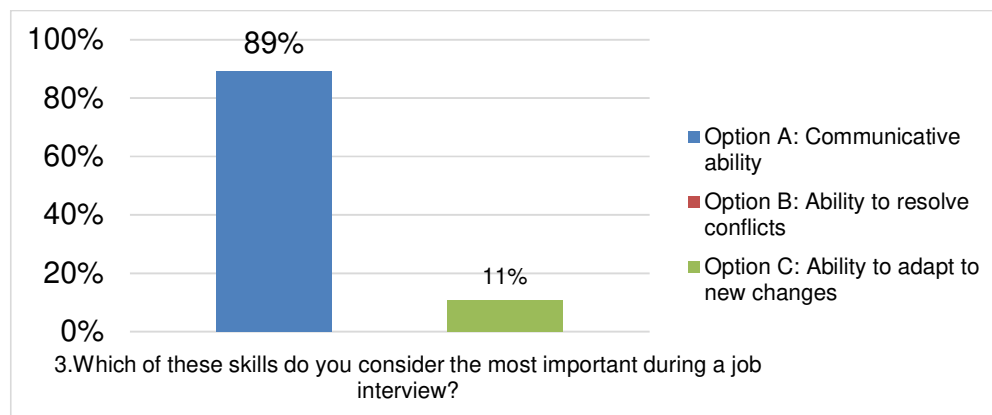
In the second question, a little more than half of the students' sample (57%) considers that assertive communication is applied when the request for help from another collaborator is kindly rejected; the 21% of them establishes that it is when a task is accepted without considering the long-term consequences; the 14% of them agrees that it is when an idea is imposed without considering the opinion of others and the 7% of them does not answer it.

Table 5:

Results of question 3 of students, variable 1

Question	Answers					
	Option A: Communicative ability		Option B: Ability to resolve conflicts		Option C: Ability to adapt to new changes	
	AF	RF	AF	RF	AF	RF
3. Which of these skills do you consider the most important during a job interview?	25	89%	0	0%	3	11%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 3:

Results of questions 3 of the students, Variable 1.

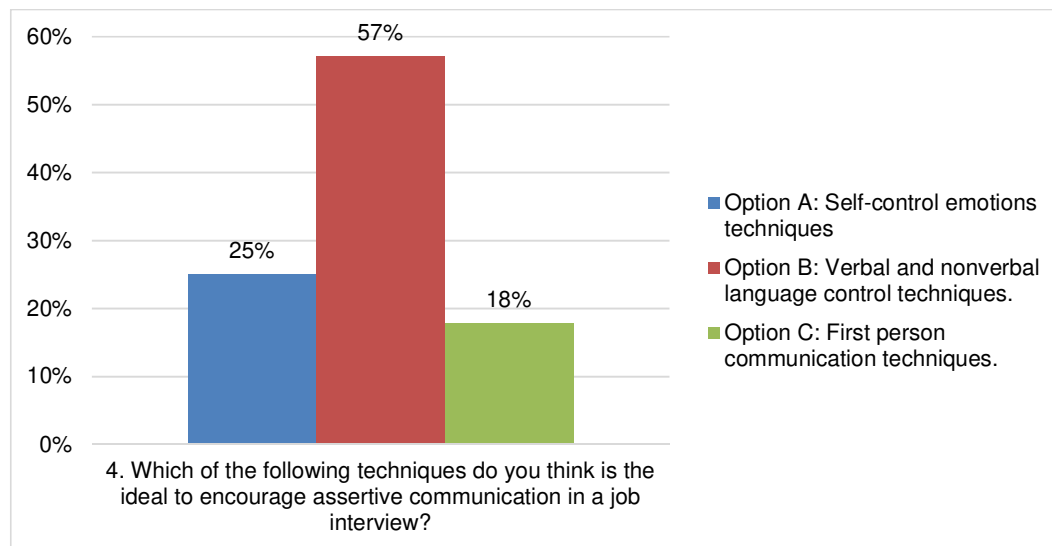
In the third question, most of the students (89%) answer that the most important skills during a job interview is the communicative ability and the 11% of them consider that the best one is the ability to adapt to new changes.

Table 6:

Results of question 4 of students, variable 1

Question	Answers					
	Option A: Self-control emotions techniques		Option B: Verbal and nonverbal language control techniques.		Option C: First person communication techniques.	
	AF	RF	AF	RF	AF	RF
4. Which of the following techniques do you think is the ideal to encourage assertive communication in a job interview?	7	25%	16	57%	5	18%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 4:

Results of questions 4 of students, Variable 1.

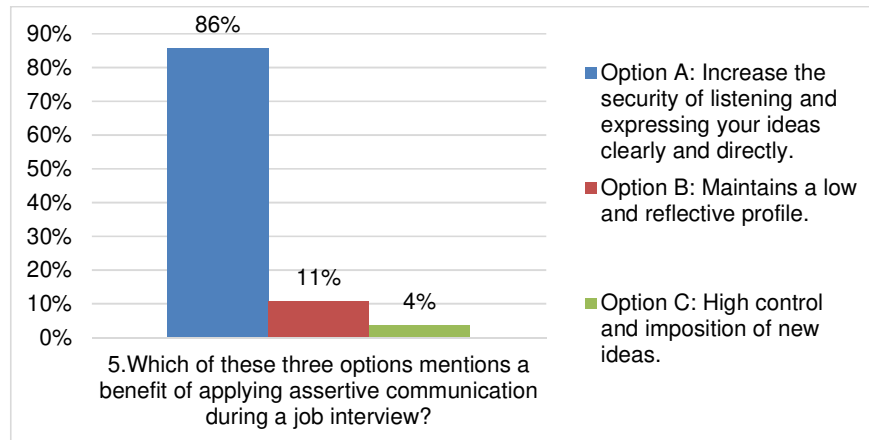
In the fourth question, the 57% of the students' sample thinks that the best technique to encourage the assertive communication in a job interview is verbal and nonverbal language control techniques; however, 7 (or 25%) of them believe that the best one is self-control emotions technique and 5 (18%) of them consider the first person communication is the greatest technique.

Table 7:

Results of question 5 of students, variable 1

Question	Answers					
	Option A: Increase the security of listening and expressing your ideas clearly and directly.		Option B: Maintains a low and reflective profile.		Option C: High control and imposition of new ideas.	
	AF	RF	AF	RF	AF	RF
5. Which of these three options mentions a benefit of applying assertive communication during a job interview?	24	86%	3	11%	1	4%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 5:

Results of question 5 of the students, Variable 1.

In the last question of this questionnaire, the majority of the sample (86%) believes that the assertive communication is beneficial because it increases the security of listening and expressing the ideas clearly and directly; nevertheless, the 11% of them mention that to maintain a low and reflective profile is a great benefit to the applicant, and the 4% thinks that when you have the high control and imposition of new ideas is an advantage during a job interview.

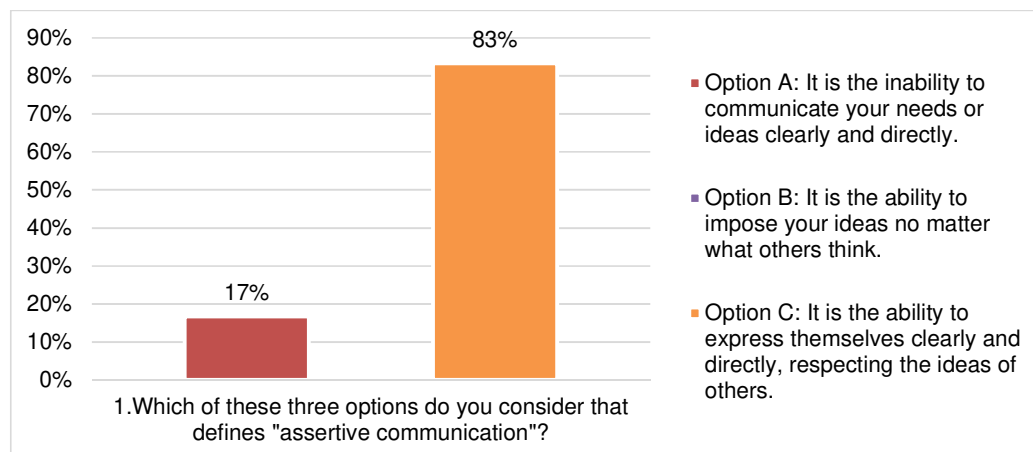
4.1.2. Answers of teachers

Table 8:

Results of question 1 of the teachers, variable 1

Questions	Answers					
	Option A: It is the inability to communicate your needs or ideas clearly and directly.		Option B: It is the ability to impose your ideas no matter what others think.		Option C: It is the ability to express themselves clearly and directly, respecting the ideas of others.	
	AF	RF	AF	RF	AF	RF
1. Which of these three options do you consider that defines "assertive communication"?	1	17%	0	0%	5	83%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 6:

Results of question 1 of the teachers, Variable 1.

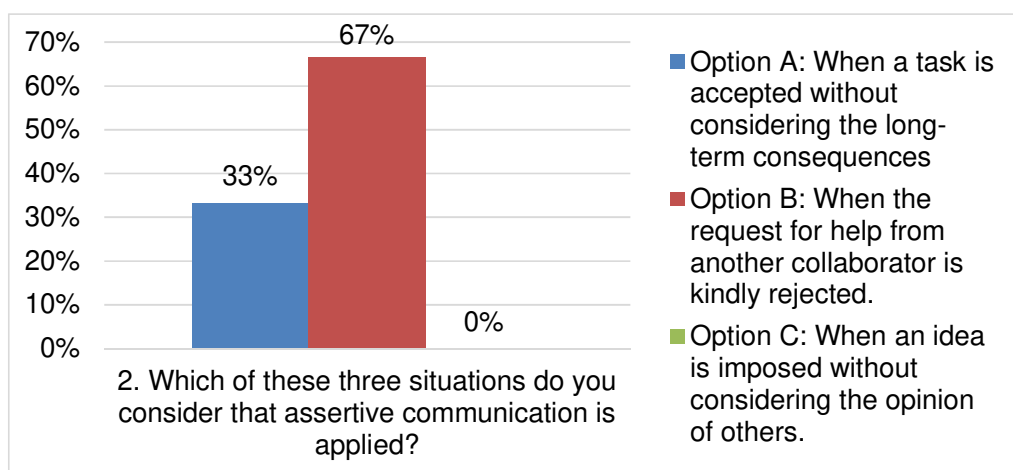
In the first question, the 83% of the English teachers consider the best definition is the option C; however, the 17% of them think that the best one is the option A. This reflects that, most of the English teachers agree that the greatest definition of assertive communication is "It is the ability to express themselves clearly and directly, respecting the ideas of others".

Table 9:

Results of question 2 of teachers, variable 1.

Questions	Answers					
	Option A: When a task is accepted without considering the long-term consequences		Option B: When the request for help from another collaborator is kindly rejected.		Option C: When an idea is imposed without considering the opinion of others.	
	AF	RF	AF	RF	AF	RF
2. Which of these three situations do you consider that assertive communication is applied?	2	33%	4	67%	0	33%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 7:

Results of question 2 of the teachers, Variable 1.

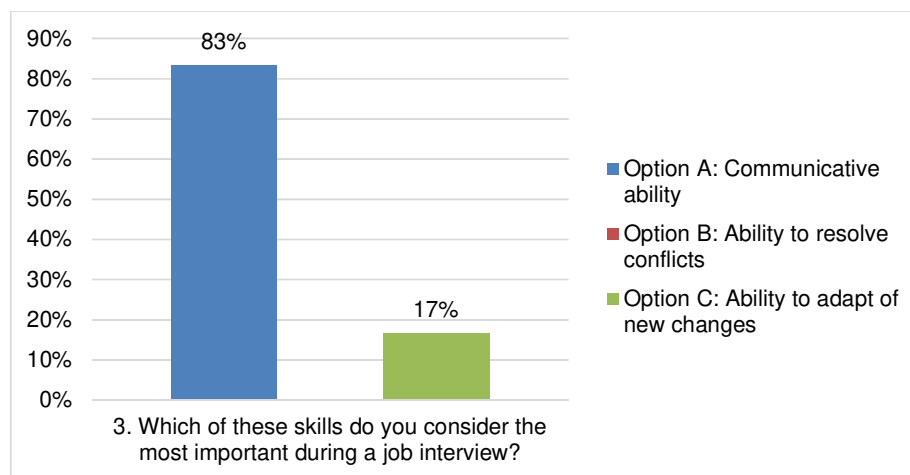
In the second question, the results are: 67% of the English teachers consider that the best situation is "when the request for help from another collaborator is kindly rejected" and 33% of them believe that the best one is "when a task is accepted without considering the long-term consequences". In other words, many of them consider "the request for help from another collaborator is kindly rejected" (option B) an assertive situation.

Table 10:

Results of question 3 of the teachers, variable 1.

Question	Answers					
	Option A: Communicative ability		Option B: Ability to resolve conflicts		Option C: Ability to adapt of new changes	
	AF	RF	AF	RF	AF	RF
3. Which of these skills do you consider the most important during a job interview?	5	83%	0	0%	1	17%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 8:

Results of question 3 of the teachers, Variable 1.

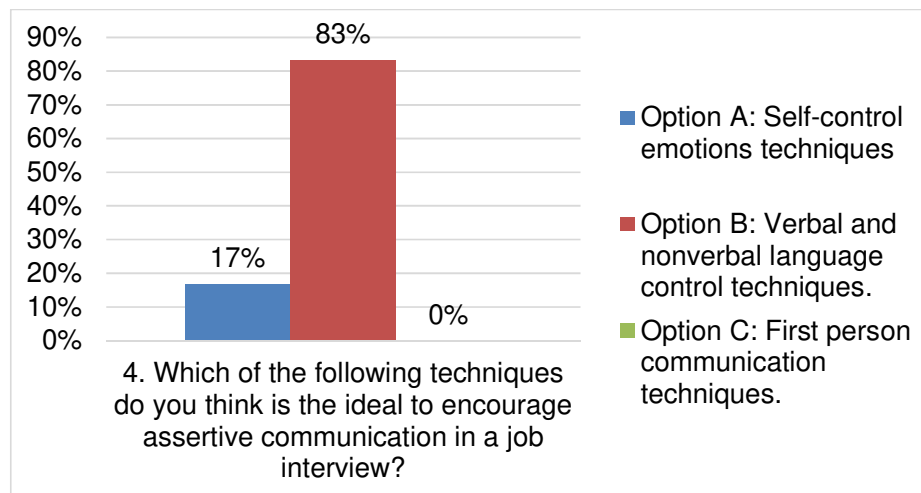
In the third question, the 83% of the English teachers think that the communicative ability is the most important skill during a job interview, but the 17% of them believe that the best one is the ability to adapt of new changes. This means that, most of them consider the communicative ability the most significant skill during a job interview.

Table 11:

Results of question 4 of the teachers, variable 1.

Question	Answers					
	Option A: Self-control emotions techniques		Option B: Verbal and nonverbal language control techniques.		Option C: First person communication techniques.	
	AF	RF	AF	RF	AF	RF
4. Which of the following techniques do you think is the ideal to encourage assertive communication in a job interview?	1	17%	5	83%	0	0%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 9:

Results of question 4 of the teachers, variable 1.

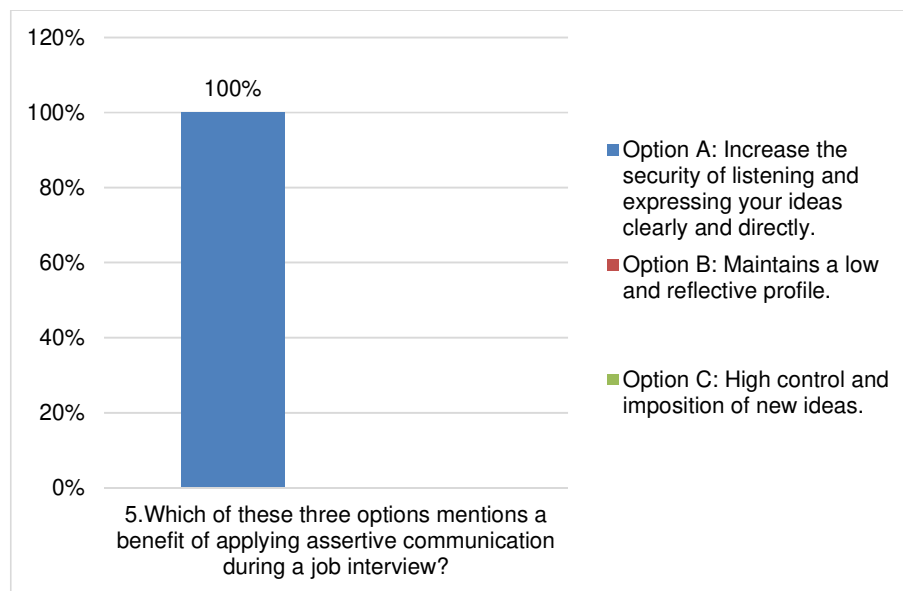
In the fourth question, 83% of the English teachers believe that the best technique to encourage the assertive communication in a job interview is the verbal and nonverbal language control techniques, and 17% of the English teachers considers that the best one is the self-control emotions techniques. In other words, the majority of them considers that verbal and nonverbal language control is the best technique to increase the assertive communication in a job interview.

Table 12:

Results of question 5 of the teachers, variable 1.

Question	Answers					
	Option A: Increase the security of listening and expressing your ideas clearly and directly.		Option B: Maintains a low and reflective profile.		Option C: High control and imposition of new ideas.	
	AF	RF	AF	RF	AF	RF
5. Which of these three options mentions a benefit of applying assertive communication during a job interview?	6	100%	0	0%	0	0%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 10:

Results of question 5 of the teachers, variable 1.

In the fifth question, the total of the sample considers the best benefit is to increase the security of listening and expressing your ideas clearly and directly.

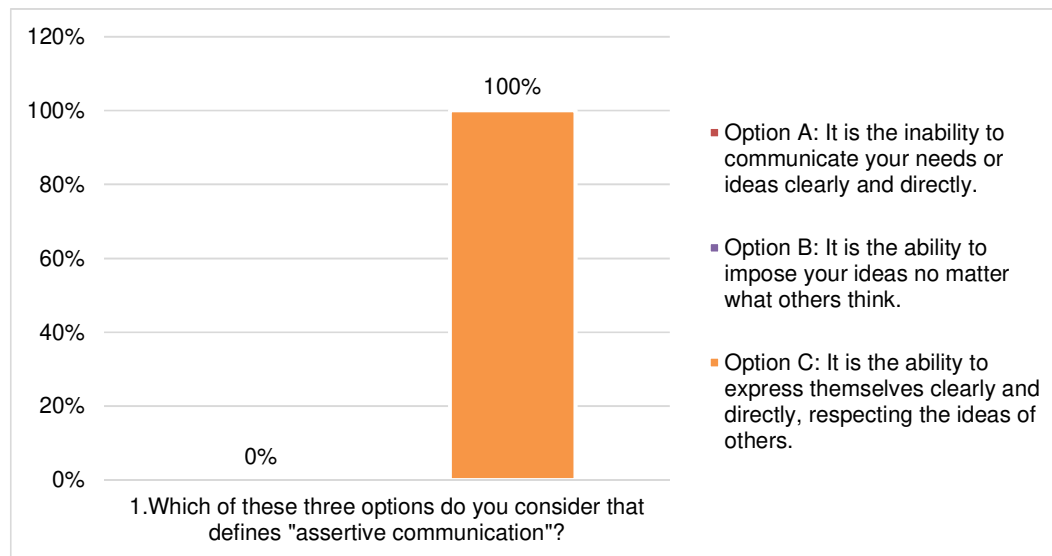
4.1.3. Answers of administrative workers

Table 13:

Results of question 1 of the workers, variable 1.

Questions	Answers					
	Option A: It is the inability to communicate your needs or ideas clearly and directly.		Option B: It is the ability to impose your ideas no matter what others think.		Option C: It is the ability to express themselves clearly and directly, respecting the ideas of others.	
	AF	RF	AF	RF	AF	RF
1.Which of these three options do you consider that defines "assertive communication"?	0	0%	0	0%	6	100%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 11:

Results of question 1 of the workers, variable 1.

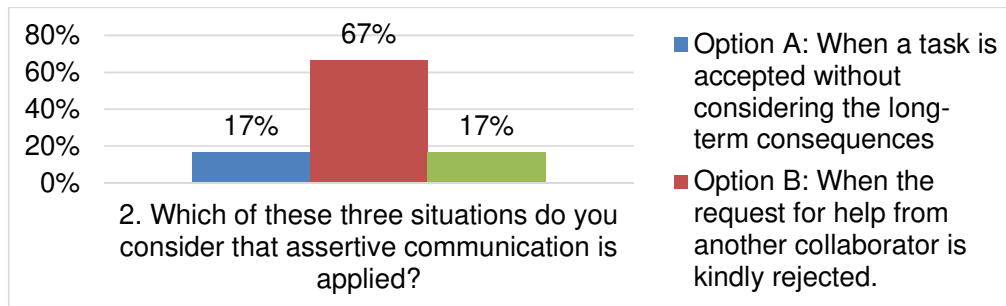
In the first question, the total of the sample considers that the best definition of the assertive communication is the ability to express themselves clearly and directly, respecting the ideas of others.

Table 14:

Results of question 2 of the workers, variable 1

Questions	Answers					
	Option A: When a task is accepted without considering the long-term consequences		Option B: When the request for help from another collaborator is kindly rejected.		Option C: When an idea is imposed without considering the opinion of others.	
	AF	RF	AF	RF	AF	RF
2. Which of these three situations do you consider that assertive communication is applied?	1	17%	4	67%	1	17%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 12:

Results of question 2 of the workers, variable 1.

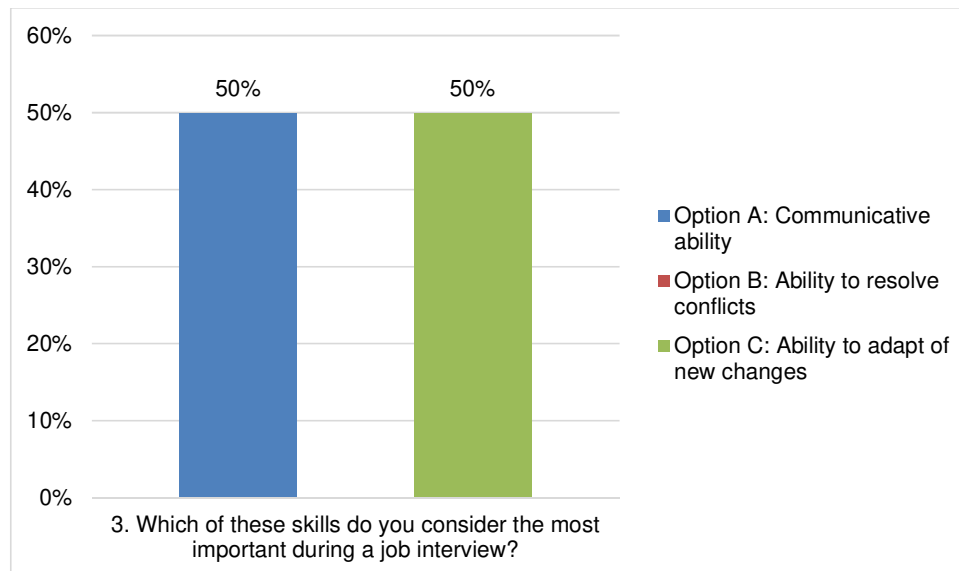
In the second question, the results are: 67% of the workers think the best situation is when the request for help from another collaborator is kindly rejected, the 17% of them think the best one is when a task is accepted without considering the long-term consequences, and 17% % of them think the best one is when an idea is imposed without considering the opinion of others. This means that most of them consider the best situation is "when the request for help from another collaborator is kindly rejected" (option B).

Table 15:

Results of question 3 of workers, variable 1.

Question	Answers					
	Option A: Communicative ability		Option B: Ability to resolve conflicts		Option C: Ability to adapt of new changes	
	AF	RF	AF	RF	AF	RF
3. Which of these skills do you consider the most important during a job interview?	3	50%	0	0%	3	50%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 13:

Results of question 3 of the workers, variable 1.

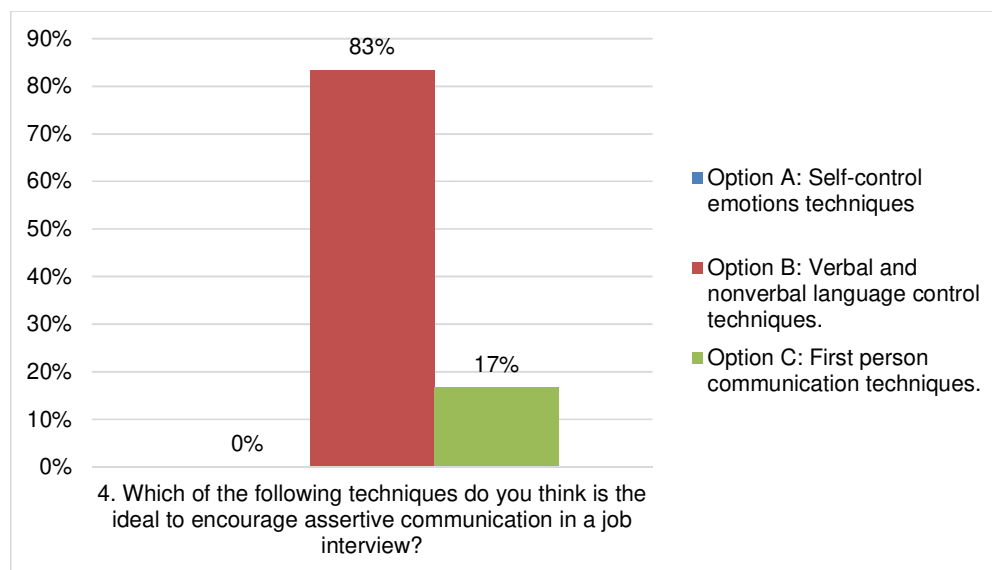
In the third question, 50% administrative workers mark the option A and 50% select the option C. In other words, a half of them consider the communicative ability is the best skill during a job interview, and rest of them consider that the ability to adapt of new changes is the best competence during a job interview.

Table 16:

Results of question 4 of the workers, variable 1.

Question	Answers					
	Option A: Self-control emotions techniques		Option B: Verbal and nonverbal language control techniques.		Option C: First person communication techniques.	
	AF	RF	AF	RF	AF	RF
4. Which of the following techniques do you think is the ideal to encourage assertive communication in a job interview?	0	0%	5	83%	1	17%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 14:

Results of question 4 of the workers, variable 1.

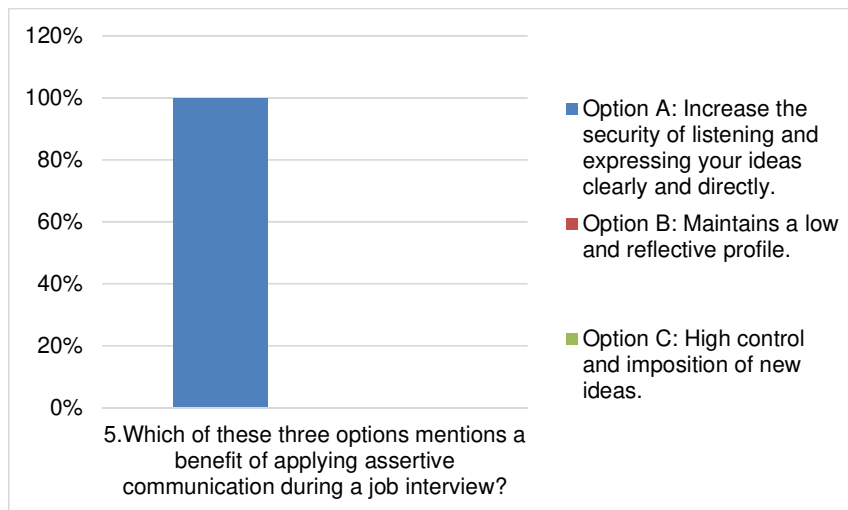
In the fourth question, 83% administrative workers indicate the option B as the best answer, and rest of them consider that the best one is option C. In other words, the most of them consider that the verbal and nonverbal language control is the best technique during a job interview.

Table 17:

Results of question 4 of the workers, variable 1.

Question	Answers					
	Option A: Increase the security of listening and expressing your ideas clearly and directly.		Option B: Maintains a low and reflective profile.		Option C: High control and imposition of new ideas.	
	AF	RF	AF	RF	AF	RF
5. Which of these three options mentions a benefit of applying assertive communication during a job interview?	6	100%	0	0%	0	0%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 15:

Results of question 5 of the workers, variable 1.

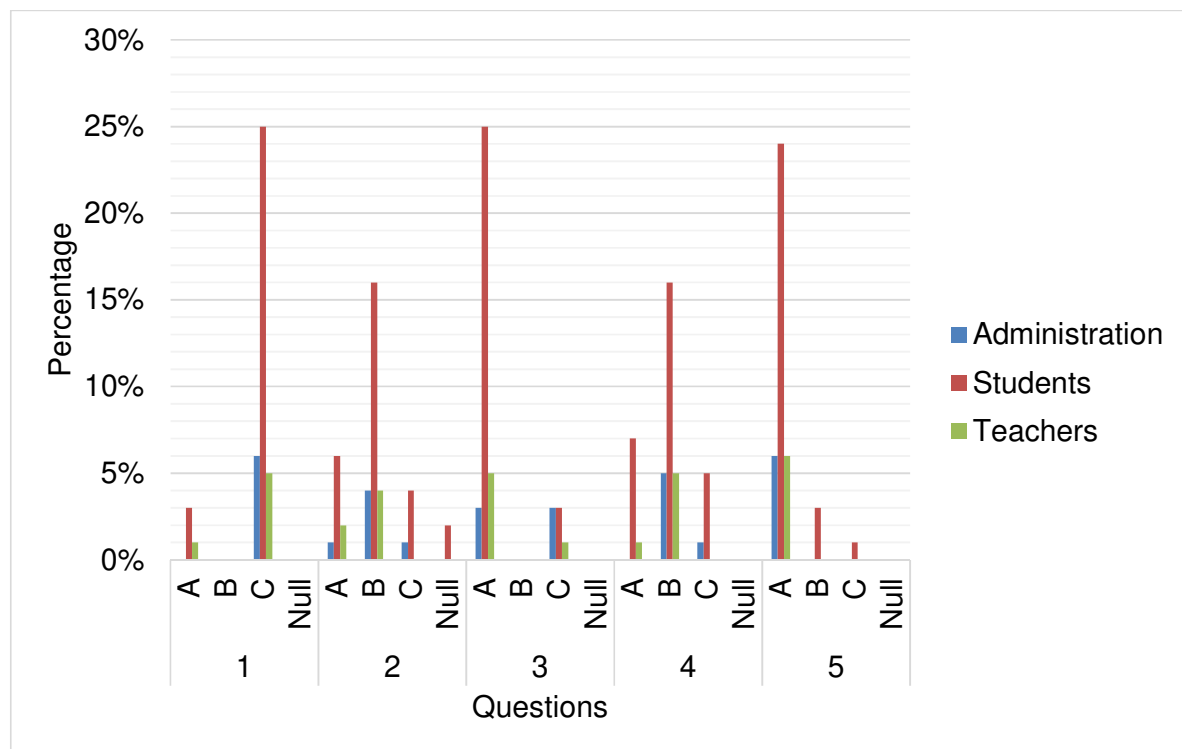
In the fifth question, the total of the sample considers that to increase the security of listening and expressing your ideas clearly and directly is **baneful** to the interviewee.

Table 18:

Students, English teachers and administrative workers' answers, variable 1.

Questions	Option A			Answers Option B			Option C		
	Students	Teachers	Administrative staff	Students	Teachers	Administrative staff	Students	Teachers	Administrative staff
Question 1	11%	17%	0%	0%	0%	0%	89%	83%	100%
Question 2	21%	33%	17%	57%	67%	67%	14%	0%	17%
Question 3	89%	83%	50%	0%	0%	0%	11%	17%	50%
Question 4	25%	17%	0%	57%	83%	83%	18%	0%	17%
Question 5	86%	100%	100%	11%	0%	0%	4%	0%	0%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 16:

Results of questions of students, teachers and administrative workers, Variable 1.

Questions

1. Which of these three options do you consider that defines "assertive communication"?
2. Which of these three situations do you consider that assertive communication is applied?
3. Which of these skills do you consider the most important during a job interview?
4. Which of the following techniques do you think is the ideal to encourage assertive communication in a job interview?
5. Which of these three options mentions a benefit of applying assertive communication during a job interview?

According to the comparative chart and graphic, the results are:

In the first question, most of the students, teachers and workers consider the best definition of the assertive communication is the option C: "It is the ability to express themselves clearly and directly, respecting the ideas of others". In the second question, most of the learners, educators and employees determine that the best situation which applies the assertive communication is "when the request for help from another collaborator is kindly rejected" (option B). In the third question, most of the participants of this study believe that the most important skill during a job interview is the communicative ability (option A). In the fourth question, the majority of the students, teachers and workers' sample believes the best technique to encourage the assertive communication in a job interview is verbal and nonverbal language control (option b). In the last question, most of the participants of this study consider the best benefit of applying assertive communication during a job interview is to increase the security of listening and expressing your ideas clearly and directly (option A).

4.2. QUALITATIVE ANALYSIS OF THE RESULTS RELATED TO THE VARIABLE 2

The second variable is: The Task-Based Teaching Method of 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.

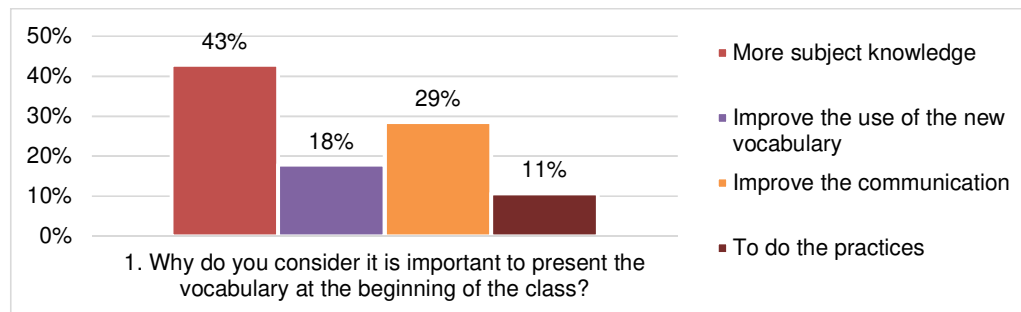
4.2.1. Opinion of students

Table 19:

Results of question 1 of the students, variable 2.

Questions	Answers							
	More subject knowledge		Improve the use of the new vocabulary		Improve the communication		To do the practices	
	AF	RF	AF	RF	AF	RF	AF	RF
1. Why do you consider it is important to present the vocabulary at the beginning of the class?	12	43%	5	18%	8	29%	3	11%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 17:

Results of question 1 of the students, Variable 2.

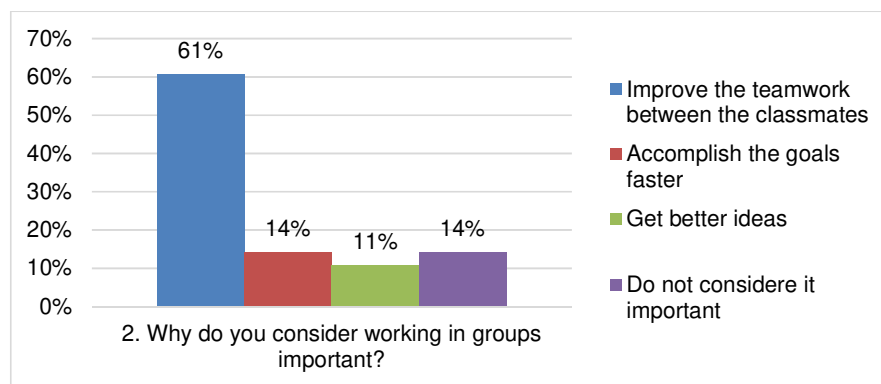
In the first question of this questionnaire, the 43% of the students agree that when the professor presents the vocabulary at the beginning of the class, the students get more subject knowledge. However, the 29% of them think that when the teachers present it at the beginning, the communication improve between them. Nevertheless, the 18% of the sample considers it is important because the students improve the use of the new vocabulary. Finally, the 11% of them believe that it is important because they can solve the practices easily. This represents that, the majority of them agree that it is important present the vocabulary first, because they need more subject knowledge.

Table 20:

Results of question 2 of the students, variable 2.

Questions	Answers							
	Improve the teamwork between the classmates		Accomplish the goals faster		Get better ideas		Do not consider it important	
	AF	RF	AF	RF	AF	RF	AF	RF
2. Why do you consider working in groups important?	17	61%	4	14%	3	11%	4	14%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 18:

Results of question 2 of the students, Variable 2

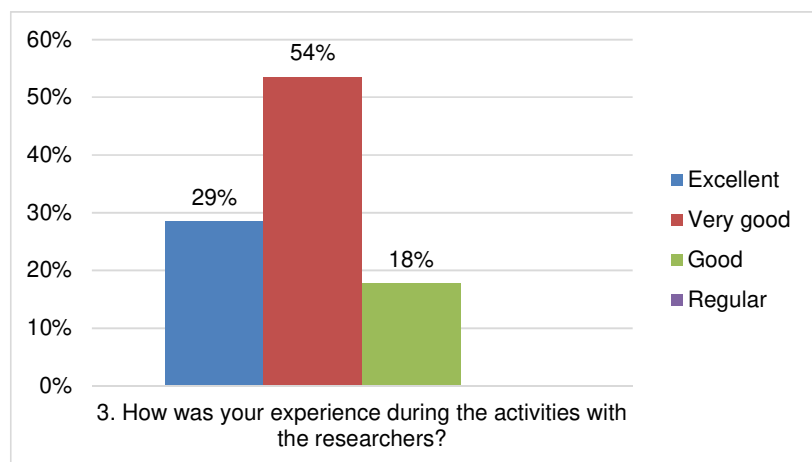
The results of the second question are: 61% of the students think that it is important to work in groups because it improves the teamwork among the classmates. However, the 14% of them believe that it is important because accomplish the goals faster, but 11% of them mention they have better ideas when they work in groups. Nevertheless, 14% of them do not consider it important. Therefore, most of the participants consider important to work in community learners because it improves the collaboration between them.

Table 21:

Results of question 3 of the students, variable 2.

Question	Answers							
	Excellent		Very good		Good		Regular	
	AF	RF	AF	RF	AF	RF	AF	RF
3. How was your experience during the activities with the researchers?	8	29%	15	54%	5	18%	0	

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 19:

Results of question 3 of the students, Variable 2

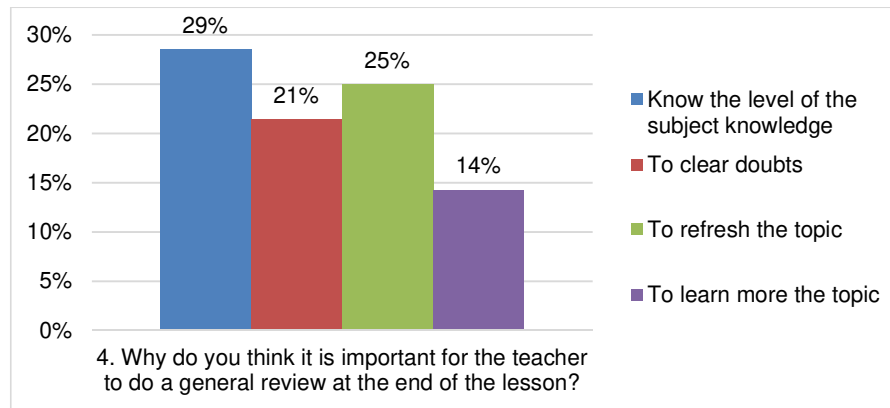
In the question "How was your experience during the activities with the researchers?" the results are 54% of the students mention it was an excellent experience; 29% of them think it was very good experience, and 18% of them say it was good. This denotes that, a half of the sample has an excellent experience with the researchers of this study.

Table 22:

Results of question 4 of the students, variable 2.

Question	Answers							
	Know the level of the subject knowledge		To clear doubts		To refresh the topic		To learn more the topic	
	AF	RF	AF	RF	AF	RF	AF	RF
4. Why do you think it is important for the teacher to do a general review at the end of the lesson?	8	29%	6	21%	7	25%	4	14%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 20:

Results of question 4 of the students, Variable 2

In the fourth question, 29% of the students consider it is important to do a general review because the educators know the level of the subject knowledge.

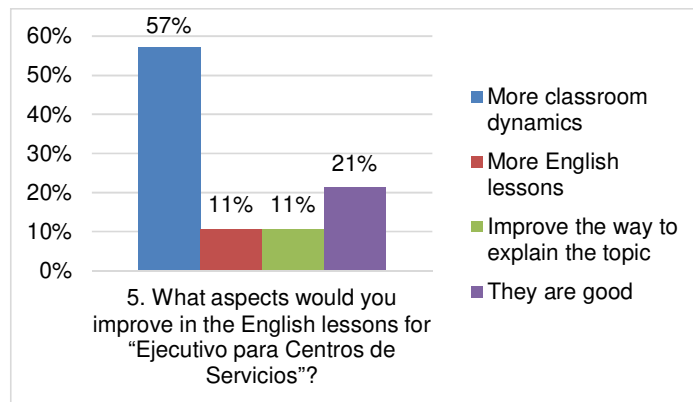
Nevertheless, 25% of them think it great to refresh the topic. However, 21% of the sample believes it is the best way to clear doubts. Finally, 14% of the answers mention that the students learn more the topic with a general review at the end of the lesson. In other words, most of the students think the general review is important because the educators recognize how the level of the subject knowledge of their students is.

Table 23:

Results of question 5 of the students, variable 2.

Question	Answers							
	More classroom dynamics		More English lessons		Improve the way to explain the topic		They are good	
	AF	RF	AF	RF	AF	RF	AF	RF
5. What aspects would you improve in the English lessons for "Ejecutivo para Centros de Servicios"?	16	57%	3	11%	3	11%	6	21%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 21:

Results of question 5 of the students, Variable 2

In the last question, the answers are: 57% of the students believe that the best way to improve the English lesson is with more classroom dynamics. Nevertheless, 11% of them consider necessary more English lessons. However, 11% of the sample thinks that they need to improve the way to explain the topic; but 21% of the learners determine that the English classes are good. In other words, according to the last results, a half of the learners consider necessary more dynamic classroom activities.

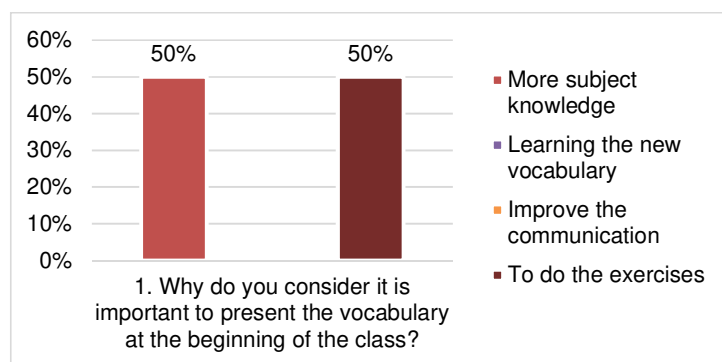
4.2.2. Opinion of Teachers

Table 24:

Results of question 1 of the teachers, variable 2.

Questions	Answers							
	More subject knowledge		Learning the new vocabulary		Improve the communication		To do the exercises	
	AF	RF	AF	RF	AF	RF	AF	RF
1. Why do you consider it is important to present the vocabulary at the beginning of the class?	3	50%	0	0%	0	0%	3	50%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 22:

Results of question 1 of the teachers, Variable 2

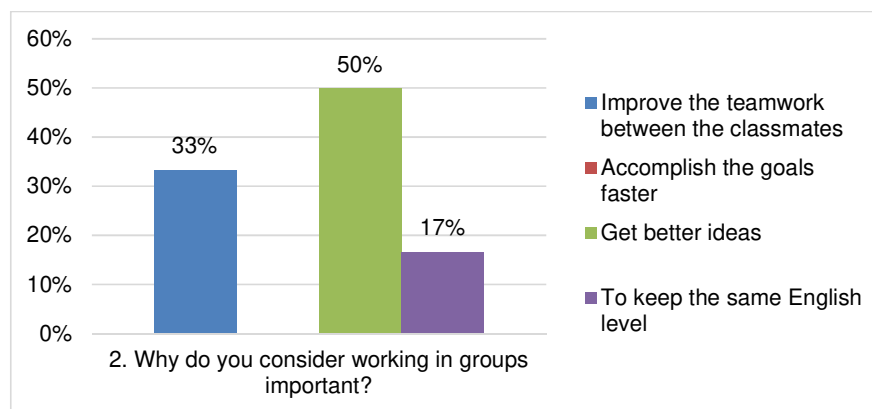
In the question "Why do you consider it is important to present the vocabulary at the beginning of the class?" the answers are 50% of English teachers consider that it is important because the students have more subject knowledge; however, the rest of them think that it is helpful to do the practices. This means that, a half of the teachers consider important to present the vocabulary first because the students can solve the practices by themselves.

Table 25:

Results of question 2 of the teachers, variable 2.

Questions	Answers							
	Improve the teamwork between the classmates		Accomplish the goals faster		Get better ideas		To keep the same English level	
	AF	RF	AF	RF	AF	RF	AF	RF
2. Why do you consider working in groups important?	2	33%	0	0%	3	50%	1	17%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 23:

Results of question 2 of the teachers, Variable 2.

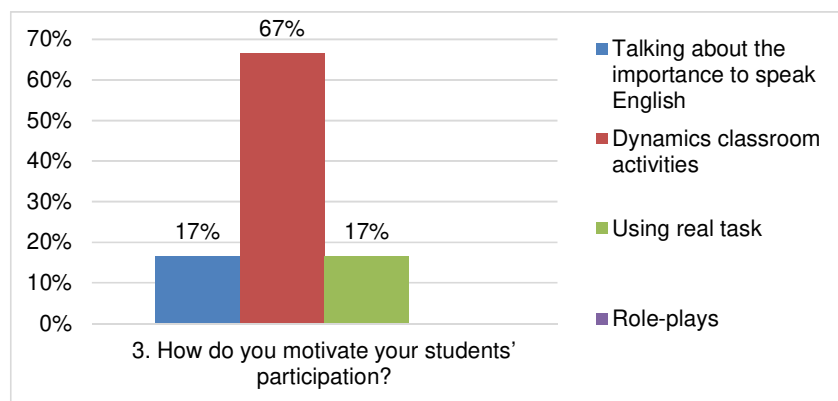
In the second question, 50% of the English teachers' sample considers that it is important to work in groups because the learners get better ideas. Nevertheless, the 33% of them determines that it is great because it increases the teamwork between the students. Finally, the 17% of them think it is significant to keep the same English level. In other words, a half of the professors agree that when the students work in groups, they get better opinions to complete the task.

Table 26:

Results of question 3 of the teachers, variable 2.

Question	Talking about the importance to speak English		Answers Dynamics classroom activities		Using real task		Role-plays	
	AF	RF	AF	RF	AF	RF	AF	RF
	3. How do you motivate your students' participation?	1	17%	4	67%	1	17%	0

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 24:

Results of question 3 of the teachers, Variable 2.

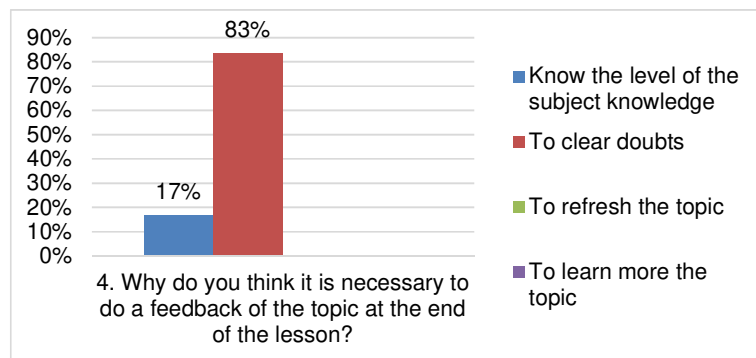
In the third question, the 67% of English professors agree that the dynamic classroom activities motivate the student's participation. However, 17% of them say when they talk about the importance to speak English, the student's participation improve a lot; the rest of them mention that a good form to motivate their student's involvement is by using real-task during their lessons. It reflects that, the most of the English teachers' sample agrees that the best option to increase the learners' participation is through dynamics classroom activities.

Table 27:

Results of question 4 of the teachers, variable 2.

Question	Answers							
	Know the level of the subject knowledge		To clear doubts		To refresh the topic		To learn more the topic	
	AF	RF	AF	RF	AF	RF	AF	RF
4. Why do you think it is necessary to do a feedback of the topic at the end of the lesson?	1	17%	5	83%	0	0%	0	0%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 25:

Results of question 4 of the teachers, Variable 2.

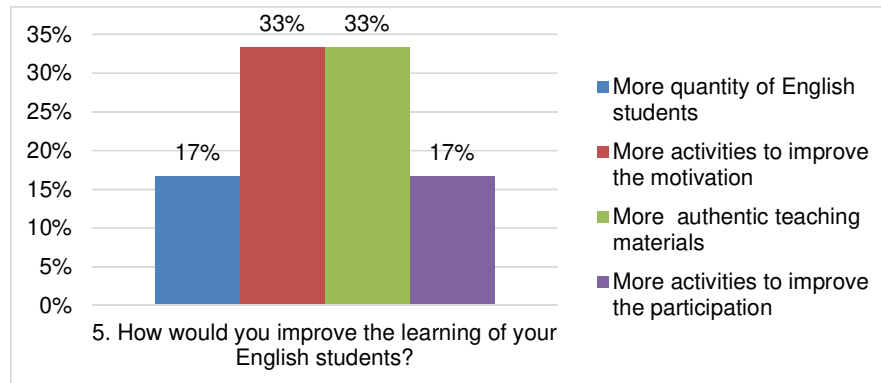
In the question "Why do you think it is necessary to do a feedback of the topic at the end of the lesson?" the answers are 83% of the English teachers say that it is necessary to clear doubts, and 17% of them thinks it is good to know the level of the subject knowledge of the students. This means that the majority of them considers necessary to do a feedback at the end of the lesson to clear students doubts.

Table 28:

Results of question 5 of the teachers, variable 2.

Question	Answers							
	More quantity of English students		More activities to improve the motivation		More authentic teaching materials		More activities to improve the participation	
	AF	RF	AF	RF	AF	RF	AF	RF
5. How would you improve the learning of your English students?	1	17%	2	33%	2	33%	1	17%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 26:

Results of question 5 of the teachers, Variable 2.

In the fifth question, 33% of the English teachers mentions that the best form to improve the learning is by motivational activities, 33% of them consider that the authentic teaching materials are useful to increase the English learning. However, 17% of them believe the learning process would be better if they have more students, and 17% of them agrees that with participation's activities the students' learning process would be better. In other words, the last results show that the majority of the teachers' sample improving the learning process by motivational activities or authentic teaching materials.

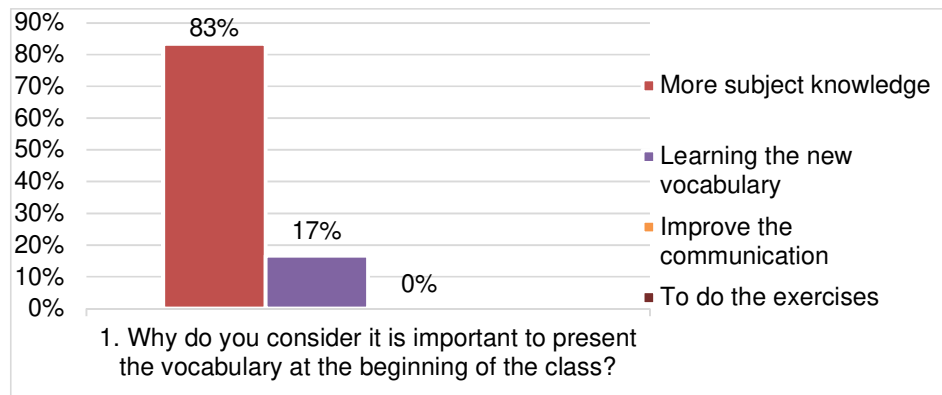
4.2.3. Opinion of Administrative Workers

Table 29:

Results of question 1 of the workers, variable 2.

Questions	Answers							
	More subject knowledge		Learning the new vocabulary		Improve the communication		To do the exercises	
	AF	RF	AF	RF	AF	RF	AF	RF
1. Why do you consider it is important to present the vocabulary at the beginning of the class?	5	83%	1	17%	0	0%	0	0%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 27:

Results of question 1 of the workers, Variable 2.

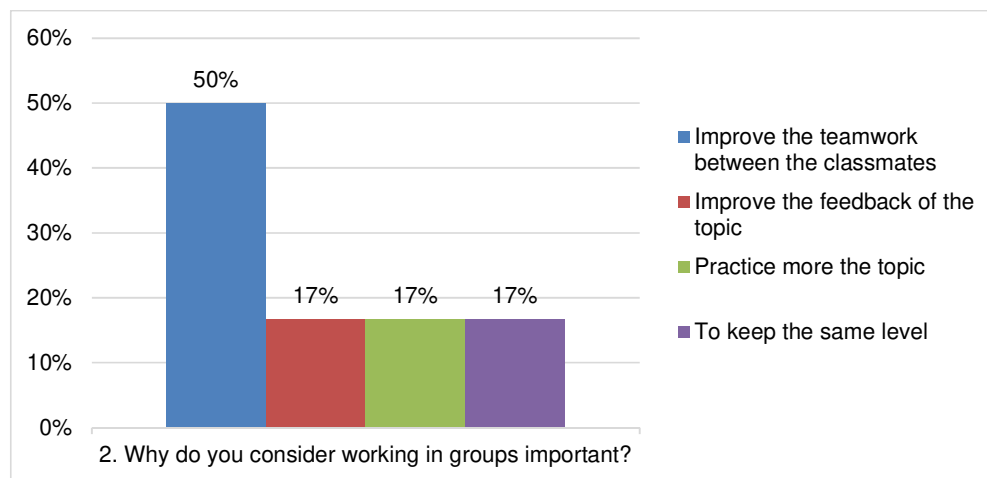
In the question "Why do you consider it is important to present the vocabulary at the beginning of the class?", the 83% of the administrative workers' sample answer that it is important because the teachers have more subject knowledge of their students; and the 17% of them consider significant to present the vocabulary at the beginning because the pupils can do the practices. This determines that most of them consider important to show the vocabulary first because the teachers have more subject knowledge of their students.

Table 30:

Results of question 2 of the workers, variable 2.

Questions	Answers							
	Improve the teamwork between the classmates		Improve the feedback of the topic		Practice more the topic		To keep the same level	
	AF	RF	AF	RF	AF	RF	AF	RF
2. Why do you consider working in groups important?	3	50%	1	17%	1	17%	1	17%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 28:

Results of question 2 of the workers, Variable 2.

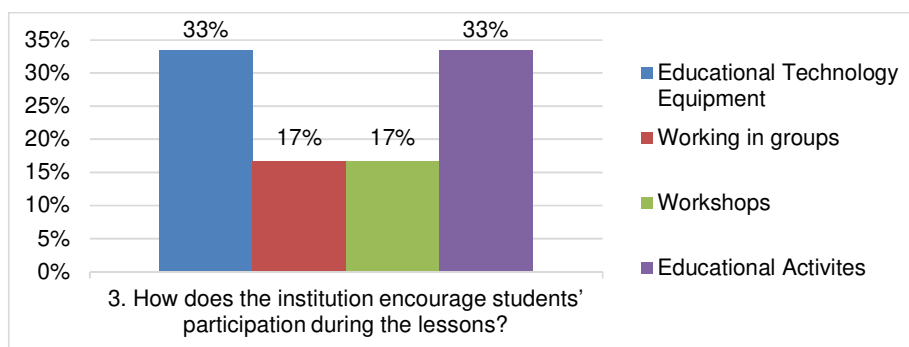
In the question "Why do you consider working in groups important?", the answers are a half of the workers' sample believes that it is important because it improves the teamwork between the classmates. However, one of them thinks it is beneficial to improve the feedback of the topic, another one considers that it is important to practice more the topic and the last one determines that it is important because keep the same knowledge's level of the students. In other words, only 50% of the employees think that when students work in groups, the collaboration increases.

Table 31:

Results of question 3 of the workers, variable 2.

Question	Answers							
	Educational Technology Equipment		Working in groups		Workshops		Educational Activites	
	AF	RF	AF	RF	AF	RF	AF	RF
3. How does the institution encourage students' participation during the lessons?	2	33%	1	17%	1	17%	2	33%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 29:

Results of question 3 of the workers, Variable 2.

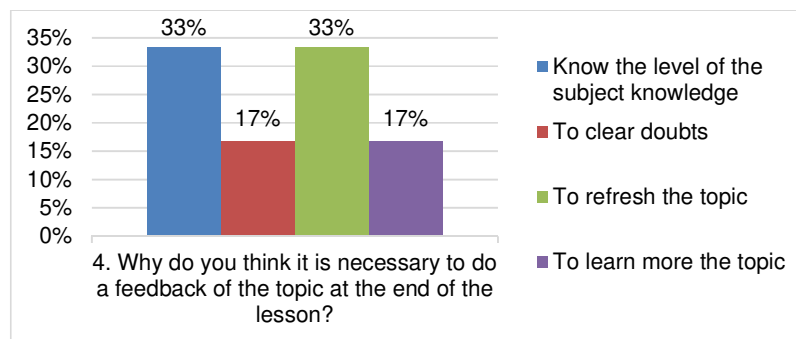
In the third question, the 33% of the administrative workers' sample says that the institution encourages the students' participation by educational technology equipment. However, the other 33% of them answer that the institution improve their participation by educational activities. Nevertheless, the 17% of them declare that they foster it by working in groups, and the other 17% remaining mention that they development workshops with the purpose to motivate the learners' participation. According to the last results, most of the time, the educational institution encourages the students' participation during the lessons by providing educational technology equipment or activities.

Table 32:

Results of question 4 of the workers, variable 2.

Question	Answers							
	Know the level of the subject knowledge		To clear doubts		To refresh the topic		To learn more the topic	
	AF	RF	AF	RF	AF	RF	AF	RF
4. Why do you think it is necessary to do a feedback of the topic at the end of the lesson?	2	33%	1	17%	2	33%	1	17%

Note: "AF" means "Absolute Frequency" and "RF" means "Relative Frequency"



Graphic 30:

Results of question 4 of the workers, Variable 2.

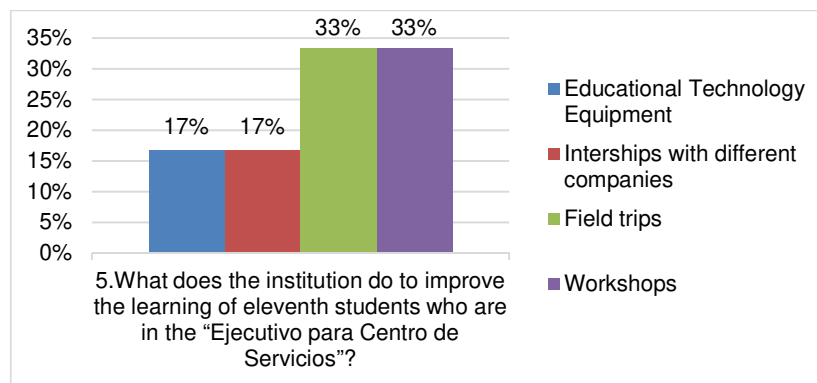
In the fourth question, 33% of the administrative workers' sample says that the feedback is necessary because the teachers know the level of the subject knowledge of their students. However, the other 33% of them answer that it is important because it refreshes the topic. Nevertheless, 17% of them declare that it is beneficial to clear students' doubts, and the other 17% remaining mentions that it is favorable to refresh the topic. It means that, most of the administrative workers consider important to make a feedback because the educator knows the level of the subject knowledge of their students or refreshes the topic.

Table 33:

Results of question 5 of the workers, variable 2.

Question	Answers							
	Educational Technology Equipment		Internships with different companies		Field trips		Workshops	
	AF	RF	AF	RF	AF	RF	AF	RF
5.What does the institution do to improve the learning of eleventh students who are in the “Ejecutivo para Centro de Servicios”?	1	17%	1	17%	2	33%	2	33%

Note: “AF” means “Absolute Frequency” and “RF” means “Relative Frequency”



Graphic 31:

Results of question 5 of the workers, Variable 2.

In the fifth question, the 33% of the administrative workers’ sample says that the institution improve the learning process of eleventh students who are in the “Ejecutivo para Centro de Servicios” by field trips. However, the other 33% of them mentions that they do it by workshops. Nevertheless, the 17% of them declare that they improve it by educational technology equipment, and the other 17% remaining mentions that they encourage it by internships with different companies. In other words, the educational institution provides the different ways (like fieldtrips or

workshops) which help to improve the learning of eleventh students who are in the “Ejecutivo para Centro de Servicios”.

4.3. QUANTITATIVE ANALYSIS OF THE RESULTS RELATED TO THE VARIABLE 3

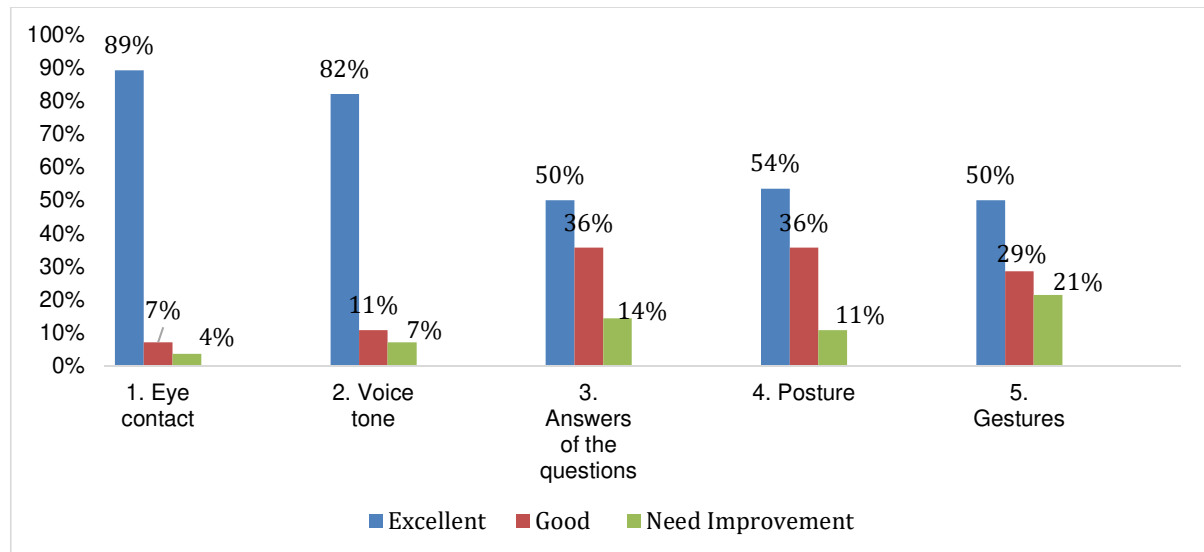
The third variable is the conversational assertiveness performance of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.

4.3.1. Results of students

Table 34:

Results of the rubric evaluation of the students, variable 3.

Evaluation Criteria	Answers					
	Excellent		Good		Need Improvement	
	AF	RF	AF	RF	AF	RF
1. Eye contact	25	89%	2	7%	1	4%
2. Voice tone	23	82%	3	11%	2	7%
3. Answers of the questions	14	50%	10	36%	4	14%
4. Posture	15	54%	10	36%	3	11%
5. Gestures	14	50%	8	29%	6	21%



Graphic 32:

Results of rubric evaluation of the students, Variable 3.

In the first question, 89% of the students make eye contact with the interviewer during the simulation of the job interview. Nevertheless, the 7% of them make good

eye contact, and the 4% of them do not make it during the evaluation process. That means most of the students make an excellent eye contact during the simulation.

In the second question, 82% of the learners use a moderate voice tone during the simulation of the job interview. However, 11% of them sometimes use a moderate voice tone and 7% of them do not use a moderate voice tone during the evaluation process. In other words, most of the learners use an excellent voice tone when she or he are interacting with the interviewer.

In the third question, 50% of the students provide informative, clear and direct answers during the simulation of the job interview; 36% of them sometimes provide informative, clear and direct answers during the simulation, and 14% of them need to improve in their answers, which means that a half of the sample expresses their ideas with assertive communication.

In the fourth question, 54% of the participants shows a straight and relax posture during the simulation of the job interview, 36% of them show a good posture in some occasions, and 11% of them do not show a straight and relax posture. Therefore, according to the last results, a half of the students' sample presents an excellent posture during the evaluation.

In the fifth question, the 50% of the students interviewed use open facial expressions, relaxed arms and feet during the simulation of the job interview, 29% of them sometimes use open facial expressions, relaxed arms and feet during the evaluation process; and 21% of them do not use open facial expressions, relaxed

arms or feet during the simulation. It reflects that, a half of the learners make an excellent use of the body language during the simulation

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

According to the analysis of the data, the researchers of this study establish the following conclusions:

- **Regarding to the problem formulation**

In conclusion, the Task-based Teaching Method improve the assertive conversational skills because this method allows using the second language as a tool to solve the real-life situations tasks. Also, this system applies different kinds of interactive tasks and authentic materials that involves the development of communicative skills.

- **Regarding to the general objective**

The researchers analyze that Task-based Teaching Method improves the assertive conversational skills for job. This due to the answers of the instruments of recollected data demonstrate that the majority of the students' sample presents very good assertive conversational skills after to apply the TBLT method.

- **Regarding to the first specific objective**

According to the analysis of the assertive questionnaire's results, it determines that the assertive conversational skills for job interview of the students, teachers and administrative workers sample are excellent. Firstly, most of them have a good orientation about the definition of the assertive communication. Secondly, they mention that when the request for help from another collaborator is kindly rejected it is a good example of how to use the assertiveness. Also, they say that the

communicative ability is a crucial skill during a job interview, but they consider that the best technique to improve it is the verbal and nonverbal language control. Finally, they consider that it is beneficial to apply the assertive communication because it increases the security of listening and expressing the ideas in clearly and directly way.

- **Regarding to the second specific objective**

In conclusion, to apply the Task-based Teaching Method is excellent to 11th Grade ESL Students from CTPP, because it permits to improve their English level through authentic materials. Also, the educators can develop different kind of real-life simulations or dynamic activities, causing that the students feel motivated to participate more during the lessons. On the other hand, when the teachers use this method, their pupils increase the teamwork, tolerance, respect, and get better ideas to complete the task. Besides, when the process of the TBLT method is carried out, it presents the vocabulary at the beginning and makes a feedback at the end of the lesson; producing good benefits to them like to rise subject knowledge and to clear students' doubts.

- **Regarding to the third specific objective**

According to the evaluation rubric's results, the conversational assertiveness performance of the students' sample is very good. Most of the learners develop assertive skills during the interview process. The most outstanding of them are to make eye contact and use a moderate tone of the voice during the simulation process. However, some assertive competences need to improve, such as provide informative,

clear and direct answers; present a straight and relax posture, and to express their ideas with relax facial and body gestures.

- **Regarding to the hypothesis of this study**

According to the last conclusions and analysis the instruments' results, the researchers of this study accept that when the educational system develops the Task-Based Teaching Method more, the greatest results of the assertive conversational skills will be.

5.2. RECOMMENDATIONS

In this section, the researchers of this study mention some important recommendations with the purpose to develop the use of the Task-Based Teaching Method to improve the assertive conversational skills.

- It recommends to ESL students from the Technical High School system to look for more information (by Internet or books) about which elements are important to have a successful job interview. Also, it is recommendable to take courses or workshops about how to improve the assertive communicative competences. Finally, they are suggested to implement different techniques where rise their assertiveness answers and body languages control.
- It recommends to English teachers from CTPP to use more simulations or role-plays with updated topics with the purpose their students have a clear idea what they can do in different situations. Also, they should apply more activities or games where the students feel motivated to participate and increase their communicative competences. Besides, they should use modern authentic materials to explain the new vocabulary, grammar structure or task. Finally, they should apply the Task-Based Teaching Method with their students with the purpose to increase the English level and assertive communicative abilities.
- It is recommended to administrative workers offering the necessary support to improve the learning process of the ESL students from the CTPP. Firstly, the institution has to implement more educational fieldtrips in industrial or commercial enterprises or workshops with attractive topics, such as how to

improve the professionals' skills or how to prepare a resume. Also, they should provide more internships with different companies where the students can develop professionally. Besides, they should supply more modern educational equipment with the purpose to get firsthand information.

- It is recommended to the workers from the MEP to evaluate the educational buildings and equipment of the all Technical High Schools. Then, they should analyze the possibility to implement the Task-Based Teaching Method with the purpose to improve the English level and other topics in the ESL students; but before that, they should verify the contents of the curriculum is according to the students' professional necessities, specially related to the occupational skills like assertive communication. Also, they should offer more technical trainings related to how to implement the TBTM in the classroom with modern authentic materials.
- It is recommended to the Municipality of Puntarenas offering programs or courses where the community can increase their professional competences like assertive conversational skills during job interviews. Also, it is recommendable to open more bilingual programs, but using the Task-Based Teaching Method, and thus the learners rise their English level through real-life situations and authentic materials.

CHAPTER VI: PROPOSAL

6.1. NAME OF THE PROPOSAL

Improving the assertive conversational skills for job interviews through the Task-Based Teaching Method

6.2. POPULATION AND EDUCATIONAL INSTITUTION IMPLICATED

The population of this proposal consists on the 75% of the 38 of the 11th grade ESL students from “Ejecutivo para Centros De Servicios” technical specialty at the nocturnal institution Puntarenas Professional Technical College.

6.3. GENERAL AND SPECIFIC OBJECTIVES

6.3.1. General Objective

To Implement the assertive conversational skills for job interviews through the Task-Based Teaching Method to 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in the Nocturnal Institution from Colegio Técnico Profesional Puntarenas, during the Second Quarter of 2019.

6.3.2. Specific Objectives

1. To explain how to improve the assertive conversational skills for job interviews of the 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.
2. To develop the Task-Based Teaching Method for improving the assertive communicative skills for job interviews of the 11th Grade ESL Students from

“Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.

- To evaluate the level of the assertive conversational skills of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.

6.4. CRONOGRAM OF THE ACTIVITIES AND RESPONSIBLE

Activity	Responsible	Start	End	Date					
				September	October				
				09/30th/19	10/4th/19	10/07th/19	10/11th/19	10/22nd/19	10/28th/2019
1. Greeting and give the list of attendance	English Teacher	7:00pm	7:10pm						
2. Introduce the vocabulary about assertive communication	English Teacher - Students	7:10pm	7:20pm						
3. Give the directions	English Teacher	7:20pm	7:25pm						
4. Make a poster about Assertive Communication.	Students	7:25pm	7:40pm						
5. Present the poster.	Students	7:40pm	7:50pm						
6. Make a feedback and observations.	English Teacher - Students	7:50pm	8:00pm						
7. Introduce the vocabulary about job interview.	English Teacher - Students	7:10pm	7:20pm						
8. Write a role play about a job interview.	Students	7:20pm	7:40pm						
9. Present the role play about a job interview.	Students	7:40pm	7:50pm						
10. Make a feedback and observations.	English Teacher - Students	7:50pm	8:00pm						
10. Evaluation part.	English Teacher - Students	7:00pm	8:00pm						

The person responsible for this study is any English teacher who wants to improve the assertive conversational skills for job interviews through TBMT during their lessons; however, in this specific proposal the responsible name is: Ericka María Rojas Vindas.

6.5. BUDGET NECESSARY FOR ITS IMPLEMENTATION

According to “Almacenes El Rey” (n.d.) the prices of the following materials are:

1 red whiteboard: ₡850

1 black whiteboard: ₡850

1 blue whiteboard: ₡850

4 set of the permanent markers: ₡9000 (₡2250 each one)

8 Cardboards: ₡1200 (₡150 each one)

28 Printed evaluation rubrics: ₡1400 (₡50 each one).

1 Printed information: ₡50

Total: ₡ 14200

6.6. CONTENT OF THE PROPOSAL

The proposal of this research consists to explain how to improve assertive conversational skills for job interviews through Task-Based Teaching Method. The sample of this plan are the 75% of the total population of the 11th grade ESL students from “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.

The sample lesson planning to implement the assertive conversational skills for job interviews through TBTM is the following:

High School: Colegio Técnico Profesional Puntrenas	Teacher's name: Ericka María Rojas Vindas
Technical Speciality: Ejecutivo para Centros de Servicios	Sub-Area: Oral Communication In English
Year: 2019	Level: 11 th grade
Time: 1 hour	

LINGUISTIC OBJECTIVES	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
Reporting	<p>Teacher calls the roll and gives the news to the students.</p> <p>Warm Up: Teacher explains the vocabulary related to the assertive communication though the "Brainstorming" technique in the whiteboard.</p> <p>Students complete the letter soup (search) about the last vocabulary individually.</p> <p>Pre- Task: The teacher writes the directions about the next task on the whiteboard, provides the materials and the printed information to the students.</p> <p>Task: Students make a poster with the printed information with the materials.</p>	Good working habits.	Students are able to report

<p>information gathered from texts, web site, and others.</p>	<p style="text-align: center;">Producing</p> <p>Students present the information in front of the class as a Gallery walk.</p> <p style="text-align: center;">Post- Task</p> <p>Students listen to the general mistakes and recommendations about the last exposition.</p>		<p>information gathered from texts, web site and others.</p> <p>Oral production from information read</p>
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High School: Colegio Técnico Profesional Puntrenas	Teacher's name: Ericka María Rojas Vindas
Technical Speciality: Ejecutivo para Centros de Servicios	Sub-Area: Oral Communication In English
Year: 2019	Level: 11 th grade
Time: 1 hour	

LINGUISTIC OBJECTIVES	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
Speaking appropriately during a job interview.	<p>Teacher calls the role and gives the news to the students.</p> <p>Warm Up: Teacher explains the vocabulary related to “job interview” though the “Brainstorming” technique in the whiteboard.</p> <p>Students complete the crossword puzzle about the last vocabulary individually.</p> <p>Pre- Task: The teacher writes the directions about the next task on the whiteboard.</p> <p>Task: Students make a role play about job interview: one will be the employer and the other one the possible employee.</p>	Good working habits.	Students are able to produce oral situations related to job

	<p style="text-align: center;">Producing</p> <p>Students present the role play in front of the class.</p> <p style="text-align: center;">Post- Task</p> <p>Students listen to the general mistakes and recommendations about the last exposition.</p>		<p>interview process.</p> <p>Oral production from information read.</p>
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Also, English teachers can evaluate their students' performance through the following rubric evaluation:

Evaluation criteria	Excellent	Good	Needs improvement
1. Eye contact	He or she makes eye contact with the interviewer during the simulation of the job interview.	He or she makes little eye contact with the interviewer during the simulation of the job interview.	He or she does not make eye contact with the interviewer during the simulation of the job interview.
2. Voice tone	He or she uses a moderate voice tone during the simulation of the job interview.	He or she sometimes uses a moderate voice tone during the simulation of the job interview.	He or she does not use a moderate voice tone during the simulation of the job interview.
3. Answers of the questions	He or she provides informative, clear and direct answers during the simulation of the job interview.	He or she sometimes provides informative, clear and direct answers during the simulation of the job interview.	He or she does not provide informative, clear and direct answers during the simulation of the job interview.
4. Posture	He or she shows a straight and relax posture during the simulation of the job interview.	He or she shows a straight and relax posture in some occasions during the simulation of the job interview.	He or she does not show a straight and relax posture during the simulation of the job interview.
5. Gestures	He or she uses open facial expressions, relaxed arms and feet during the simulation of the job interview.	He or she sometimes uses open facial expressions, relaxed arms and feet during the simulation of the job interview.	He or she does not uses open facial expressions, relaxed arms or feet during the simulation of the job interview.

Observations:

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GLOSSARY

Brainstorming: It is an educational technique where the students mention a lot of words or ideas related with the topic.

Broken record: It the technique where the person mentions the same answer or phrase over and over again during a discussion.

Cognizance: It is when the teachers improve the students' knowledge.

Communicative competence: It is the ability to communicate with someone else, but with the correct grammar structure, syntax, pronunciation and social context.

Educational curriculum: It is the subject-matter and skills are developed in the educational systems

Feedback: It is when the professors reinforce the students' knowledge.

L2: It is when people have a second language.

Pupils: It is the learners in an educational system, especially in schools.

Skill: It is the capacity or ability to do something correctly.

Task: It is when the teachers assign a work to the students.

APPENDIX

Appendix 1

Questionnaire for teachers and administrators from the nocturnal area of the Colegio Técnico Profesional Puntarenas

This form consists of obtaining more information about the organizational climate of the Colegio Técnico Profesional Puntarenas (CTPP). There are not correct or incorrect answers. The information is for academic objectives.

1. Gender:

Female

Male

2. Age:

Between 20 to 30 years.

Between 31 to 40 years

41 years or more

3. What position do you currently hold?

4. Do you feel satisfied with the work environment recently?

Totally satisfied.

Partially satisfied.

Very unsatisfied.

5. Do you feel satisfied with the order and cleanliness of the CTPP??

Totally satisfied.

Partially satisfied.

Very unsatisfied

6. How is the communication between administrative staff and teachers of the CTPP?

Excellent

Regular

Bad

7. ¿ Do you have the necessary materials and equipment to do your job?

I always have the necessary equipment and materials.

Sometimes I have the necessary equipment and materials.

I never have the necessary equipment and materials.

8. How is the collaboration of the staff of the different departments?

The collaboration is excellent

The collaboration is regular.

Collaboration is poor.

9. Do you think that the institution is a good option to develop professionally?

Yes, because they receive constant training and incentives.

Regular, because they rarely receive training or incentives.

No, because there are never trainings and incentives.

10. What other aspects do you think should be improved?

Appendix 2

Table 35

Specific objectives, variables, thematic breakdowns and sources

Specific objectives	Variables	Thematic Breakdowns	Sources
To determine the assertive conversational skills for job interviews of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.	The assertive conversational skills for job interviews of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.	2.2.2.1. Definition of the Assertive Communication 2.2.2.2. Characteristics being an Assertive Speaker 2.2.2.3. Techniques to improve the Assertive Communication 2.2.2.4. Benefits of the Assertive Communication	Garner, E. (2012). Assertiveness: Reclaim your assertive birthright. Retrieved from: http://www.gesp.ipg.pt/files/assertiveness.pdf Tripathy, M. (2018). Assertiveness – A Win-Win Approach to Business Communication. Retrieved from: http://eds.a.ebscohost.com.uh.remotexts.xyz/eds/pdfviewer/pdfviewer?vid=5&sid=b6ec8cab-e23d-4e44-ba2a-be6ed544b8cc%40sdc-v-sessmgr02 Communication. (n.d.). In Merriam-Webster. Retrieved from: https://www.merriam-webster.com/dictionary/communication Ergeneli, A., Bayhan Karapinar, P. & Metin Camgöz, S. (2011). The Effect of Assertiveness on Conflict Handling

			<p>Styles. Hacettepe University Journal of Economics and Administrative Sciences, 29 (2). 69 – 93. Retrieved from: https://dergipark.org.tr/download/article-file/88753</p> <p>Butt, A & Mahmood Zahid, Z (2015). Effect of Assertiveness Skills on Job Burnout. International Letters of Social and Humanistic Sciences, 63, 218-224. doi:10.18052/www.scipress.com/ILSHS.63.218</p> <p>Hanson, H. (2012). Assertive communication: making yourself heard in a health care team. Retrieved from: https://www.ecu.edu.au/__data/assets/pdf_file/0008/373193/User-Manual-Assertive-communication-FINAL.pdf</p> <p>Uniwersytet Papieski Jana Pawla II w Krakowie. (2016). Self-study Course for Trainers of Intercultural Mediators: Communication techniques.</p>
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<p>To apply the Task-Based Teaching Method of 11th Grade ESL Students from “Ejecutivo para</p>	<p>The Task-Based Teaching Method of 11th Grade ESL Students from “Ejecutivo para Centros de</p>	<p>2.2.1.1. Meaning of the Task - Based Language Teaching 2.2.1.2. Process of the Task Based</p>	<p>Retrieved from: http://www.mediation-time.eu/images/TIME_O5_Trainer_Course_Module_4.pdf</p> <p>Michel, F., Fursland, A. & Nathan, P. (2019). Assert Yourself! Module Four How to Behave More Assertively. Retrieved from: https://www.cci.health.wa.gov.au/~/media/CCI/Consumer%20Modules/Assert%20Yourself/Assert%20Yourself%20-%2004%20-%20How%20to%20Behave%20More%20Assertively.pdf</p> <p>Kethsiyal, P. (2016). A study to evaluate the effectiveness of assertiveness training on low self esteem among early adolescent girls (age group between 13-15 years) at selected schools in Dindigul District. (Master’s thesis). Available from: http://repository-tnmgrmu.ac.in/id/eprint/10028</p> <p>Abdelmajid Yousif, A. S. (2017). The Effect of Communicative Task-Based</p>
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<p>Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.</p>	<p>Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.</p>	<p>Language Teaching 2.2.1.3. Students and teachers’ role during the Task Based Language Teaching process 2.2.1.4. Benefits of the Task Based Language Teaching 2.2.1.5. Issues of the Task Based Language Teaching Assessments of the TBLT 2.2.1.6. Assessments of the Task-Base Language Teaching</p>	<p>Instruction on Developing Students' Oral Communication Skills at Sudanese Universities. (Master’s thesis). Retrieved from: pdfs.semanticscholar.org/ac8d/fb2c66ae07436954bb7c3dfd6dd4a371f1f2.pdf</p> <p>Bygate, M (2016). Sources, developments and directions of task-based language teaching. <i>The Language Learning Journal</i>, 44 (4), 381–400. Retrieved from: http://dx.doi.org/10.1080/09571736.2015.1039566</p> <p>Córdoba Zúñiga, E. (2016). Implementing task-based language teaching to integrate language skills in an efl program at a Colombian university. <i>profile Issues in Teachers’ Professional Development</i>, 18(2), 13-27. Retrieved from: http://www.scielo.org.co/pdf/prf/v18n2/v18n2a01.pdf</p> <p>Mahdi Rozati, S. (2014). <i>Language Teaching and Task Based Approach</i>.</p>
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<p>To evaluate the conversational assertiveness performance of 11th Grade ESL Students from "Ejecutivo para Centros De Servicios"</p>	<p>The conversational assertiveness performance of 11th Grade ESL Students from "Ejecutivo para Centros De Servicios"</p>		<p>Theory and Practice in Language Studies, 4 (6), 1273-1278. Retrieved from: doi:10.4304/tpls.4.6.1273-1278</p> <p>Shehadeh, A. (2005). Task-based Language Learning and Teaching: Theories and Applications. In Willis, J. Edwards, C. (Ed.) Teachers Exploring Tasks in English Language Teaching. (pp.13-30). United Kindom, UK: Palgrave Macmillan. Retrieved from: doi: 10.1057/9780230522961_2</p> <p>Hago Elmahdi, O. E. (2016). The Impact of Task-Based Approach on EFL Learner's Performance. World Journal of Educational Research, 3 (2), 1-20. Retrieved from: www.scholink.org/ojs/index.php/wjer</p>
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Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.	Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.		
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Source: Own authorship

Appendix 3

Table 36

Operationalization of the variables

General Objective: To analyze the use of the Task Based Teaching Method for improving of the assertive conversational skills for job interviews by Task- 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in the Nocturnal Institution from Colegio Técnico Profesional Puntarenas, during the Second Quarter of 2019.

Specific Objectives	Variables	Conceptual Definition	Instrumental Definition	Operational Definition
1. To determine the assertive conversational skills for job interviews of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.	The assertive conversational skills for job interviews of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.	It is the ability to express your emotions clearly and directly during a job interview.	In the instrument “Questionnaire addressed to students”, appendix 4 are used the questions 1, 2, 3, 4 and 5. In the instrument “Questionnaire addressed to teachers”, appendix 5, are used the questions 1, 2, 3, 4 and 5. In the instrument “Questionnaire addressed to administrative collaborators”, appendix 6, are used the questions 1, 2, 3, 4 and 5.	If between 75% to 100% of the students, English teachers and administrative staff have an excellent knowledge about the assertive conversational skills for a job interview, it is positive for the research. If between 74% to 60% of them have some knowledge, it is relatively positive and 59% or less of them, it is negative for the research.

<p>2. To apply the Task-Based Teaching Method of 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.</p>	<p>The Task-Based Teaching Method of 11th Grade ESL Students from “Ejecutivo para Centros de Servicios” Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.</p>	<p>It is the methodology where new knowledge is acquired and adapted to the sociocultural context of the learners through authentic tasks and materials.</p>	<p>In the instrument “Questionnaire about English lessons for students”, appendix 7 are used the questions 1, 2, 3, 4 and 5.</p> <p>In the instrument “Questionnaire about English lessons for English teachers”, appendix 8, are used the questions 1, 2, 3, 4 and 5.</p> <p>In the instrument “Questionnaire about English lessons for administrative collaborators”, appendix 9, are used the questions 1, 2, 3, 4 and 5.</p>	<p>If between 75% to 100% of the students, English teachers and administrative staff give their opinions about the application of the Task-Based Language Teaching, it is positive for the research. If between 74% to 60% of them give their opinions about the application of the Task-Based Language Teaching, it is relatively positive and 59% or less of them, it is negative for the research.</p>
<p>3. To evaluate the assertive conversational performance after the job interviews lessons of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios”</p>	<p>The assertive conversational performance after the job interviews lessons of 11th Grade ESL Students from “Ejecutivo para Centros De Servicios”</p>	<p>It is when the researches have the knowledge about the level of the assertive conversational skill by a job interview’s evaluation.</p>	<p>In the instrument “Evaluation rubric for students”, appendix 10 are used the questions 1, 2, 3, 4 and 5.</p>	<p>If between 75% to 100% of the students have an excellent assertive conversational skill during the job interview evaluation, it is positive for the research. If between 74% to 60% of them</p>

Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.	Technical Specialty in nocturnal institution from Colegio Técnico Profesional Puntarenas.			present poor assertiveness, it is relatively positive and 59% or less of them, it is negative for the research.
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Source: Authorship.

Appendix 4

Questionnaire addressed to students

The purpose of this questionnaire is to determine the knowledge of the assertive communication during a job interview. There are not correct or incorrect answers. In addition, the information provided is for academic purposes.

1. Which of these three options do you consider that defines "assertive communication"?
 - a. It is the inability to communicate your needs or ideas clearly and directly.
 - b. It is the ability to impose your ideas no matter what others think.
 - c. It is the ability to express themselves clearly and directly, respecting the ideas of others.

2. Which of these three situations do you consider that assertive communication is applied?
 - a. When a task is accepted without considering the long-term consequences.
 - b. When the request for help from another collaborator is kindly rejected.
 - c. When an idea is imposed without considering the opinion of others.

3. Which of these skills do you consider the most important during a job interview?
 - a. Communicative ability
 - b. Ability to resolve conflicts.
 - c. Ability to adapt to new changes.

4. Which of the following techniques do you think is the ideal to encourage assertive communication in a job interview?
 - a. Self-control emotions techniques.
 - b. Verbal and nonverbal language control techniques.
 - c. First person communication techniques.

5. Which of these three options mentions a benefit of applying assertive communication during a job interview?
 - a. Increase the security of listening and expressing your ideas clearly and directly.
 - b. Maintains a low and reflective profile.
 - c. High control and imposition of new ideas.

Appendix 5

Questionnaire for English teachers

The purpose of this questionnaire is to determine the knowledge of assertive communication during a job interview. There are not correct or incorrect answers. In addition, the information provided is for academic purposes.

1. Which of these three options do you consider that defines "assertive communication"?
 - a. It is the inability to communicate your needs or ideas clearly and directly.
 - b. It is the ability to impose your ideas no matter what others think.
 - c. It is the ability to express themselves clearly and directly, respecting the ideas of others.

2. Which of these three situations do you consider that assertive communication is applied?
 - a. When a task is accepted without considering the long-term consequences.
 - b. When the request for help from another collaborator is kindly rejected.
 - c. When an idea is imposed without considering the opinion of others.

3. Which of these skills do you consider the most important during a job interview?
 - a. Communicative ability
 - b. Ability to resolve conflicts.
 - c. Ability to adapt of new changes.

4. Which of the following techniques do you think is the ideal to encourage assertive communication in a job interview?
 - a. Self-control emotions techniques.
 - b. Verbal and nonverbal language control techniques.
 - c. First person communication techniques.

5. Which of these three options mentions a benefit of applying assertive communication during a job interview?
 - a. Increase the security of listening and expressing your ideas clearly and directly.
 - b. Maintains a low and reflective profile.
 - c. High control and imposition of new ideas.

Appendix 6

Questionnaire addressed to administrative collaborators

The purpose of this questionnaire is to determine the knowledge of assertive communication during a job interview. There are not correct or incorrect answers. In addition, the information provided is for academic purposes.

1. Which of these three options do you consider that defines "assertive communication"?
 - a. It is the inability to communicate your needs or ideas clearly and directly.
 - b. It is the ability to impose your ideas no matter what others think.
 - c. It is the ability to express themselves clearly and directly, respecting the ideas of others.

2. Which of these three situations do you consider that assertive communication is applied?
 - a. When a task is accepted without considering the long-term consequences.
 - b. When the request for help from another collaborator is kindly rejected.
 - C. When an idea is imposed without considering the opinion of others.

3. Which of these skills do you consider the most important during a job interview?
 - a. Communicative ability
 - b. Ability to resolve conflicts.
 - C. Ability to adapt of new changes.

4. Which of the following techniques do you think is the ideal to encourage assertive communication in a job interview?
 - a. Self-control emotions techniques.
 - b. Verbal and nonverbal language control techniques.
 - c. First person communication techniques.

5. Which of these three options mentions a benefit of applying assertive communication during a job interview?
 - a. Increase the security of listening and expressing your ideas clearly and directly.
 - b. Maintains a low and reflective profile.
 - c. High control and imposition of new ideas.

Appendix 7

Questionnaire about English lessons for students

The purpose of this questionnaire is to obtain more information about CTPP's English lessons and the opinions of the English class activities of the researchers of this study. There are not correct or incorrect answers. The information provided is for academic purposes.

1. Why do you consider it is important to present the vocabulary at the beginning of the class?

2. Why do you consider working in groups important?

3. How was your experience during the activities with the researchers?

4. Why do you think it is important for the teacher to do a general review at the end of the lesson?

2. What aspects would you improve in the English lessons for "Ejecutivo para Centros de Servicios"?

Appendix 8

Questionnaire about English lessons for teachers

The purpose of this questionnaire is to obtain more information about CTPP's English lessons. There are not correct or incorrect answers. The information provided is for academic purposes.

1. Why do you consider it is important to present the vocabulary at the beginning of the class?

2. Why do you think it is important for students to work in learning communities?

3. How do you motivate your students' participation?

4. Why do you think it is necessary to do a feedback of the topic at the end of the lesson?

5. How would you improve the learning of your English students?

Appendix 9

Questionnaire about English lessons for administrative collaborators

The purpose of this questionnaire is to obtain more information about CTPP's English lessons. There are not correct or incorrect answers. The information provided is for academic purposes.

1. Why do you consider it is important to present the vocabulary at the beginning of the class?

2. Why do you consider working in groups important?

3. How does the institution encourage students' participation during the lessons?

4. Why do you think it is necessary to do a feedback of the topic at the end of the lesson?

5. What does the institution do to improve the learning of eleventh students who are in the "Ejecutivo para Centro de Servicios"?

Appendix 10

Evaluation rubric for students

The purpose of this rubric is to evaluate the development of assertive communication in a job interview in the eleventh grade students who study in the “Ejecutivo para Centro de Servicios” technical specialty; with the purpose to do a detailed analysis based on the results obtained. This rubric is for academic purposes only.

Section: _____

Date: _____

Evaluation criteria	Excellent	Good	Needs improvement
6. Eye contact	He or she makes eye contact with the interviewer during the simulation of the job interview.	He or she makes little eye contact with the interviewer during the simulation of the job interview.	He or she does not make eye contact with the interviewer during the simulation of the job interview.
7. Voice tone	He or she uses a moderate voice tone during the simulation of the job interview.	He or she sometimes uses a moderate voice tone during the simulation of the job interview.	He or she does not use a moderate voice tone during the simulation of the job interview.
8. Answers of the questions	He or she provides informative, clear and direct answers during the simulation of the job interview.	He or she sometimes provides informative, clear and direct answers during the simulation of the job interview.	He or she does not provide informative, clear and direct answers during the simulation of the job interview.
9. Posture	He or she shows a straight and relax posture during the simulation of the job interview.	He or she shows a straight and relax posture in some occasions during the simulation of the job interview.	He or she does not show a straight and relax posture during the simulation of the job interview.
10. Gestures	He or she uses open facial expressions, relaxed arms and feet during the simulation of the job interview.	He or she sometimes uses open facial expressions, relaxed arms and feet during the simulation of the job interview.	He or she does not uses open facial expressions, relaxed arms or feet during the simulation of the job interview.

Observations:
