

**Promoting assertive communication through communicative language teaching and task-based learning in sixth graders at Nuestra Señora del Transito Departmental Educational Institution**

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Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

2025

## **Acknowledgments**

First of all, I thank God for having accompanied and guided me throughout my career, and for giving me a life full of learning, experiences, and, above all, happiness. Likewise, I thank my mother who has always given me her unconditional support to be able to achieve all my personal and academic goals. Likewise, I thank my husband and my daughters for their unwavering faith in my potential and for always being present with a word of encouragement in the most challenging moments.

Also to my tutor whom I thank for his dedication and patience, without his words and precise corrections, I would not have been able to reach this much-desired stage. Thank you for your guidance and all your advice. To all my teachers who have been part of my university journey, I want to thank all of them for transmitting to me the necessary knowledge to be here today.

Finally, I would like to thank the university that has demanded so much of me, but at the same time has allowed me to obtain my long-awaited degree.

### **Abstract**

This research explores the impact of Communicative Language Teaching (CLT) and Task-Based Learning (TBL) on enhancing assertive communication among sixth-grade students of Nuestra Señora del Transito IED school in Guachetá. Recognizing a prior lack of effective communication, the study designed and implemented CLT- and TBL-aligned activities to foster a safe, respectful, and positive learning environment. Using a qualitative methodology with observations, interviews, and focus groups, data analysis revealed that these approaches significantly improved students' respect for others, collaboration in group work, and confidence in public speaking, thereby strengthening their assertive communication skills in English classes.

***Keywords:*** Assertive communication, communicative language teaching, task-based learning.

## Resumen

Esta investigación explora el impacto de la enseñanza comunicativa del lenguaje (CLT) y el aprendizaje basado en tareas (TBL) en la mejora de la comunicación asertiva entre estudiantes de sexto grado de la IED Nuestra Señora del Tránsito en Guachetá. Al reconocer una falta previa de comunicación efectiva, el estudio diseñó e implementó actividades alineadas con CLT y TBL para fomentar un entorno de aprendizaje seguro, respetuoso y positivo. Utilizando una metodología cualitativa con observaciones, entrevistas y grupos focales, el análisis de datos reveló que estos enfoques mejoraron significativamente el respeto de los estudiantes por los demás, la colaboración en el trabajo grupal y la confianza al hablar en público, fortaleciendo así sus habilidades de comunicación asertiva en las clases de inglés.

***Palabras clave:*** Comunicación asertiva, enseñanza comunicativa de lenguas, aprendizaje basado en tareas.

## Table of Contents

Introduction to the Research Study.....	13
Research Question and Objectives.....	18
Research Question .....	18
Research Objectives.....	19
General Objective .....	19
Specific Objectives.....	19
Rationale for the Research .....	20
Literature Review.....	24
Introduction to the Literature Review .....	24
State of the Art .....	27
Researches on Assertive Communication.....	27
Researches on Communicative Language Teaching.....	29
Researches on Task Based Learning.....	32
Theoretical Framework.....	36
Assertive Communication .....	36
<i>Profile of the Assertive People</i> .....	37
Assertive Communication is Applicable in the Academic Field .....	38
Importance of Assertive Communication in Students.....	38
Assertive Communication is Useful in the Academic Field .....	39
<i>Elements of Assertiveness</i> .....	40
Types of Behaviors or Behaviors .....	41
<i>Assertive Behavior</i> .....	41

<i>Passive Behavior</i> .....	41
<i>Aggressive Behavior</i> .....	42
The Communicative Language Teaching Approach.....	43
The Task-Based Learning .....	45
<i>Fundamental Principles</i> .....	46
Phases of the Task Based Learning.....	46
<i>First Phase: The Previous Task</i> .....	47
<i>Second Phase: Task cycle</i> .....	47
<i>Third Phase: Focus on Language</i> .....	48
Research Design.....	49
Introduction to the Research Design .....	49
Methodological Design .....	50
Research Method .....	50
Research Approach .....	52
Context of the Research .....	54
Population and Sampling Procedures.....	54
Ethical Protocol.....	55
Data Collection Techniques .....	58
Description and Rationale of the Instruments.....	58
<i>Surveys</i> .....	58
<i>Unstructured Interviews</i> .....	59
<i>Field Notes</i> .....	60
<i>Video Recordings</i> .....	61

Validation Procedures .....	64
Testing through Piloting .....	64
Outcomes of the Piloting Phase .....	64
Pedagogical Intervention and Application.....	65
Research Stages.....	65
Instructional Design .....	67
Reflection Process .....	70
Introduction to Data Analysis and Findings.....	73
Data Management Procedures.....	73
Opening Coding .....	92
Group Work to Promote Assertive Communication .....	93
Self-Confidence When Speaking in Public as a Part of Assertive Communication .....	93
Respecting other Speakers as part of Assertive Communication.....	94
Group Work to promote Assertive Communication .....	96
Self-confidence when Speaking in Public as a part of Assertive Communication .....	97
Results.....	100
Respecting other Speakers as part of Assertive Communication.....	100
Group Work to promote Assertive Communication .....	104
Discussions and Conclusions .....	116
Discussions .....	116
Research Implications for the Field of Study.....	118
Research Limitations on the Present Study.....	119
Recommendations for Further Research.....	121

Conclusions.....	122
Appendices.....	131

**List of Tables**

**Table 1** *Action Research Instruments*..... 62

**Table 2** *Schedule of Activities*.....65

**Table 3** *Proposal Lesson Plan*.....69

**Table 4** *Sin Nombre*.....92

**Table 5** *Sin Nombre*.....95

**Table 6** *Sin Nombre*..... 98

**Table 7** *Sin Nombre*..... 101

**Table 8** *Sin Nombre*..... 102

**Table 9** *Sin Nombre*..... 105

**Table 10** *Sin Nombre*..... 107

**Table 11** *Sin Nombre*..... 108

**Table 12** *Sin Nombre*..... 109

**Table 13** *Sin Nombre*..... 110

**Table 14** *Sin Nombre*..... 112

## List of Figures

<b>Figure 1</b> <i>Stages of Action Research</i> .....	52
<b>Figure 2</b> <i>Gender: Percentages</i> .....	55
<b>Figure 3</b> <i>Verbal Aggression a.</i> .....	75
<b>Figure 4</b> <i>Verbal Aggression b.</i> .....	75
<b>Figure 5</b> <i>Rudenesses to Solve Conflicts</i> .....	76
<b>Figure 6</b> <i>Classroom Distraction</i> .....	77
<b>Figure 7</b> <i>Arguments</i> .....	78
<b>Figure 8</b> <i>Troubleshooting</i> .....	78
<b>Figure 9</b> <i>Respect 1</i> .....	79
<b>Figure 10</b> <i>Respect 2</i> .....	80
<b>Figure 11</b> <i>Respect 3</i> .....	81
<b>Figure 12</b> <i>Work Group</i> .....	81
<b>Figure 13</b> <i>Respect 4</i> .....	82
<b>Figure 14</b> <i>Respect 5</i> .....	83
<b>Figure 15</b> <i>Work Group 2</i> .....	84
<b>Figure 16</b> <i>Work Group 3</i> .....	85
<b>Figure 17</b> <i>Work Group 4</i> .....	86
<b>Figure 18</b> <i>Work Group</i> .....	87
<b>Figure 19</b> <i>Self Confidence 1</i> .....	88
<b>Figure 20</b> <i>Self Confidence 2</i> .....	89
<b>Figure 21</b> <i>Self Confidence 3</i> .....	90
<b>Figure 22</b> <i>Self Confidence 4</i> .....	90

**Figure 23** *Self Confidence 5*..... 91

**List of Appendixes**

<b>Appendix A</b> <i>Filled Informed Consent Sample</i> .....	127
<b>Appendix B</b> <i>Diagnostic Test for Teachers</i> .....	129
<b>Appendix C</b> <i>Diagnostic Test for Students</i> .....	131
<b>Appendix D</b> <i>Lesson Plans</i> .....	137

## **Introduction to the Research Study**

Promoting the learning of a second language through assertive communication is a fundamental element of language acquisition. Assertive communication goes beyond simply using correct grammar and vocabulary, it involves expressing thoughts, needs, and feelings clearly and respectfully, while also listening and responding appropriately to others. By fostering assertive communication skills in language learners, educators help students move beyond rote memorization and passive understanding, empowering them to actively participate in real-life conversations.

Assertiveness not only facilitates greater participation and fluency but also equips learners with the strategic tools to navigate communication challenges. By fostering assertive communication, educators create an environment where learners can thrive, interact meaningfully, and achieve higher levels of language proficiency.

Pfeiffer (2010) affirms that: “Assertive communication implies clearly expressing your needs; how you feel and what you want without violating the rights of your partner” (p.1). In addition, Assertive Communication is part of the social skills that people must acquire through coexistence in society; Hofstadt (2003) explained that social skills are learned through experience. Bearing this in mind, teachers must implement CLT and TBL activities to encourage students’ assertive communication and thus being able to teach English in a meaningful way, since the lack of this skill probably hinders the learning process of students and brings complications in the teacher's role.

Promoting assertive communication among sixth graders from a non-bilingual public school located in Guachetá, Cundinamarca, is an issue that has become necessary to address, taking into account the fact that students hardly interact with each other inside the classroom

respectfully. Therefore, fostering an environment in which students can talk openly about their opinions, as well as respecting and tolerating others' points of view, has become indispensable for creating a safe learning environment. With this in mind, this research attempts to identify the possible effects of communicative language teaching and task-based learning for sixth graders to foster students' assertive communication.

Bearing in mind the above situation, Hofstadt (2003) explains that social skills are learned through experience. Taking this into account, It decided to implement CLT and TBL activities to foster students' Assertive Communication, as the lack of this skill hampers students' learning process and teachers' difficult performance.

Teachers must take advantage of the resources they have, combining them with different techniques and strategies to build active interaction and promote the use of the Assertive Communication inside the classroom. Therefore, teachers should consider creating an interactive and safe environment in which students can participate actively with increased confidence. Students may increase Assertive Communication through the use of Communicative Language Teaching (CLT) and Task Based Learning (TBL) approaches; in view of CLT has the main focus of language competence, which allows students to interact and use the target language in specific contexts. According to Banciu and Jireghie (2012) "Communicative Language Teaching places great emphasis on helping students use the target language in a variety of contexts and on learning language functions" (p.1).

On the other hand, TBL intends that students use the language and communicate among themselves through tasks, which, in most cases, are developed in groups. As a result, students are challenged to use their Assertive Communication to negotiate and complete the task. According to this, Ellis states: (2003) "the work plan requires learners to employ cognitive

processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task” (p.10). Consequently, this research provides; first the context of the problem identified for the researcher. Secondly, the theoretical Framework and Literature Review are presented. Third, the proposal created for this specific issue is explained in detail. Also, the methodology chosen for its implementation. Then, the results of the study and the possible effects that this has on students’ Assertive Communication. Finally, the conclusion of the research.

This research was carried out at Nuestra Señora del Transito Departmental Educational Institution located in the municipality of Guachetá is a Colombian municipality in the department of Cundinamarca, located in the Province of Ubaté, 118 km from Bogotá. It is considered a tourist destination for its rocks perfect for climbing. Today, it is a public institution with 1,300 students; 6 locations (3urban and 3 rural); and daytime, nighttime, and afternoon shifts for older adults between 60 and 87 years old.

The research was carried out specifically with sixth graders between the ages of 10 and 14 in his non-bilingual public institution. According to its mission and vision, this school implements a High Academic Education, developing students’ ethical values to reinforce students’ life research. Accordingly, the researcher focused on the students’ personal values and formation. Based on the need analysis collected by implementing different instruments that allowed us to identify students’ social skills at an optimal stage for learning a second language. Therefore, young people consciously learn languages other than their mother tongue with specific objectives. As a general rule, they do so within a specific school or training context, but they can also count on reinforcement in their family environment.

In addition, while students' competitive skills and motivation can facilitate language learning, significant challenges remain in vocabulary, grammar, fluency, and comprehension. These are compounded by factors in the classroom environment that can hinder participation and confidence. This is why research focused on everyday classroom life is essential: it helps educators understand and address these real-world challenges, ultimately leading to more effective language learning for all students.

Shortcomings related to the acquisition of a second language in conflictive environments within the classroom are observed, on some occasions in English classes, students mention feeling afraid of criticism when they participate or speak, lack of respect towards others, as there is constant ridicule for incorrect pronunciation, lack of tolerance between them when carrying out gamification activities, ridicule and major mistakes. This issue arises when students struggle to express their ideas and opinions clearly and respectfully. For example, during group activities, singing exercises, or class discussions, many students experience fear of making mistakes or being ridiculed, which inhibits their willingness to participate. Additionally, disrespectful behaviors such as calling each other pejorative nicknames and refusing to tolerate different viewpoints further exacerbate communication problems. These challenges make it difficult for students to openly share their thoughts and engage in constructive dialogue, ultimately reflecting a significant deficiency in assertive communication skills within the classroom.

Thus, according to the mission and vision of the school, the importance to increase social values in students, especially Assertive Communication, is necessary for students' formation. In this way, Diaz (2005) expresses that the teacher becomes: Promoter of analysis, change inducer, search activator, motivator and facilitator of experiences, elicitor of criticism

and critique, hypothesis generator, problem and alternative planner, promoter and energize of culture, in front of a student group that thinks, creates, transforms, organizes and Knowledge of the structure of a personal and dynamic system.

Likewise, it has been noticed that constant misunderstandings, sudden appearance of conflicts and disputes among themselves, often triggering problems of school coexistence and low participation in activities that require creativity and oral communication of the ideas made and in the strengthening of the communicative skills of a second language.

## **Research Question and Objectives**

### **Research Question**

How does the implementation of communicative language teaching approach and task-based learning strategies promote assertive communication skills for teaching English among sixth graders?

## **Research Objectives**

### **General Objective**

To analyze the impact of implementing task-based learning through a communicative language teaching approach on student interaction that enhances communication in English classes.

### **Specific Objectives**

To implement activities that require collaboration and dialogue among students, through task-based learning during English classes.

To examine how task-based learning helps students improve their assertive communication during the communicative process in English classes.

To propose a new lesson plan that adjusts to the communicative approach and is based on tasks to improve assertive communication in English classes.

### **Rationale for the Research**

In contemporary educational settings, effective communication skills are increasingly recognized as crucial for academic success and personal development. Assertive communication is particularly vital for fostering self-confidence, clarity, and constructive interpersonal interactions. The study sought to promote assertive communication through a communicative language teaching approach (CLT) and task-based learning strategies (TBL) on the oral communication of sixth-graders.

Communication has always been embedded in society, and it is important for people who live in a community to have it through the use of language. Assertive communication occurs when people correctly express their emotions, respect the communicative intentions of the other and their diverse points of view, show concentration and interest in the topic of conversation, and integrate the opinions of the other during the communicative act, but more importantly, even when actively listening and listening. In this regard Ortiz (2007), stated that active listening demands that we enter the mind of the person speaking to us and interpret the message from a perspective view. We focus all our attention on capturing and understanding the communication, thoughts, and emotions of our interlocutor.

Assertiveness is an important factor in improving communication. People must acquire the social skills necessary to have assertive communication, knowing how to respond, how to act, and what to say. The listener analyzes the sender's message and can respond appropriately, thinking about what he is going to say and how he is going to say it, taking into account the context. Lack of assertive communication can contribute negatively to communication, triggering misunderstandings, verbal attacks, poor academic performance, and breaking friendship ties.

For this reason, the importance of promoting assertive communication by implementing task-based learning on assertive communication through a communicative language teaching approach in student interaction enhances communication in English classes.

The majority of sixth-graders do not take the time to listen, analyze, understand, and respect the diverse opinions expressed by their peers in pair and group activities. When students participate in English classes, it is evident that there is a lack of this skill, which is why it is necessary to educate students on active listening. At the Nuestra Señora del Tránsito educational institution in Guacheta, they also need an alternative that allows for adequate use of communication so that through dialogue and active listening, differences between sixth graders can be resolved and the ties can be strengthened the communication skills in English class.

In the sixth graders classroom, students need to communicate well, which is why this research was implemented to propose active listening as a strategy to strengthen assertive communication through task-based learning. The proposal triggers great benefits, including a possible improvement in communication in the classroom and the development of listening to be able to develop the activities proposed by the English teacher. This is so necessary for the personal growth of people, whoever listens, analyzes, and interprets. By doing this practice in all areas, students might improve their academic performance because they will focus all their attention on the teacher, they will understand the exercises and explanations, then they will make sense critically and reflect to resolve any situation that arises not only in the classroom but also in their social environment.

As the problem is not resolved in the Educational Institution, misunderstandings, verbal attacks, conflicts, and communication errors will continue to occur that impact academic performance, presenting notable shortcomings in the four skills of English as a foreign language

such as speaking, writing, reading and listening. Likewise, they will not understand the themes and there will be no development of skills, oriented from knowledge, know-how, and knowing how to be. Because there will not be a construction and a positive environment that encourages learning, hindering the achievement of the achievements proposed in the English curriculum, triggers deep gaps in the preparation of new knowledge of this language. González (2017), highlight that the lack of assertive communication can have negative consequences in the educational process, affecting all subjects and limiting the ability of students to express their ideas and feelings appropriately.

Indicators of assertive communication are important within classroom spaces to create a balanced space that allows the expression of emotions. The classroom climate is favorable for learning must consider assertive communication between participants in the educational process. Educational authorities should consider the need to hold information workshops and training in assertive communication with teachers. The benefits in the workplace to combat stress is one of the reasons for recommending education and training. In the pedagogical field, exclusive of the classroom, the teacher who uses assertive communication ensures learning spaces and opportunities for the group of students. Promoting the practice of assertive communication in the classroom is a recommendation that arises from research, to promote learning in students, in emotional climates that motivate interest and favor positive emotions.

Assertive communication can become a tool to confront the hidden curriculum and open space to the fundamental emotions for a change in society that increasingly focuses on technology, and competition, and forgets the essence of the human being and its connection with the world, with its emotions.

Tense environments in schools and at home threaten children's ability to learn. Considering this premise is essential for the desired change, according to Adler and Towne (2012), assertiveness allows us to establish balanced relationships between teachers and students, where mutual respect is encouraged and authoritarianism is avoided. This creates an environment conducive to learning, as students feel safer and more valued when they can express their opinions without fear. For this reason, this research was done to implement a communicative language teaching approach and task-based learning strategies that promote assertive communication skills in the English class among sixth graders and thus achieve strengthening communication, assertiveness through active listening, to improve interpersonal relationships, the teaching-learning relationship, academic and coexistence performance, participation, listening, respect for opinions and the development of communication skills.

## Literature Review

### Introduction to the Literature Review

The purpose of this chapter is to present the theoretical framework to clarify the main concepts that compose the investigation; also to present some studies previously made that might contribute to this research. Taking into account the statement of the problem of my research can say that my students present difficulties in expressing their feelings, ideas, thoughts, and opinions and respectfully accepting others'. Based on that, it is possible to recognize that students have a lack of Assertiveness and consequently lack of Assertive Communication, since they do not have the basic aspects required to be able to listen to others and respect others opinions. Phillips (2002) stated that assertiveness allows people to take control of the situation, they listen, ask questions, take advice, and then act. According to Bishop (2013), "People with good assertiveness will also have enhanced self-awareness, greater self-confidence and self-esteem, and powerful and effective communication skills" (p. 15). Based on these definitions, Assertiveness helps people to enhance their social skills to develop good relationships.

Likewise, CLT has been used for many purposes, especially to foster the use of language. However, some studies have demonstrated that communicative activities allow social interaction among students, enabling students to create connections with peers. Several authors define CLT; most of them state that this approach focuses on Communicative competence. Also, they claim that the main goal of this approach is to create activities that involve real communication. Starting from these theories, some researchers have implemented this approach for several goals inside the classroom; some examples are the studies above, demonstrating that the CLT approach contributes not only to oral performance but also to learners' interaction and social values.

Hence, it is reasonable to think that the use of this approach has an impact on many aspects related to the educational field.

Task-Based Learning (TBL) has gained significant recognition as an effective approach to language teaching, emphasizing meaningful communication through the completion of real-world tasks. Among the influential frameworks within TBL is the model developed by Willis and Willis (1996), which structures lessons into three distinct but interconnected stages: pre-task, task cycle, and language focus. This model prioritizes learner engagement by providing clear preparation, active task performance, and focused language analysis. The implementation of this study is grounded in the Task-Based Learning (TBL) framework developed by Willis and Willis (1996), which structures lessons into three main stages designed to promote authentic and meaningful language use which has the following stages:

The first stage is pre-task, where the teacher gives the students instructions, shows them the grammar that must be used in the task development, and highlights new vocabulary and phrases.

The second stage is called the task cycle, which is divided into three moments: the first one is called the task, where students are organized in groups; they have some minutes to think about the vocabulary and brainstorm what they are going to perform; also, the teacher monitors the process and helps students when they need it. The second moment is called planning, where the student prepares to report the task; there are several types of tasks, which are research, newspapers, posters, storytelling, and anecdotes, among others. Besides, the teacher makes sure that everybody is involved with the task, and the third moment is called a report, where students decorate, and present the task, and the teacher gives some feedback to them (as cited Rodriguez and Rodriguez, 2010).

With this in mind, the organization of this research is developed in three parts, Assertiveness and Assertive Communication, Communicative Language Teaching and Task Based Learning, defining each concept, presenting previous studies, comparing their results, and showing the conclusions.

## State of the Art

### Researches on Assertive Communication

Assertive communication: Role of assertive communication in personal and academic success.

Assertive communication allows individuals to express their thoughts, feelings, and needs clearly and respectfully, fostering positive interactions and relationships. According to Oxford (1990), effective communication is a fundamental skill that contributes to students' success in their educational journey and future endeavors. By focusing on assertive communication, this study seeks to equip sixth graders with the tools necessary to navigate social situations, advocate for themselves, and collaborate effectively with peers.

Phillips (2002) defined that an Assertive person is able “to communicate clearly, honestly and directly without avoidance or resorting to manipulative or aggressive behavior” (p. 1). Assertiveness involves being tolerant of people of different backgrounds, without gender, age, race, social position, economic situation, etc. Another theoretical definition is from Bishop (2013), who claims that “Assertiveness is about effective communication (...) choosing the right words to say in a given situation. The tone of voice, intonation, volume, facial expression, gesture, and body language all play a part in the message you are sending to the other person” (p. 1). Therefore, this behavior promotes respectful communication, taking into account people’s opinions and ideas. According to these definitions, Assertiveness is a social skill that allows people to communicate their feelings, ideas, and opinions respectfully. Moreover, Pipas and Mohammad (2010) define assertive communication as the ability to speak and interact in a respectful way considering the opinions and ideas of others to create opportunities to socialize. According to these important definitions, Assertive Communication facilitates relationships in

different educational contexts. Added to that, Assertive Communication involves interaction in order to respect your rights and the rights of others, benefiting people's emotions. (Hunter, Goodie, Oordt, and Dobmeyer, 2009).

The implementation of assertiveness and assertive communication allows teachers to create a comfortable learning environment where people take into account their opinions and others' rights. As Pipas and Mohammad (2010) claim: "Assertiveness is the ability to express what you feel when you feel it necessary. It is the ability to express your feelings and your rights, respecting the feelings and rights of others" (p.2). Following this idea, it is important to consider that Assertiveness has many branches, one of these is Assertive Communication, which is also important for students' relationships because this allows them to improve their interaction performance as Pipas and Mohammad (2010) say "Assertive communication is the ability to speak and interact in a manner that considers and respects the rights and opinions of others while also standing up for your own rights, needs and personal boundaries" (p.1). Furthermore, Assertive Communication not only considers verbal opinions and thoughts but also body language, gestures, expressions, and tone of voice. As Pfeiffer claims (2003) "Assertive communicators speak in calm, clear tone of voice. They make good eye contact. They have relaxed good posture." (p.16) Consequently, Assertive Communication encourages people to feel competent, have emotional benefits, with the ability to accept different points of view, and respect others.

Encouraging Assertiveness in young people helps with their adaptation to different contexts. In a study made in Pennsylvania at University Park in 2018, a group of researchers found that when kids are born in a positive family climate and their parents use more effective parenting strategies is easier for these people to establish relationships and solve conflicts or

problems, even in romantic relationships among adolescents. The researcher claims “In the study, kids who were more assertive had better problem-solving skills in their later relationships, which is so important” (p.1). This study concluded that it is important to encourage Assertiveness in an early age to help people in the adaptation to society and healthy communication. Thus, Assertiveness is essential to enable tolerant relationships, and the importance of accomplishing it becomes necessary in the learning environment.

In the Department of Psychology of the Gour University in India, professor Parray (2016) conducted a study that aimed to find out the level of among a group of students from different faculties based on three demographic variables: gender, residence, and stream of study. The researcher implemented the Rathus Assertiveness Schedule (1982) level of assertiveness. The results showed that there is not a high level of difference among students’ Assertiveness based on demographic variables; however, it revealed that there is a lack of Assertiveness scores because most of the students are not Assertive. The researcher concluded, that it is important to inculcate this skill because adolescents will be able to express both positive and negative feelings honestly and without anxiety or intimidation.

As the studies mentioned showed, Assertiveness is acquired from an early age and it is part of daily human life. Also, it is important to mention that the use of Assertive Communication increases people interaction and facilitates the learning process. Therefore, Assertiveness and Assertive Communication behavior benefit the learner environment and probably the social interaction among students.

### **Researches on Communicative Language Teaching**

Communicative Language teaching: Role of communicative Language learning in personal and academic success.

The ability to communicate clearly can significantly improve academic and career opportunities. Communicative Language teaching is essential for effective learning of a foreign language. The development of this competence requires regular exposure to the language, explicit instruction, and practice opportunities.

Richards and Rodgers (2014) define CLT as an approach rather than a method. Also, they describe it as an approach that focuses on the use of the language in a variety of contexts and the language functions, rather than learning the forms. Additionally, it provides tasks that enable learners to engage in communication. Furthermore, Littlewood (2013) said: “The communicative perspective on language is primarily about what we learn. It proposes that when we learn a language we are primarily learning not language structures but language ‘functions’” (p.3). According to the above, this approach promotes the use of language according to the use in contexts instead of grammar.

Communicative Language Teaching (CLT) has been defined by some authors as an approach that focuses on the use of language. Richards (2006) defined CLT as “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p, 2). According to this, CLT main focus is the real use of communication to boost language. Also, this approach emphasizes in meaning rather than grammar rules, as Knight (2001) states “is that the learner can communicate successfully in the target language in real situations, rather than have conscious understanding of the rules governing that language” (as cited in Fang- an Ju, 2013). From this, the main goal of the Communicative Language Teaching approach is to involve language learning in real-life situations.

Applying communicative activities in EFL classrooms involves learners working with others to complete tasks and subsequently promote an interactive environment. Ochoa, Cabrera, Quiñones, Castillo, and González (2016) aimed to light the impact of Communicative activities on students' motivation in an EFL classroom in the Amazon region in Ecuador. They found that students feel confident when they help each other during the interaction in Communicative activities such as class discussions, games, pair work, group work, role plays, and group oral presentations. Also, they demonstrated that participants were more active and independent. Additionally, it was recommended by the authors to increase the frequency of Communicative activities since they promote language practice opportunities and create a positive, friendly, and effective climate in the classroom. Hence, Communicative activities enable students to interact with others allowing different types of attitudinal responses.

Communicative activities are mainly applied to boost language performance in learners, but some researchers have applied these activities to create connections and foment social values in learners. Renaud and Tannenbaum (2013) applied Language activities to create interpersonal tolerance in the classroom. They implemented activities such as speaking activities in small groups, whole group discussions, and interviews, among others. The research focused the activities on the idea of cultural awareness which is classified into four levels: self, family, community, the region, and the world, allowing students to talk about themselves while noticing aspects in common with their peers. In the conclusions, the researcher expresses that those activities are fundamental to any classroom where students will develop interpersonal tolerance. With this in mind, by applying communicative activities in the classroom, it is possible to foster students' tolerance and foment their social values.

These studies present the use of CLT activities for different purposes, but both of them have concluded that these types of activities help to promote social values inside the classroom. Ochoa et al (2016) applied Communicative activities to enhance students' motivation. Whereas, Renaud and Tannenbaum (2013) implemented these activities to create interpersonal tolerance in the classroom. Both studies have different focus, but the results showed that the use of Communicative activities helps students to interact and work with others in a pacific way. Therefore, the conclusions of the two studies presented demonstrated that CLT promotes social interaction and creates connections among students.

### **Researches on Task Based Learning**

Teaching Task-Based Learning: Role of Task-Based Learning in Personal and Academic Success.

According to Prabhu (1987) and further developed by Willis and Willis (1996), task-based learning arises from the communicative approach, emphasizing that language acquisition occurs most effectively when learners engage in authentic, meaningful communication tasks. This approach prioritizes communicative competence and interaction over formal linguistic study, facilitating second language acquisition through real-life communication contexts. Likewise, tasks allow students to develop social relationships inside the classroom and outside of it, favoring the development of autonomous learning, expression, and exploration of different types of cultural identity Samuda (2007).

Jackson and Burch (2017) claim: "Tasks are increasingly viewed as a principled foundation for classroom teaching, social interaction, and language development" (p.493). It is an approach that allows students not only to learn through tasks but also to have a social interaction with others. As Willis and Willis (2007) said: "teachers who engage in task-based

learning promote real language use; when doing so, they become leaders and organizers of discussions, managers of group or pair groups, motivators to engage students in performing a task''(as cited in Rodriguez and Rodriguez, 2010, p.167).

Although Task-Based Learning is an approach that mostly is used for second language acquisition, this approach also promotes communication, reducing anxiety and guaranteeing the learning process. Task-based learning is an approach where students acquire a language through engaging in meaningful tasks that require real communication, it focuses on the meaning rather than the form. Thanks to this approach, the students use the language in context. According to the activities, learners prepare working groups in order to achieve a common goal, in this case, the task; using the language based on the performance of the activity. Also, TBL focuses on the meaning of language, for this reason, students show an interest in participating in the activities thanks to they involve real contexts; for instance, interviews, debates, and role-plays among others which they have to use their 4 skills to understand the language (Rodriguez and Rodriguez, 2010).

Additionally, this approach considers communication as a key, it implies that students need to feel comfortable, forgetting the fact they are in a classroom, and having the opportunity to express themselves freely. Bearing this in mind, Task-Based Learning allows students to feel comfortable while they are involved in activities with social real context, and at the same time they are learning a second language.

Task-Based Learning allows students to boost their oral communication and interaction with their partners. As Forero (2005) describes in her study applied in a public school in Bogotá, Colombia, where the aim was to promote oral interaction using Task-Based Learning, the main findings were that students felt comfortable while they were speaking because tasks involved

creative and colorful materials and also include topics that are related to their real life, it helped to increase their motivation and promotes the interaction among them.

Gutiérrez (2005) conducted a study with a group of ninth graders of a Distrital Institution in the North of Bogotá, Colombia, demonstrated that through topics related to students' interests; for instance, music, books, or sports, they had the opportunity to express their assumptions, opinions and feelings freely, mostly because it was developed in free conversations and small groups. Also, it is important to mention that students felt enthusiastic at the moment to perform orally about their real experiences; for instance, their family, childhood, etc. Thus, interactive tasks allow to students develop their oral skills as well as provide them with the opportunity to express their feelings, opinions ideas related to a topic and listen to others' opinions in a safe environment.

Although the focus of Task-Based Learning is to promote communication in EFL classes, this approach provides a social environment where students have the opportunity to interact and work with others through different tasks. Taking into account that Gutierrez (2005), claims interactive activities promote communication and collaboration among students. In the tasks, they had to express their ideas and feelings about a topic, they had the space to express and listen to the others' opinions in a respectful way.

The state of the art presented in this research helps to define the three main concepts that conform to this research; showing through different studies how these approaches are implemented. The first concepts explained were Assertiveness and Assertive Communication which are defined by some authors as an ability to express ideas, feelings, and opinions taking into account the opinions of others. Also, with the studies presented it was possible to see the importance of the improvement of this skill for students' learning environment and their

relationships inside the classroom. Based on the previous studies whose main purpose was to increase Assertiveness and Assertive communication inside the classroom, the results of the studies demonstrate that these abilities are essential to have a safe learning environment.

On the other hand, Communicative Language Teaching and Task-Based Learning approaches focus on the use of language but also, but their implementation allows and fosters interaction among students. According to the results of the studies presented in this research, could be concluded that these approaches help to increase social interaction among learners, giving them the possibility to express their opinions and listen to others' ideas, feelings, and thoughts through tasks, having an impact in learners because they involve real communication. Although CLT and TBL approaches pretend to boost the acquisition of a second language, through students' interaction which promotes oral communication and group work.

## Theoretical Framework

### Assertive Communication

Regarding assertiveness, its origin goes back to the studies of Wolpe, (1958), to be the first to use the term “assertive. “Its history is determined by its inclusion in social skills, soft skills, and capabilities for life. According to Caballo (1997), assertiveness would have been developed in the States United States (first two sources) and England (last source) and was covered in three sources: “Therapy of conditioned reflexes” (Salter, 2001) Intervention from “Competence social” Zigler & Phillips (1961) and the “ability” related to man-machine

Assertive people favor relationships interpersonal, life satisfaction, self-confidence, expressiveness, and spontaneity Galassi et al. (1974). The person who assertive acts without thinking is direct, takes constructive decisions in the face of problems, does not care what people think of her, she is happy and free of anxiety (Salter, 2001). The study of Assertive Communication began under the behavioral approach, went through cognitivism, and was consolidated in the interaction joint with physiology.

Assertive communication involves two fundamental factors necessary in the game of communication: giving and accepting. Accept yourself as a person, with virtues and defects; Giving is accepting individual differences and accepting the diversity of characters of others. Garcés (2012) points out that: Assertive communication constitutes a balance in the interrelationship: teacher, student-student and is a special gift that some are born with, some assertive techniques that can help improve communication in the classroom: take care of oral language and body expression. (maintain eye contact), led by example, correct positively, do not humiliate your partners, be proactive, and so on. “Assertive communication” is a central aspect of the educational act, not only within the classroom but also in the relationship with classmates.

Students often show difficulties when relating to their classmates or when resolving conflicts within the classroom. Learn in more detail some of the assertive techniques that will allow us to improve our daily tasks at work. Barceló (2011), assertiveness plays a fundamental role within assertive communication, therefore, human interrelations and basically, between the communication bridges that exist or should exist between teachers and students, or students-students. A legitimate understanding through proactive tools. Adequate oral language, instruction endorsed in the example, simplicity in technique, breadth in teaching, body expression, fixed gaze, without denigrating abilities and giving relevance to potential.

### ***Profile of the Assertive People***

An assertive person is not afraid when expressing their opinion, knows how to dialogue and reach agreements, respects the rights of others and asks that they respect their own, their speech is fluent, without fillers and the tone of their voice is appropriate, their verbal communication is supported by non-verbal communication with soft but firm gestures, they express their feelings (positive and negative) to others, they know how to say no, they accept.

They speak in the first person to express their point of view, they enjoy healthy self-esteem and they like to interact with others, not finding threats in the interaction with others. López (2017), the “profile of the assertive person”, what characterizes assertive people? The following 10 traits are characteristic of assertive people: they are confident in themselves, they respect the opinions of others, they validate the emotions of others, they listen actively, they know themselves, they accept themselves unconditionally, they choose their friends, they know their limitations, but they fight with all their strength, they know how to regulate their emotions, they serenely face conflicts. Corbin (2017), the assertive profile brings together some qualities within the human personality: Self-esteem, a sense of emotional control, personal security, and

the ability to disagree without denigrating, fluent language, without blockages or fillers, and its orality is clear and stimulating.

### **Assertive Communication is Applicable in the Academic Field**

Assertive communication is a way of communicating and expressing oneself consciously and maturely, placing oneself in the middle of two positions: being rude and disrespectful or avoiding problems and staying silent. Its purpose is to be able to transmit some idea, feelings, or thoughts, without hurting someone else, appearing safe and confident in what is being expressed, and avoiding the uneasiness caused by the anxiety and anger that problems produce. It could be stated that communication and assertiveness are closely related, that together they become edifying, efficient, clear, and consistent, but above all they make communication open and honest, incorporating mutual respect between participants Rengifo Hernández (2014). To connect ideas and even solve various complicated situations without the need to hurt the other person, it is necessary to analyze which words will be correct so that the interlocutor understands the message and the degree of discomfort they could have in a situation. Emotions are fundamental in life, even more so when it comes to communicating, so you have to know how to express them assertively.

### **Importance of Assertive Communication in Students**

Assertive communication implies that we must recognize that what we look at, interpret, conclude, give our opinion, and recommend is conditioned by our experiences and perceptions. Recognize that faced with the same fact there are different ways of interpreting it and therefore of acting. Bernal Álava et al. (2022) claims assertive communication is important when transmitting ideas to other people, the fact that the receiver can clearly understand what the sender says is of great importance. This is a classroom that understands the fact that we are all

different and that different opinions can be generated in a debate with the teacher and classmates, ensuring that students are assertive, they will respect their own opinions, and listen to those of others, this generates tranquility emotional and mental. Among its benefits are:

Reduces the level of stress caused by the differences that can be caused by the opinions of other people, by not having assertive behavior.

Relate to the educational and social environment, improving the way in which differences are resolved with appropriate behaviors.

Stay calm in the face of problems, without mixing friendly relationships with professional ones. Using correct terms that do not hurt sensitivities.

Increases self-esteem, a person with assertive behaviors knows that they must respect themselves to respect others, so the correct terms are used so as not to offend the interlocutor, therefore, they feel better when carrying out the activities and improve their social relationships, expressing their emotions, feelings and ideas with respect.

### **Assertive Communication is Useful in the Academic Field**

Assertive communication is useful for the transmission of ideas in which people express their feelings, emotions, and thoughts. In the learning process, it is the same, with the difference that many more people who do not share the same culture, customs, religions, political ideals, etc. are involved. This is where tolerance towards these different thoughts comes into play and in which they are often not respected. For the others. In the classroom, conflicts can be created when giving a comment on a topic in which the teacher creates a debate. For an assertive person, this can be easier to handle because he respects thoughts other than his own and finds the solution. to these situations.

An assertive communication style will be useful and functional for asserting our rights,

managing conflicts, and conducting negotiation situations. Skillfully establish and maintain conversations with different people and in different contexts; It will also favor the process of making decisions, requesting changes in behavior in other people, being direct with what you want to express without offending and taking calculated risks Casadiego Granados, Martínez Estrada, Riatiga Corredor and Vergara López (2015).

When having a conversation with other people, you must accept the differences in thoughts they will have, even if you do not agree with them. There is no winner or loser when expressing emotions, feelings, ideas, etc. There must simply be respect for both criteria (Ruiz Martinez, 2017). It indicates that “communication represents a significant value regarding student learning, especially in personal orientation.” Correct communication improves interpersonal relationships, avoiding conflicts or providing solutions to them. In the educational process, the teacher is the one who provides educational knowledge to students but also provides moral support.

Being a fundamental pillar in the teaching-learning process, you must know how to communicate and express your knowledge to the group. The classroom is the place where they develop and create their ideas, so the type of communication they acquire in the training process depends on the participants.

### ***Elements of Assertiveness***

They are a key component either in the way the person expresses himself, he must be tolerant, not forgetting the respect of others and considering their opinions, thus it is also worth emphasizing that gestures are a main factor since Through these, different situations of the individual can be demonstrated, and through these elements, we can know what the person needs or what they are failing in, since assertiveness, as has already been said, is

something that is learned and is a step by step process.

## **Types of Behaviors or Behaviors**

### ***Assertive Behavior***

Maldonado (2010), indicates that: “assertive behavior” is a fair way of relating, which takes into account the rights of oneself and others alike. Assertive behavior is understood as a series of ways of acting related to standing up for one's rights no matter the circumstance, correcting a situation when someone's rights have been violated, and seeking respect and understanding for a person's feelings about a particular situation. or circumstance, interact in a mature way with those who seem offensive, aggressive, hostile, attacking or shocking.

Assertive behavior among its previous aspects, we must be clear about the objective, look for the right moment, and maintain emotional control. In verbal behavior, we must express the desire clearly, repeat the desire as many times as necessary, utter phrases of understanding of the other's behavior, not argue, not counterattack, and reach an agreement and in non-verbal behavior we must have eye contact, appropriate tone of voice and volume, facial expression in line with the message and gestures appropriate to the message and the situation Bendayan (2012).

### ***Passive Behavior***

They are people who are usually characterized by having a low and insecure tone of voice and avoiding eye contact with others. It is the person who does everything he is told without caring about what he thinks or feels, makes his decisions on impulse or out of fear of the opinion of others, is not able to defend his rights, feels incapable of defending his rights and you feel unable to solve problems. Renteria (2017). “Passive behavior” is that behavior in which the

subject is at the mercy of the wishes, orders, or instructions of others. He puts the well-being of others before his own, understood as desires, ambitions, or opinions Villares (2013).

Passive behavior is always subordinated to the imposition that others passively exercise in their area. They have low self-esteem, the tone of their voice is almost confusing, they do not express their thoughts, always at the mercy of the whims and desires of others. Put the well-being of others before your own.

### ***Aggressive Behavior***

It is characterized by having a high tone of voice, quick and abrupt movements, a fixed and aggressive gaze, using fights, accusations, and threats, and always trying to impose their decisions and rights, without caring about others. He acts by making others feel inferior, he likes to manipulate and control the people around him, and he is not able to openly express his feelings in a way that is not aggressive since he considers it a symptom of weakness, Renteria (2007).

Aggressive behavior” is someone who thinks that “the weaker others are, the stronger I am.” It feeds on passive behaviors to redefine its aggressive character. Making the interlocutor look ridiculous is his way of understanding relationships. He belittles others, pride and arrogance are characteristics of his way of acting, Villares (2013).

Aggressive behavior is nourished by passive behavior or does not bond with its peers due to the way it imposes its conditions. They can insult, attack, and offend in order to make their ideas or actions prevail. They consider others as inferior, their gaze is usually threatening and their gestures abrupt.

The epistemological foundation of Mario Bunge (1980) says that epistemology, which is the science of sciences, contributes to a greater or lesser degree to the development of science

policies. This science must be assembled with the images provided by the history, psychology, sociology, and political science of science. With this, Bunge wants to tell us that no science is isolated. Epistemology, or the philosophy of science, is the branch of philosophy that studies scientific research and its product, which is scientific knowledge, Serrano (2011).

Pestalozzi (1811) mentions that the pedagogical foundation is one of the most important in terms of an education that aims to include new contributions to early childhood education, respecting the development of the child to achieve a comprehensive education in them where one of the important factors is play since through exploration and observation the child learns in a more meaningful way, Pestalozzi (2011). According to Tdea (2012), the father of pedagogy Juan Comenio in the year 1648 indicates that he is the initiator of illustrations in books and the use of theater in classrooms. Comenius proclaims that all men have an innate aptitude for knowledge and does not restrict it only to an elite or to some enlightened ones, thus creating the conception of a popular school of great coverage to which everyone has access. The goal is to achieve world peace since he considered that education is the fastest way to achieve it.

### **The Communicative Language Teaching Approach**

The Communicative Language Teaching Approach (CLT) emerged in 1970 and its implementation has evolved over the years, incorporating local needs, aspirations, and conditions of the contexts AlKhamisi y Sinha (2022) considering what was defended by Jeong-Won (1999), CLT is a method for the teaching of a second language, where the foreign language is the vehicle used by the students to communicate by interacting using it. Communication acquires meaning when students transmit information with a purpose, for that reason, Errors are tolerated, as they are part of this process. The methodology itself in its nomenclature indicates its main objective,

which consists of using language with a communicative purpose, helping students to acquire communicative competence.

The communicative language approach considers language as a means that favors interpersonal communication. It integrates the linguistic skills of oral expression, written expression, listening comprehension, and reading comprehension and seeks to ensure that authentic language plays a main role; Furthermore, it takes place in real contexts. The purpose of the activities is to produce information and promote real communication interactions (CEFR, 2002). The teaching process is organized with control activities that progressively decrease and consists of three stages:

Presentation, in this phase the student understands the meaning of the content that the teacher presents.

Practice, here the student remembers and exercises what he has just learned; In addition, receiving constant feedback from the teacher.

Production, is the moment where students express their autonomy and use the knowledge acquired in communicative contexts.

Brown (2000) describes the following characteristics of the communicative approach:

The objectives of the class should focus on the components of communicative competence: grammar, functions, discourse, sociolinguistics, and strategies. Furthermore, these objectives must link the organizational aspects of the language with pragmatics.

Both fluency and accuracy are seen as complementary aspects underlying communicative techniques. At certain times, fluency can be more important than accuracy, as it allows students to concentrate more on the use of language.

During class, students use the language productively and receptively in contexts not yet practiced; for example, reacting to an unexpected situation, exchanging different points of view, expressing suggestions, etc.

Oral interaction between students takes place very frequently, in pairs, in small groups, or among the whole class.

The teacher's main role is that of facilitator and guide, creating communication situations and encouraging cooperation among students. In this way, students feel motivated to construct meaning through authentic linguistic interaction with their peers.

Finally, it is worth mentioning that in a communicative class; In addition, from what Brown (2000), motivation is also considered a necessary element, since this allows the creation of an ideal learning environment that includes various elements, such as stories, movies, plays, role plays, researches, significant tasks, recreational activities, among others.

### **The Task-Based Learning**

Task-based learning is a method used to teach foreign languages. It emerged around the 90s and is an evolution of the communicative approach. Willis (1996) first proposed a teaching framework that organizes classroom interaction based on tasks, maintaining that “a task is a goal-oriented activity with a specific outcome, where the emphasis is on the exchange of meanings” and not in producing specific forms of language.” This method considers that the teaching of a language should be conducted through tasks that simulate daily life situations. During the application of this method, students must participate, communicate and cooperate with each other during the completion of the task. Larsen (2000) considers that the objective of task-based learning is to provide the student with a natural context for the use of the language,

since while the student performs the task, he or she interacts in the target language, Willis (1996) considers the following:

### ***Fundamental Principles***

The student must be exposed to a sufficient number of real oral and written statements, which have been appropriately selected.

The task focuses on the use of language for real communication.

Assignments are based on the interests, needs and objectives of the students.

The aim of the tasks is for students to use all their linguistic resources rather than selected aspects of the language.

There is an integration of the four language skills: reading, writing, listening and speaking.

The language explored is derived from the needs of the students, so they determine the language they will use in the classroom.

Contextualized and authentic language is used.

During the development of the task, combine the various learning styles.

Student autonomy and creativity are promoted, as well as the development of interpersonal skills.

### **Phases of the Task Based Learning**

Willis (1996) considers that the design of a class using the task-based learning method involves the consideration of stages or phases that have the task as an essential element. These phases reflect the chronology of a task-based lesson, which will necessarily encourage the use of language for communicative purposes.

The task-based learning method allows the teacher to engage students in authentic and relevant topics and encourages them to use all their linguistic resources to successfully complete the assigned task.

The task-based learning methodology proposed by Willis (1996) consists of three phases: the previous task, the task cycle, and the focus on language.

### ***First Phase: The Previous Task***

The teacher introduces and defines the topic to be discussed, then develops activities that help students remember useful key words and phrases. Task instructions are formulated and students are ensured that they understand them. In this phase, the use of audio recordings, video or PowerPoint presentations is suggested, which demonstrate the execution of a similar activity.

### ***Second Phase: Task cycle***

It has three moments: the completion of the task, the preparation of the presentation and the presentation.

Completion of the task: It can be based on reading, listening to a text or a Powerpoint presentation. The teacher monitors the activity and stimulates his students. The task is done in pairs or small groups.

Preparation of the presentation: Students prepare for a presentation in the classroom, they must explain about carrying out the task, their findings, their decisions, their points of view, etc. They rehearse what they will say or make a written draft to read in the classroom. The teacher monitors each group, provides help and ensures that the presentations are appropriate and clear.

The exposition: The expositions are the conclusion of the task. Students present reports to their peers, these may take the form of talks, letters, brochures, audio or video recordings, etc. The teacher acts as a facilitator and observer; In this phase, it is suggested that no corrections be

made, but rather that successes be highlighted and a sincere interest shown in the students' productions.

Depending on the achievements or not of the exhibition, the necessary feedback will be provided at the end of the activity.

### ***Third Phase: Focus on Language***

This last phase refers to the treatment of grammatical structures. It includes two moments: analysis and practice.

**Analysis.** Students identify and process the linguistic structures that have previously been used or needed, ask questions about what you don't understand. The teacher will review each analysis activity, grammar aspects or useful phrases with the students, and can select other aspects that they consider important from the exposition stage.

**Practice.** Serves to consolidate what has been learned; the teacher conducts practical activities when necessary so that students feel confident in their ability to communicate. They exercise words, phrases and patterns from the analysis activities, and other structures that appeared during the completion of the task or in the exposition stage.

## **Research Design**

### **Introduction to the Research Design**

This chapter presents a detailed description of the methodological design used in this research. The theoretical foundations that support the methodological decisions that are presented are taken into account, as well as a solid justification for the choice of the research method and the approach that led to the research. This chapter begins with a section dedicated to the methodological design, the action research method used is addressed, clearly explaining their choice and its alignment with the objectives of the study. The qualitative approach adopted is detailed, justifying its relevance and the analysis techniques used. Not only the context of research but also includes a description of the population. In addition, the data collection instruments and analysis procedures are described. Likewise, the ethical implications and privacy measures are analyzed. Confidentiality was adopted. Finally, the data collection instruments and analysis procedures are described, in order to provide a complete description of the study.

## Methodological Design

### Research Method

The paradigm that my research covers is the qualitative research paradigm, within which this action research, was chosen to recognize a problem from a particular population and find a solution through a process or following some steps. As Herr and Anderson (2005) claim: “Action research is oriented to some action or cycle actions that organizational or community members have taken, are taking, or wish to address a particularly problematic situation” (p.3). It is important to mention that action research is developed as a cycle, following a process that starts by recognizing a problem, implementing an action research plan to improve the issue, and reflecting on the results. Thus, this research is based on a process, involving the recognition of a problem and the alternative to tackle this difficulty inside the classroom.

Likewise, the research involves Action research design, focusing on a local issue that is Assertive Communication. As Creswell (2012) states: “Practical action research involves a small-scale research, narrowly focuses on a specific problem or issue, and is undertaken by individual teachers or teams within a school or school district.” (p. 580). The purpose of this design is to focus on a problem in the school environment, the description of the problem based on the data collection, provide a literature review about the problem, analyze the theories or approaches regarding the issue, and finally make a plan of action to improve the inquiry (Creswell, 2012).

When studying assertive communication in sixth graders using Communicative Language Teaching (CLT) and Task Based learning (TBL), both action research and qualitative research can be effect utilized:

Teachers can implement CLT and TBL strategies while systematically observing their effects on students' communication skills.

By collecting Data through student reflections, peer feedback, and teacher observations, educators can interactively define their approaches based on what works best for enhancing communication

The study seeks to enhance assertive communication skills among sixth graders through targeted pedagogical methods, so this research is situated in a non-bilingual institution in Guacheta, addressing unique challenges faced by students, inside the English classes such as afraid of criticism when they participate, lack of respect towards others when having incorrect pronunciation, lack of tolerance when they carry out gamification and conflicts during classes.

For that reason, teacher and students collaborate to identify communication challenges and develop effective strategies together, then it follows cycles of planning, acting, observing and reflecting which are shown in this study and which will implement CLT and TBL strategies, observe their effects, and refine approaches based on feedback.

Finally, the researcher reflected on the effectiveness of interventions and adapt them based on student responses and outcomes, also this study employed observations to gather comprehensive data and it enhanced my pedagogical skills while actively engaging in research about my teaching practices.

## Figure 1

### *Stages of Action Research*



*Note.* Got by QuestionPro (2024)

## Research Approach

This study is based on the paradigm of Qualitative Research, which allows the researcher to know the social problems and context that students have. As Mason (2002) claims: “Qualitative research faces new opportunities in a social world that is increasingly thought to be complex and multi-dimensional, and where the particularly qualitative strengths of understanding context, diversity, nuance and process might potentially be very highly valued.”(p.9). Also, this study aimed at creating a pedagogical implementation based on the population's needs and the issue found, in this case, students’ lack of Assertive Communication, using the principles previously presented of CLT and TBL applying a model for lesson plans which Willis and Willis (2007) explain “Lessons will be a sequence of different tasks, one related to the other, reaching goal or outcome” (cited in Rodriguez and Rodriguez, 2010. p.170).

Qualitative research asks the researcher to understand the participants' perspectives. For this research, it is important to understand the participants' views about the activities and how they may have an impact on their Assertive Communication. Also, a characteristic of qualitative research is to analyze data and interpret different meanings (Creswell, 2012). Besides, Creswell (2012) claims that "Qualitative approaches use more open-ended approaches in which the inquirer asks general questions of participants, and the participants shape the response possibilities" (p, 19). In order to collect data, it is important to use the Qualitative method because it is necessary to understand and analyze the students' insights about the activities and observe their behavior. From this, through the three instruments to collect data explained below, researcher explains the impact that CLT and TBL have on Students' Assertive communication. Bearing this in mind, Qualitative research allows the researcher to explore participants' insights and perspectives.

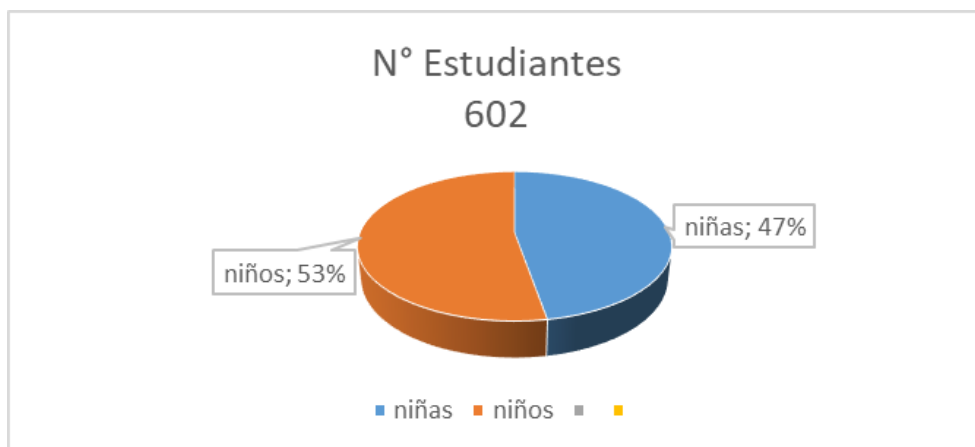
## Context of the Research

### Population and Sampling Procedures

The population chosen was the sixth grade of the Nuestra Señora del Transito Departmental Institution, the participants belonged to the course 602. They were selected because this group presented the most inconvenience of coexistence, 53% were boys equivalent to 19 students and 47% were girls equivalent to 17 girls. They were selected through convenience sampling. This is part of non-probabilistic procedures, which are qualitative in nature. The participants are between 10 and 14 years old, they belong to a lower-middle social class, some of them are repeaters, the students take 4 hours of English class a week and these classes are in face-to-face environments, the English performance is low in relation to the different skills, since in primary school the students do not have an English teacher qualified in the language but the same primary school teacher teaches this subject for this reason when they go to sixth grade with great learning difficulties, due to it, some of them take English classes privately, which means that in sixth grade they have many learning difficulties and the communicative learning process can be enhanced through the learning tasks proposed.

## Figure 2

*Gender: Percentages*



*Note.* My elaboration based on the survey of a sample of 36 students. The graph represents the quantity of the participants, boys (53%) and girls (47%).

## Ethical Protocol

To carry out this research, the ethical considerations established in the rules and regulations of the Open and Distance University UNAD were taken into account; therefore, it was submitted to the Institutional Ethics Committee for review and approval. For the application of this study, permission was requested from the directors of the institution and the informed consent of the students, stating that the information expressed is anonymous and was used for the purposes of the study. The parents of the experimental students completed an informed consent agreeing to participate in the research.

The researcher created two consent forms (**see appendix A**) to ask permission from the school and the parents of the participants to explain the research and the type of research they were involved in, in order to protect the identity of the students. Because the students participating in this research are minors, written consent was requested from both parents or

guardians, with the name of their child. This consent document included detailed information about the research, such as its objectives and methods and the time of data collection. In addition, this information was provided in Spanish to ensure that the adults responsible for the students understood the purpose of the research. They were also informed about the option to withdraw from the study without facing any academic consequences. In addition, the integrity, anonymity, and confidentiality of the participants were not confirmed since the data collected during the study was kept private.

Finally, the information collected did not involve questions related to personal or sensitive topics but was only related to academic research. The research was applied as a thesis for the Master's program in pedagogical mediation for teaching English, for which coordination was carried out with the Educational Institution Nuestra Señora del Tránsito and the researcher, who considered any eventuality of the program. The intervention proposal was developed during the usual study hours; they are informed that the results of the research affected the evaluation of the students.

The research on promoting assertive communication through CLT and TBL strategies is not considered a risk but, on the contrary, can provide a benefit both on a personal level by enhancing assertive communication in English classes, they are also informed that for the collection of data, interviews, audio recordings, and field notes will be implemented, which will be used strictly for academic and research purposes.

It should be noted that the identity of the students and the establishment were confidential, and that participation was voluntary and did not have cost. On the other hand, there was no exclusion criterion for participants, since all students from sixth graders who were enrolled were part of the research. The confidentiality of the information was reserved,

protecting the identity of the informants and the information obtained, which was only accessed by the researcher with a password. The researcher demonstrated all the responsibilities of the investigative process. For its dissemination, approval for publication in the UNAD University repositories will be requested.

## **Data Collection Techniques**

This research used the process of triangulation by applying three instruments to collect data, taking into account ethical matters in order to protect participants' rights. According to Turner and Turner (2009) "data triangulation entails obtaining data from different sources, or different times or under different conditions" (p. 2). From this, triangulation is applied in my research, because uses three different instruments to collect data: unstructured interviews, field notes, and video recordings. Moreover, in order to collect data, triangulation contributes to developing the research in order to gather data using three instruments.

### **Description and Rationale of the Instruments**

#### *Surveys*

By using surveys, educators can align their teaching goals with the development of essential life skills such as self-expression, boundary-setting, and conflict resolution. This alignment supports not only academic achievement but also social-emotional learning. By using surveys to assess assertiveness, educators can align their teaching objectives with broader developmental goals, fostering an environment conducive to academic and personal growth (Gallo, 2012).

In the case of this research, two surveys were applied, the first was applied to teachers and its main objective was to determine how English classes were developed on a normal day, emphasizing aspects such as respect, teamwork, and trust, to evaluate the teachers' point of view regarding the development of the English class. A questionnaire was used, which was composed of 3 categories of assertive communication, and the Likert scale was used. The categories that are evaluated are: Respect, Trust, and Group Work, in each category some subtopics to ensure a nuanced and detailed evaluation:

## Respect

Recognition of students' opinions and contributions

Fair treatment of all students

Encouragement of polite and constructive dialogue

## Trust

Creation of a safe environment for students to express themselves

Teacher reliability and consistency in interactions

Support for student autonomy and risk-taking in communication

## Group Work

Promotion of collaborative activities and peer learning

Facilitation of equal participation among students

Strategies for resolving conflicts and fostering cooperation

For each of the proposed criteria, quality was evaluated with a score from 1 to 5, with 1 being the minimum and 5 being the maximum. (Appendix B).

On the other hand, the second survey applied to the total group of students (36 students). Its objective was to determine if there is physical and verbal aggression, distraction and conflict-solving within the classroom related to assertive communication. For this reason, the survey had six statements and students must choose "yes or no" They are option questions related to assertive communication within the classroom. (Appendix C).

### ***Unstructured Interviews***

Unstructured interviews allow participants to express their insights about the activities proposed, according to Bryman (2012) states that in qualitative interviews "the emphasis must be on how the interviewee frames and understands issues and events- that is, what the interviewee

views as important in explaining and understanding events, patterns, and forms of behavior” (p, 471). This instrument was used because it is possible for participants to answer the questions according to their perspectives and feelings. Bearing this in mind, the instrument played a crucial role in evaluating several key aspects of the participants’ engagement with the research activities. First, it helped determine whether the participants responded positively to the activities, providing insight into their level of interest, motivation, and overall receptiveness. Understanding their reactions is essential to assess the effectiveness of the activities in fostering a supportive learning environment. Likewise, unstructured interviews offered flexibility while maintaining a focus on specific research questions. This method allowed participants to express their thoughts and experiences in their own words, providing qualitative insights that enrich the understanding of quantitative findings.

These unstructured interviews were not rigidly scripted but were conversations that allowed the conversation to flow naturally, this made it easier for the students to share their thoughts and experiences without predefined restrictions, in the application of my lesson plans in the classroom. It generated these informal conversations, within an environment of trust while they were doing the tasks, this let me have them respond in a detailed and sincere manner, this included their feelings about group dynamics and their confidence when communicating in a second language, in the same way, identified with these informal conversations obstacles that students face when communicating, as well as factors that facilitate effective interaction. It was crucial to adjust the TBL and CLT methodologies to the specific needs of the participants.

### ***Field Notes***

Through field notes, the researcher can observe participants’ behavior and attitudes and write down their perceptions about the class. According to Bryman (2012) field notes “should be

fairly detailed summaries of events and behavior and the researchers' initial reflection on them. The notes need to specify key dimensions of whatever is observed or heard". (p. 447). They are detailed summaries prepared by the researcher that were made from observing the students. They were used as a reflection strategy specific to Action research. Field notes serve as a critical tool for capturing contextual information that may not be evident through other instruments. They allow the researcher to document observations, reflections, and emerging themes during the research process.

To carry out these field notes, I recorded observations on the students' behavior during the activities. Likewise, I noted the interactions between students and how the dynamics were developing in the classroom and finally, I made reflections on the implementation of the specific tasks and their effectiveness.

### ***Video Recordings***

Video recordings are very useful for teachers to have more information about a specific aspect that happens during the application of the investigation. Video recordings allow teachers to have a detailed view of the interaction between student-students and teacher-students. Besides, Hopkins (2008) claims that: "three uses of videotape recorders in classroom research are: for obtaining visual material of the total teaching situation; acting as an aid to diagnosis; and as a means of examining in detail a specific teaching episode" (p.116). It allows researchers to capture real-time behaviors, interactions, and nuances that might be missed through traditional observation methods. This medium provides a rich source of empirical data, enabling the analysis of both verbal and non-verbal cues. As noted by the researcher, video recordings can reveal contradictions between discourse and behavior, enhancing the reliability of judgments made during analysis. It is particularly valuable in educational settings where complex

interactions occur. This instrument serves as a support for the diagnosis and analysis of specific aspects that the researcher does not perceive during the implementation of the research.

In summary, each instrument plays a vital role in an Action Research study by providing diverse perspectives and types of data. The integration of these tools facilitates a comprehensive analysis that supports reflective practice and informed decision-making in educational contexts occur. This instrument serves as a support for the diagnosis and analysis of specific aspects that the researcher does not perceive during the implementation of the research.

**Table 1**

*Action Research Instruments*

Instrument	Principle according to Action Research	Justification
Survey	Collaboration	Collaboration fosters diverse
Teachers' perceptions	Engages multiple stakeholders (educators, students, community) in the research.	perspectives and shared ownership of the learning process
Students' perceptions		Participation increases engagement and relevance of findings to those affected by the changes
Interviews	Flexibility and Depth in-depth exploration of individual perspectives.	Allows for nuanced understanding of experiences, beliefs, and motivations, facilitating rich qualitative data.
Focus Groups	Collaborative Insights	Encourages discussion and interaction, revealing shared

	Group dynamics provide insights into collective attitudes and beliefs.	experiences and differing viewpoints among participants.
Observations	Contextual Understanding Direct observation of behaviors in natural settings.	Captures real-time interactions and contexts, providing contextually rich data that may not emerge in interviews.
Journals	Personal Reflections	Enables participants to express
Diaries	Personal reflections recorded over time.	ongoing thoughts and feelings, capturing changes in perspective throughout the research process.

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*Note.* It was a description about Action Research instruments

## **Validation Procedures**

### **Testing through Piloting**

To perfect the instrument called the diagnostic test, whose main objective was to create a test that would reflect the interactions between students in the English class, a pilot test was applied that generally reflects the dynamics of the interactions between students and teachers in the English classes. English as a foreign language. Pilot testing, as defined by Boud et al. (2014), was employed as a deliberate strategy to ensure the effectiveness of the tool before widespread implementation. Piloting, in the context of tool development, is similar to approaching rehearsal before the main performance. In summary, the pilot test provides a preview of the tool's real-world application, offering the opportunity to adjust and optimize its functionality based on actual usage and feedback.

### **Outcomes of the Piloting Phase**

The application of these pilot tests was significant in my role as a researcher as I was able to identify questions that were unclear or that generated confusion among children and teachers, which allowed me to make adjustments before the final application. Likewise, the comments given by the tutor allowed me to refine the instrument, ensuring that it was effective in determinate the general diagnostic that I pretended to establish.

The feedback obtained not only improves the design of the instrument but also contributes to a deeper understanding of the educational context in which these strategies will be implemented.

## Pedagogical Intervention and Application

### Research Stages

This chapter explains the development of the pedagogical implementation based on the research design using the Action Research approach: 1) planning, 2) acting, 3) observing, and 4) reflecting. Likewise, the study took approximately five months, with the second part taking the longest. Each stage is carried out as follows:

I presented my schedule, showing an overview of my lesson plans. Thus, the selected methods and approaches allowed me to create an action plan containing communicative activities to improve the students' lack of Assertive Communication. This schedule of activities includes designing activities to introduce the activities under the methodology chosen and implementing the classes with the different resources and human talent to carry out the research.

**Table 2**

#### *Schedule of Activities*

Schedule of Activities								
Lesson plan	Communicative Topic	Task cycle	Time	Feb	March	April	May	June
	Diagnostic tests							
1	Reflecting about Yourself	Pre-Task	35 Min					
		Task Cycle	60 Min	X				
		Language Focus	20 Min					
		Assessment	5 Min					
2	Respecting Others	Pre-Task	35 Min		X			
		Task Cycle	60 Min					
		Language Focus	20 Min					
		Assessment	5 Min					
3	Tolerance	Pre-Task	30 Min					
		Task Cycle	60 Min			X		

			Language	20 Min		
			Focus			
			Assessment	10 Min		
<b>4</b>	Anecdotes in my		Pre-Task	25 Min	X	
	Childhood.		Task Cycle	70 Min		
			Language	20 Min		
			Focus			
			Assessment	5 Min		
<b>5</b>	Bullying	at	Pre-Task	20 Min	X	
	School		Task Cycle	70 Min		
			Language	15 Min		
			Focus			
			Assessment	15 Min		
<b>6</b>	Bullying	at	Pre-Task	20 Min	X	
	School		Task Cycle	70 Min		
			Language	15 Min		
			Focus			
			Assessment	15 Min		
<b>7</b>	Listen to Others		Pre-Task	28 Min	X	
			Task Cycle	68 Min		
			Language	20 Min		
			Focus			
			Assessment	4 Min		
<b>8</b>	Likes	and	Pre-Task	20 Min		X
	Dislikes		Task Cycle	70 Min		
			Language	15 Min		
			Focus			
			Assessment	15 Min		
<b>9</b>	Talking with A		Pre-Task	20 Min		X
	Famous		Task Cycle	80 Min		
			Language	20 Min		
			Focus			
			Assessment			
<b>10</b>	Assertive		Pre-Task	20 Min		X
	Communication		Task Cycle	80 Min		
			Language	20 Min		
			Focus			
			Assessment			

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*Note.* Own creation

## **Instructional Design**

The implementation of 10 lesson plans applied in 20 hours is developed through the four stages of Willis and Willis' Model of Task-Based Learning, which are pre-task, task cycle, language focus, and evaluation.

With this in mind, the Willis and Willis TBL model allows students to interact and communicate with each other through the stages presented before, because it involves moments where students have to prepare and plan their activities and, at the end, share ideas with their partners respectfully. For these reasons, these types of activities allow researchers to boost assertive communication in students.


Following the description of Willis and Willis' model, the third stages are Language Focus and Evaluation. From this model, the researcher created 10 lesson plans. Language focus takes place when students can expose their comments with their partners and teacher; this stage is also divided into two parts: the first is called analysis, where students review vocabulary, and the second is called practice; in this stage, students practice the words or structures learned in the task.

The fourth and final stage is evaluation; in this section, students complete the task and teachers evaluate them based on a rubric where the aspects to assess are the sequence of tasks, group participation, outcomes, and language target used when they are performing the task (Rodríguez and Rodríguez, 2010). Taking into account, I developed the research through 10 lesson plans (see Appendix B) of 20 hours each, based on Willis and Willis' model, whose main focus is tasks and communication. Based on the above, the following table presents the organization of the lesson plan by the TBL model, the topics of the classes, the objectives, and the activities proposed for answering the research question.

According to the above, I was able to understand the importance of reformulating a new lesson plan since, when comparing the lesson plan that the institution has, it is focused on grammatical content, and my proposal is a lesson plan that involves the communicative development of my students. For this reason, the plan does not adjust to what I want to achieve as a teacher and what my research focuses on. For this reason, I reformulated the lesson plan, and based on this research, I propose the English area of my institution so that the lesson plan focused on CLT and TBL in my institution can be changed. The lesson plan we use is this one (Table 3); that is why I propose the new lesson plan (Table 4) since I realized that the lesson plan of my institution, even though it is focused on the constructivist method, is far from what is a communicative development in the English language, and, well, even though there are some elements of constructivism in this lesson plan, it does not have a clear pedagogical construct. That is why I propose a new lesson plan that integrates task-based learning that I can use in my classes.

### Figure 3

#### *Lesson Plan of the Institution*

APRENDIZAJE	EJES TEMÁTICOS	METODOLOGÍA Y ESTRATEGIAS DIDÁCTICAS	RECURSOS	EVALUACIÓN	TIEMPO
<ul style="list-style-type: none"> <li>Describe rutina diaria y las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.</li> <li>Responde a preguntas relacionadas con el "qué, quién y cuándo" después de leer o escuchar un texto corto y sencillo usando presente simple</li> <li>Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad</li> <li>Identifica la estructura de identifica el uso de estructuras gramaticales estudiadas durante el periodo.</li> <li>Mantiene una conversación con un compañero discutiendo gustos e intereses.</li> <li>Tiene en cuenta recomendaciones de alimentación saludable y reglas de juegos y elementos necesarios para su práctica</li> </ul>	<p>1. Presente Simple (Verbos: Reglas para agregar s o es en tercera persona).</p> <p>2. Presente Simple (Affirmative, Negative, Questions And Answers)</p> <ul style="list-style-type: none"> <li>Do You Like?</li> <li>Likes And Dislikes</li> <li>Adverbios De Frecuencia</li> <li>Gustos E Intereses:</li> </ul> <p>3. Vocabulario: Deportes, Pasatiempos Música, partes Del Cuerpo, alimentos, materias del colegio).</p> <ul style="list-style-type: none"> <li>Actividades cotidianas</li> <li>Días de la semana y meses del año.</li> <li>Sentimientos, Emociones y</li> </ul>	<p>SEXTO ACTIVIDADES PRIMERA Y SEGUNDA SEMANA: 1. PICTONARY (DAYS OF THE WEEK AND MONTHS OF THE YEAR AND SEASONS. EXPLORACIÓN</p> <p>Se iniciará la clase repasando Spelling Bee en parejas y luego por filas se realizará un mini concurso de deletreo. Los estudiantes aprenderán vocabulario relacionado a días de la semana, meses del año y estaciones. La docente les llevará una copia con el vocabulario para colorear, recortar y pegar.</p>  <p>ESTRUCTURACIÓN:</p> <p>Los estudiantes escucharán dos canciones relacionadas a este vocabulario, observaran un video y las aprenderan. Days od the week:</p>	<ul style="list-style-type: none"> <li>Diccionario</li> <li>Cuaderno</li> <li>Lápices</li> <li>Textos</li> <li>Imágenes</li> <li>Televisor o videobeam</li> <li>Computador o celular</li> <li>Balotas/ flashcards</li> </ul>	<p>Heteroevaluación: 65%</p> <ul style="list-style-type: none"> <li>Desarrollo de las guías transversales (5%)</li> <li>participación y creatividad</li> <li>Desarrollo de actividades en casa.</li> <li>Coevaluación: 5%</li> <li>Autoevaluación: 5%</li> <li>Prueba final: 20%</li> </ul>	<p>Intensidad horaria 4 horas semanales 20 horas en el mes = 6 semanas</p> <p>PICTIONARY (DAYS OF THE WEEK AND MONTHS OF THE YEAR AND SEASONS. Primera y segunda semana 15 de Abril a 19 de Abril 22 de Abril al 26 de Abril 4 horas: Exploración y estructuración 4 horas: Practica y valoración</p>

*Note.* Got by Nuestra Señora del Transito Educational Institution

**Table 3***Proposal Lesson Plan - Lesson Plan N°1*

Pre-service teacher's name	Ana Paola Corredor Ruiz
Date of Application	February 20. 2024
Lesson Number	1
Class time	120 minutes
Communicative Topic	Reflecting about Yourself
Research objective	To identify student's Assertive Communication level.
CLT (Communicative Teaching Language) objective	To identify students' opinions and points of views.
Materials and resources	Video, board, markets, speakers.
Pre Task (35 minutes)	

Students are going to watch an English video with subtitles about video about Assertive Communication as introduction of the topic (10 minutes). Based on that, they have to write down what they would do in the cases presented from the videos (10 minutes). Then students do a brainstorming with the teacher. After that, teachers give an example of the task that they must perform, using vocabulary and useful expressions. (15 minutes)

(See Appendix 1 and 2)

Task Cycle (60 minutes)

Task: Teacher will introduce the activity: students will walk around the classroom in different directions, when the teachers say STOP they will find a partner and create couples. Then, each partner will ask questions to the other and vice versa, the idea is that they meet with a partner they do not speak to very often, students will have to pay attention to their partner's movements, expressions and gestures. After that, each student

will have to pass in front of the partners and imitate his or her partner and the others have to guess who is that person. Teachers will walk around the classroom monitoring the activity. (10 minutes).

Planning: Students will interact each other and then they will have some minutes to organize their ideas and think how they will imitate to their partners, they can ask for teachers' help .(20 minutes)

Report: Each student will pass in front of the classroom and imitate his or her classmate, using the same expressions, movements and gestures and the others have to guess who their partner is. (30 minutes)

Language Focus (20 minutes)

Analysis: Teacher is going to write some sentences from the students in the board and and highlight the vocabulary and correct grammar mistakes with the students in this case, students are supposed to use the verb to be for personal information and simple present. (10 minutes)

Practice: Students will practice the grammar structure in pairs. (10 minutes)

Assessment: (Class time performance )

Teacher is going to evaluate students attitudes and their performance on the task in terms of commitment, vocabulary and grammar.

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*Note.* All lesson plans can be found in Appendix D.

### **Reflection process**

In carrying out this research, I realized that the class plan that we use in the Institution obeys a general, rigid structure that does not respond to the communicative approach, much less

does it have a clear didactic strategy in which it is necessary to apply my proposal. There is a need to implement another lesson plan that takes into account the conceptual elements that work in the research approaches since the center of the class was around grammatical aspects, which does not fit with the present research, because in my research the teaching of English from CLT principles is considered.

In this way, I am aware of the paradigm shift and the transformation in the conceptions that exist in the teaching of English, which is evident in what is expressed in a class format, since when analyzing the format, I was able to see that the conception of a class is imposed by a guideline, for this reason I began to reflect about my pedagogical practice and how I assume teaching, my school is based on the constructivist model but it is general for all and does not focus on the teaching of a second language, then I realized that stopping to look at the academic process of the institution and when doing this thesis and receiving feedback on my thesis with the tutor, he helped me to review which was significant since in my dialogue and interaction with the tutor I was able to show my strengths and weaknesses in order to generate a transformation in my pedagogical practices, he helped me realize firstly the need that the Institution has to change several traditional practices such as the lesson plan since it is not integrating the TBL which is of great importance to promote learning through the real use of the language and not only through the manipulation of didactic units; in such a way that the learning processes include communication processes. Second, when comparing the institution's lesson plan to that of my thesis, there are several differences. It can be observed that it is planned by topics and is designed in Spanish, which is far from how it should be in an institution that wants to implement TBL and CLT in the classroom in English classes.

Third, at school, no support material is given to English teachers; they must support their processes with material they think up on their own. For this reason, it would be appropriate to apply CLT to contribute to the development of the communicative competence, enabling students to solve a task or a set of problems communicating with each other in English, and this approach must be reflected in the English curriculum, despite the fact that the English group at the Institution is reluctant to change, I am aware that I must begin with the change in my practices in order to generate changes in them.

All this leads to an imbalance or pedagogical tension since theory says one thing and practice says another. In summary, through this research, I realized that my pedagogical practices did not focus on CLT. For this reason, I had to reformulate the lesson plan in such a way that it allowed the understanding and integration of CLT into the curricular development of my English classes, since to date the development of the classes was focused on grammatical content, which is far from the principles of CLT. Likewise, the proposal for class planning involved the integration of the cycle and principles of TBL in such a way that the development of the classes would guarantee their effective execution.

## **Introduction to Data Analysis and Findings**

This chapter develops the knowledge derived from the analysis of the data collected during this research. In this section, the researcher brings to light the results that provide answers to the main research question that guide the research study. The results are presented through an analysis of the applied instruments: it began with the diagnostic test, which was applied to two teachers and the students to demonstrate the problems within the classroom in English classes, then field notes, unstructured interviews, and video recordings that belong to action research. Additionally, this chapter shows detailed information, regarding the categories that emerged during the analysis of the collected data.

### **Data Management Procedures**

In this section, a complete overview of data management is provided procedures used in this research, covering the instruments used: Surveys, Field Notes, Video recordings, and Non-structural Interviews which, allowed to find a series of patterns to define the main categories. This action research is developed in four sections. The methodology used includes the application of diagnostic instruments that allow a deep evaluation of communicative dynamics. These instruments cover: Surveys which were applied to two English teachers and the students were manually tabulated in Excel. Field Notes were direct observations that provided contextual information on the interactions within the classroom and that were taken during the intervention and application of the tasks. Unstructured interviews allowed to explore the perceptions and experiences of the participants on assertive communication during the different sessions and Video recordings which facilitated a detailed analysis of the communicative behavior and the interactions between the participants in the development of the tasks.

The triangulation of these data was essential to validate the findings, ensuring that a holistic understanding of the identified problems is obtained, to lead to the analysis of the implementation of the instruments. according to the categories: Respect, Group Work, and Self-confidence, all of them supported by the evidence collected and finally the conclusions of the chapter.

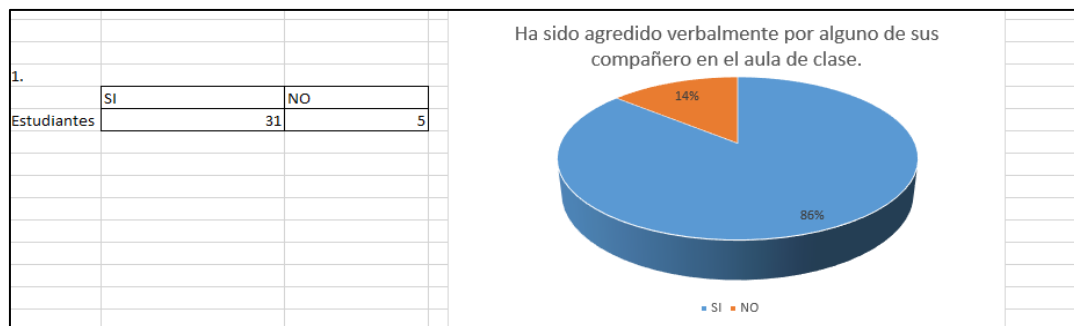
### **Assembling Data**

Below is a compilation of data from survey applied to both teachers and students. I begin with the students who are surveyed about the different conflicts that affect assertive communication in English classes. Graphs related to difficult situations within the classroom are presented.

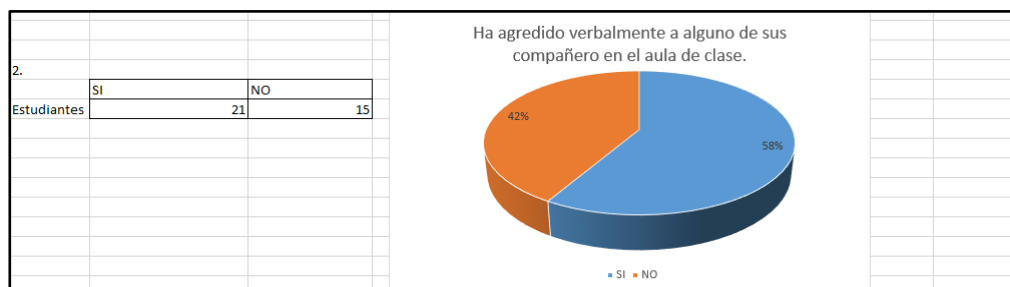
In the case of the teachers, the two teachers are spoken to about the responses to the school climate survey in their English classes. The following graphs were generated from the results of the physical survey questions about the lack of assertive communication in English classes and the need to apply CLT and TBL within the classroom.

### **Survey Students**

The researcher collected the results of the survey applied to the students and made an analysis of the problems that occur in the classroom.

**Figure 4***Verbal Aggression a*

The survey conducted in the classroom, where 86% of students have been verbally attacked by their peers, indicates a significant problem of verbal violence that affects the school environment. This context highlights the need to implement a communicative approach based on Assertive Communication (CLT) in English classes, which can contribute to improving interpersonal dynamics and reducing the use of aggressive language.

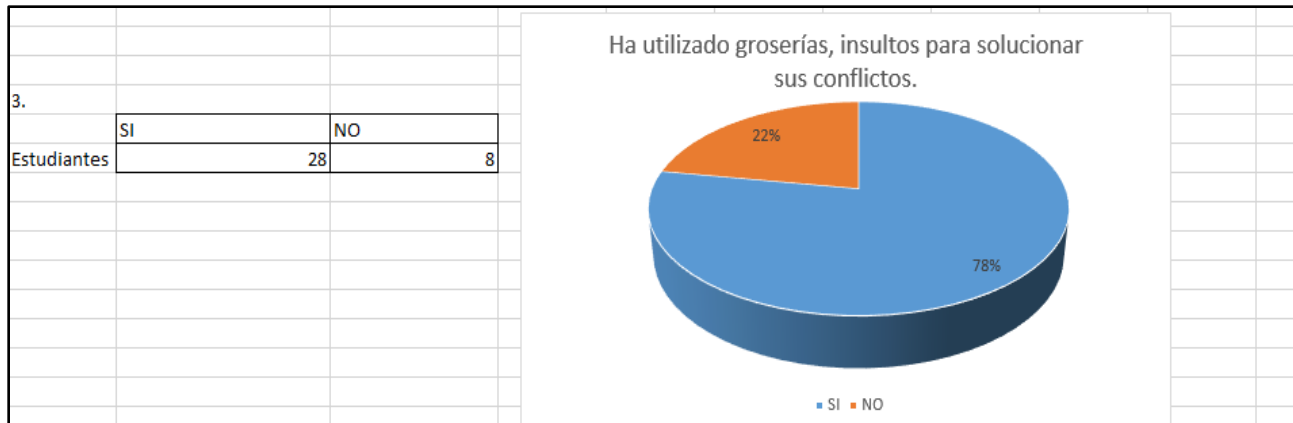
**Figure 5***Verbal Aggression b*

The situation raised in the classroom, where 58% of students have admitted to having verbally attacked their classmates, highlights the urgent need to implement an assertive communication approach in English classes. This approach not only seeks to improve interaction

among students, but also to foster an environment of respect and effective learning. The analysis of the survey reveals a significant problem in the classroom that can be addressed through the implementation of assertive communication techniques so according to Rimm and Masters (1979) defined Assertive Communication as “an interpersonal behavior involving relatively honest and direct expression of thoughts and feelings that are socially appropriate and take into account the feelings and welfare of other people.

### Figure 6

#### *Rudenesses to Solve Conflicts*



The high incidence of swearing and name-calling among students indicates an urgent need to develop more effective communication skills but not only require an English Teaching Approach but an external intervention with psychological/disciplinary support from the school.

Implementing an assertive communication approach can not only help reduce conflict and promote mutual respect, but also prepares students to interact more effectively in their daily lives.

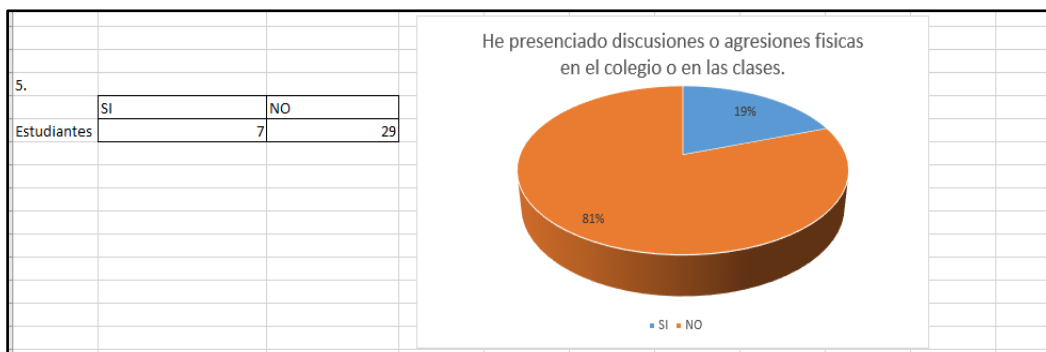
The survey carried out in the classroom, where 78% of students admitted to having used rudeness or insults to resolve conflicts, indicates a significant problem in communication between students. This context highlights the need to implement an assertive communication approach in English classes, which can contribute to improving interpersonal dynamics and reducing the use of aggressive language so according to Phillips (2002) defined that an Assertive person is able “to communicate clearly, honestly and directly without avoidance or resorting to manipulative or aggressive behavior.

**Figure 7**

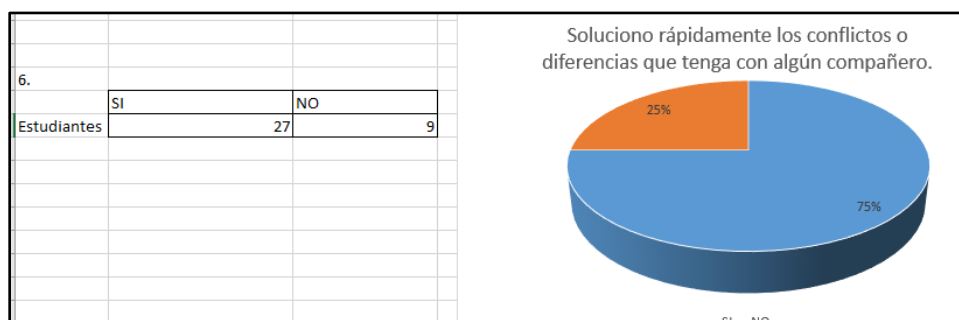
*Classroom Distraction*



Assertive communication is the ability to express thoughts, feelings, and needs clearly and respectfully, without belittling others. According to Da Dalt de Mangione and Anglat (2002), it is defined as “the ability to express feelings, ideas, opinions, beliefs, in interpersonal situations, in an effective, direct, honest and appropriate manner.” 72% of students are easily distracted due to the class environment, such as lack of interest, personal issues, uncomfortable or noisy environments, peer disruptions, and distractions from electronic devices, suggesting that there are factors that affect attention and learning. This context highlights the importance of applying a communicative approach based on Assertive Communication (CLT) to improve interaction in English classes and foster a more conducive environment for learning.

**Figure 8***Arguments*

This type of communication is crucial to preventing conflict and promoting healthy interactions among students. The survey carried out in the classroom, where 81% of students have witnessed arguments or physical attacks, reveals a serious problem that affects the school environment. This context highlights the need to implement a communicative approach based on Assertive Communication (CLT) in English classes, to foster a more positive and collaborative environment.

**Figure 9***Troubleshooting*

Assertive Communication is crucial to resolving conflicts without resorting to aggression or passive silence. The survey conducted in the classroom, where 75% of students say they can

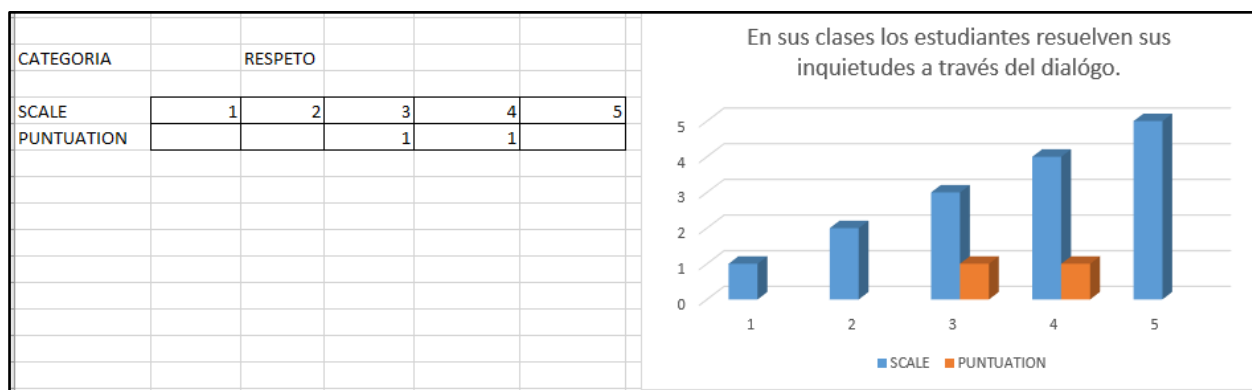
quickly resolve conflicts with their peers, suggests that there is a significant ability to handle disagreements. However, the data also indicating the need to strengthen communication skills reflects the importance of developing not just language proficiency but also these broader conflict resolution competencies to achieve positive outcomes to ensure that these resolutions are effective and constructive. Under the Assertive Communication (CLT) approach, a healthier and more collaborative environment can be promoted in English classes.

The researcher collected the results of the diagnostic test applied to the teachers and made an analysis of the problems that occur in the classroom.

### Survey teachers

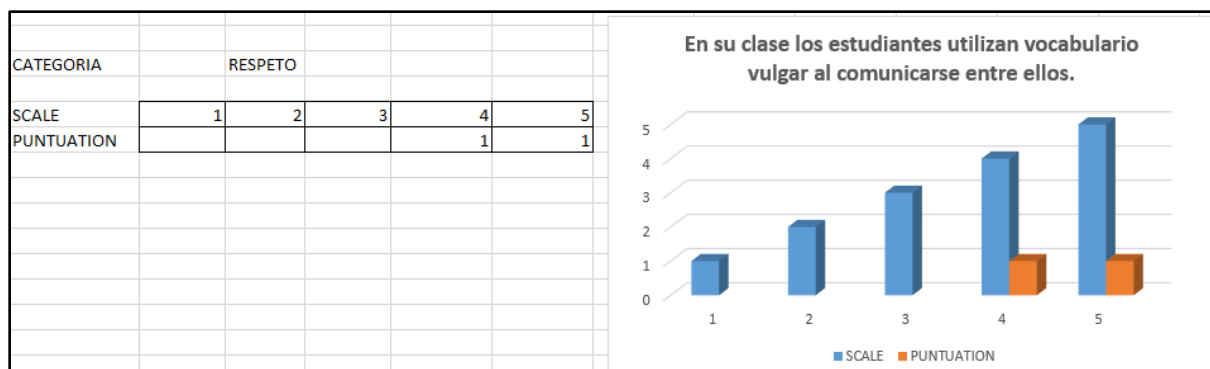
**Figure 10**

*Respect 1*



The students resolve their concerns through dialogue, focusing on the category of respect and using a Likert scale, reveals moderate assertive communication. Both responses, which ranged between 3 and 4, suggest that students feel comfortable resolving their concerns through dialogue, however in some occasions, the students feel uncomfortable for that reason it is important to put in practice assertive communication. According to Phillips (2002) defined that an Assertive person is able ‘to communicate clearly, honestly and directly without avoidance or



**Figure 12***Respect 3*

The students use vulgar vocabulary to communicate with each other; focusing on vulgar vocabulary among students, revealed that both responded with 4 and 5 on a Likert scale from 1 to 5. This result suggests that, although inappropriate language is relatively high, there is still a concern about how students communicate.

The high score on the survey indicates that the use of vulgar vocabulary is predominant, however, there is room to improve the quality of dialogue between students.

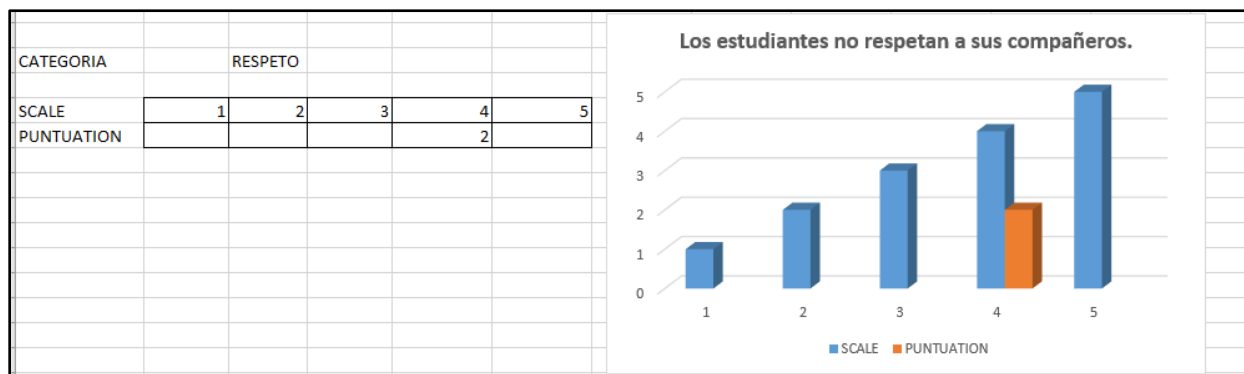
**Figure 13***Work group*

Those who responded to the statement in their classes, the students when they work in groups, they solve the activity accurately, revealed that both responded with a score of 2 on a

Likert scale from 1 to 5. The result suggests that students have difficulties communicating assertively during group activities. The score obtained in the survey indicates that there is a significant challenge in terms of assertively resolving activities during group work. By applying assertive communication techniques within the framework of the CLT approach, a more collaborative and respectful environment can be fostered. Ochoa, Cabrera, Quiñones, Castillo, and González (2016) aimed to light the impact of Communicative activities on students' motivation in an EFL classroom when they do group activities. This will not only benefit the learning of English but will also contribute to the social and emotional development of students, so this dual development empowers students to interact confidently and thoughtfully, benefiting their academic success and their future social and professional lives.

#### Figure 14

##### *Respect 4*

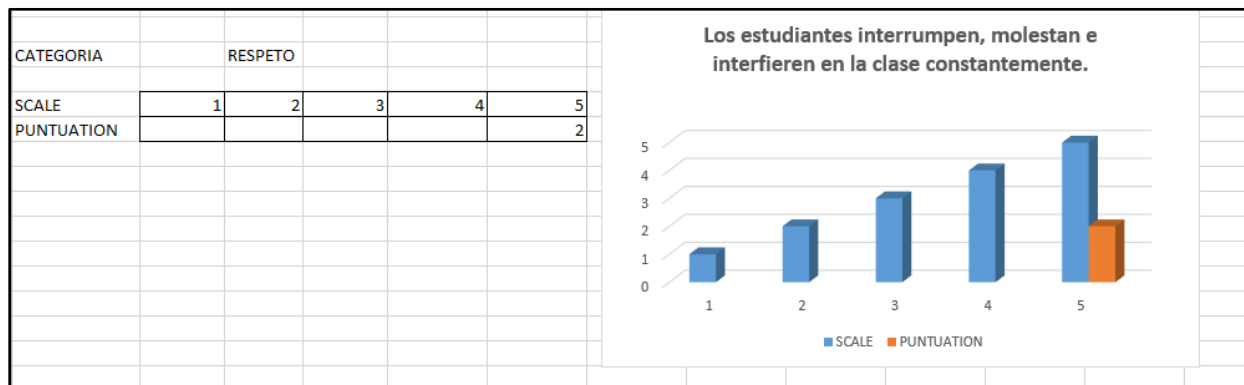


The students do not respect their classmates, focusing on respect, showed that both responded with a score of 4 on a Likert scale of 1 to 5, indicating that students often do not respect their classmates. This result suggests the need to improve assertive communication in the classroom, especially within the framework of the Communicative Language Teaching (CLT) communicative approach. Likewise, CLT within its principles speaks of the respect and tolerance

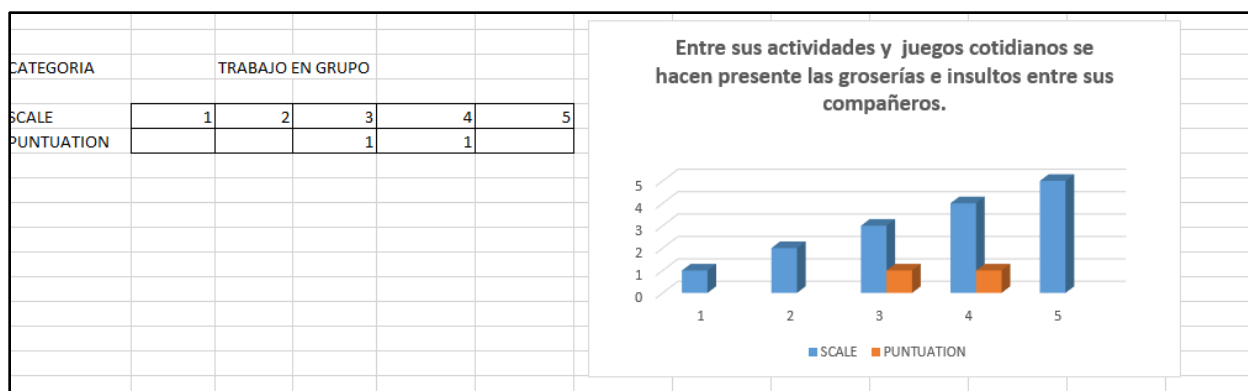
that students must have in the development of activities. According to Renaud and Tannenbaum (2013) implemented these activities to create interpersonal tolerance in the classroom.

### Figure 15

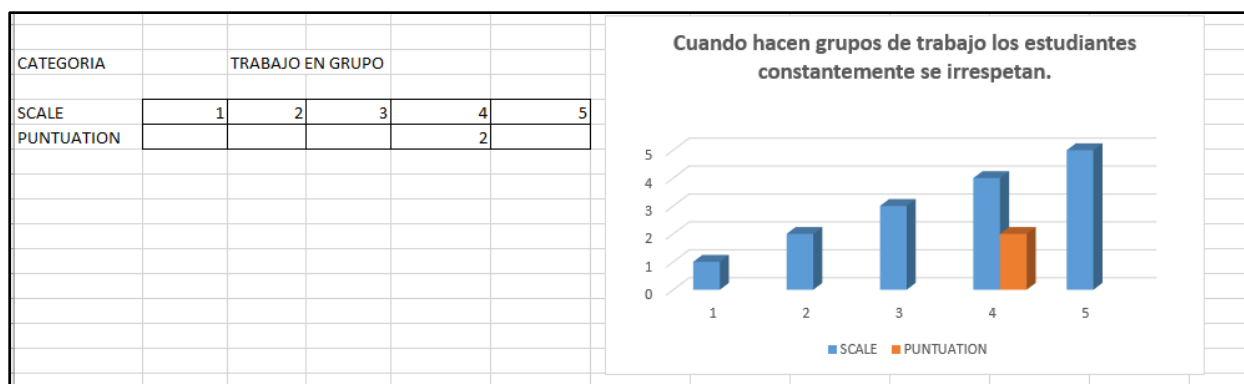
#### *Respect 5*



The students constantly interrupt, bother and interfere with classes, focusing on respect and interference from students during classes, revealed that both responded with a score of 5 on a Likert scale of 1 to 5. This result indicates that students are constantly bothering, interfering, and disrupting class, posing a significant challenge to maintaining an effective learning environment. According to Casadiego Granados, Martínez Estrada, Riatiga Corredor and Vergara López, (2015). It will also favor the process of making decisions, requesting changes in behavior in other people, being direct with what you want to express without offending, and taking calculated risks.

**Figure 16***Work Group 2*

Those who responded to the statement between their daily activities and games, rudeness and insults among the students are present, focusing on group work and using swear words or insults during group activities and games, revealed that both responded with 3 and 4 on a Likert scale. . from 1 to 5. This suggests that, although there is a moderate level of respect, inappropriate behaviors persist that can affect classroom dynamics. It is important to apply assertive communication techniques within the framework of the CLT approach. It could be stated that communication and assertiveness are closely related, that together they become edifying, efficient, clear, and consistent, but above all they make communication open and honest, incorporating mutual respect between participants Rengifo Hernández (2014). A respectful environment can be fostered, in which different activities can be carried out and respect predominates in group work.

**Figure 17***Work Group 3*

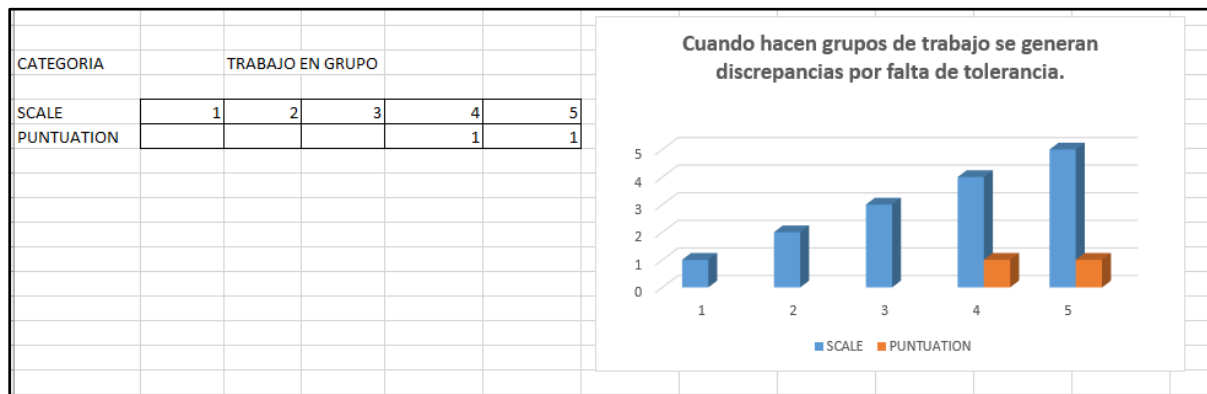
The students constantly disrespect each other, focusing on group work during group activities, showed that both responded with scores of 4 on a Likert scale of 1 to 5. This suggests that students generally show a low level of respect, and behaviors that can interfere with a collaborative environment persist. For that reason, it is important to apply Assertive communication techniques within the framework of the CLT approach so, a more collaborative and respectful environment can be fostered. According to Renaud and Tannenbaum (2013), language activities can be strategically used to promote interpersonal tolerance in the classroom. They introduced a range of communicative tasks, such as small group speaking exercises, whole-class discussions, and interviews. These activities were designed to encourage students to interact respectfully, appreciate diverse perspectives, and develop greater empathy toward their peers, ultimately fostering a more inclusive and tolerant classroom environment.



group discussions, interviews, and interactive preference-based activities, they provided opportunities for students from diverse backgrounds to interact meaningfully, share personal experiences, and discover commonalities.

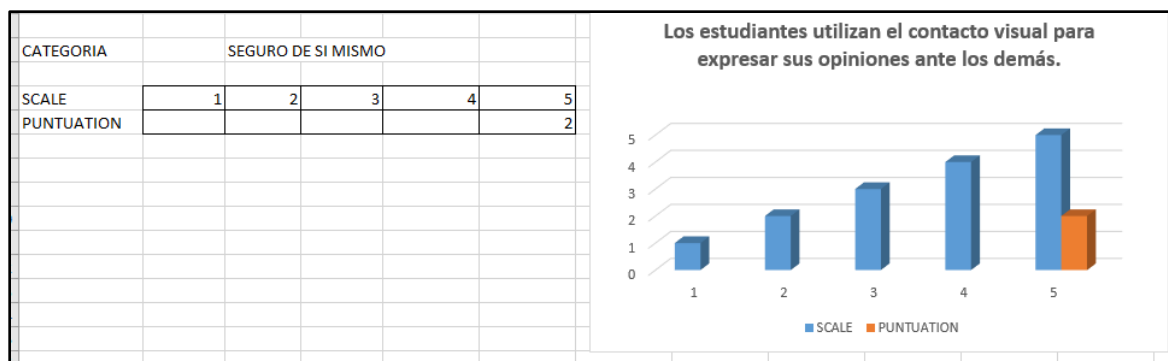
### Figure 19

#### *Work Group*

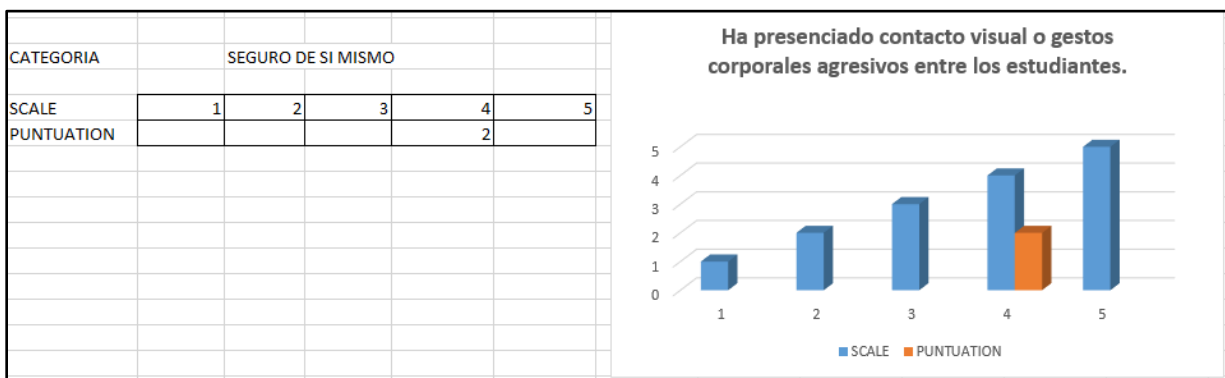


Those who responded to the statement, when they make work groups, discrepancies are generated due to the lack of tolerance, showed that both responded with scores of 4 on a Likert scale of 1 to 5. This result suggests that Although students generally maintain an acceptable level of respect, discrepancies still arise due to a lack of tolerance.

The high score obtained on the survey indicates that, although students generally maintain an acceptable level of respect, there are areas that need attention to improve tolerance and effective communication.

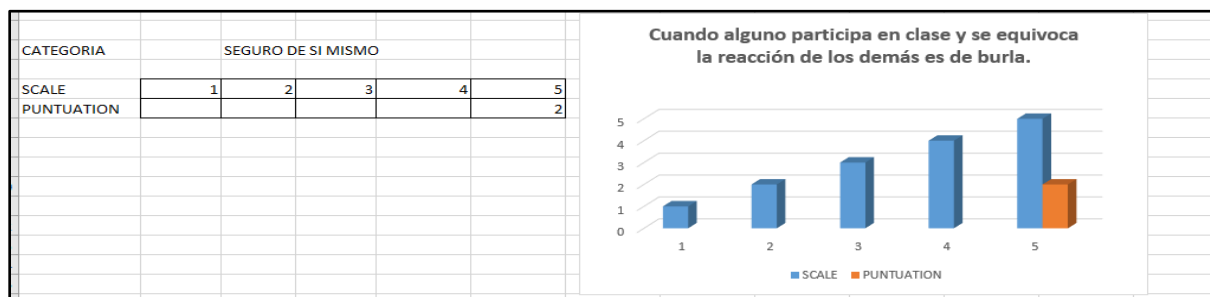
**Figure 20***Self Confidence 1*

The survey is focusing on the category of self-confidence and the use of eye contact to express opinions, showed that both responded with a score of 5 on a Likert scale of 1 to 5. This result indicates a high level of confidence among students when communicating. Eye contact is a crucial element in assertive communication and plays a fundamental role in the CLT (Communicative Language Teaching) communicative approach so eye contact plays a vital role within the framework of Communicative Language Teaching (CLT) because it enhances the quality and effectiveness of interpersonal communication, which is the core focus of CLT. According to a study by Fullwood and Doherty-Sneddon (2006), eye contact helps regulate verbal exchange, which is essential for effective communication in the classroom. A high score in this area suggests that students feel comfortable expressing their opinions, which is critical for effective learning.

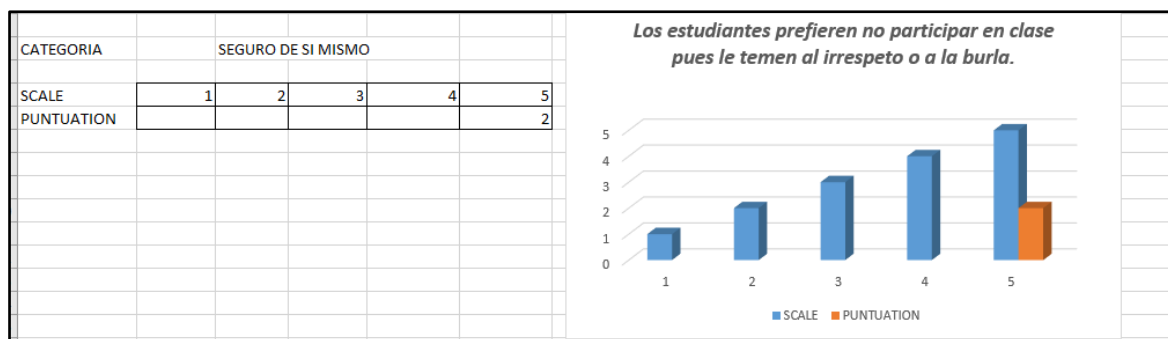
**Figure 21***Self Confidence 2*

The survey is focusing on the category of self-confidence and the presence of eye contact or aggressive gestures between students, revealed that both responded with a score of 4 on a scale of Likert from 1 to 5. This result indicates that, although students generally feel safe expressing themselves, there are concerns about the manifestation of aggressive behaviors that can affect classroom dynamics. Integrating assertive communication within CLT can be beneficial to improve classroom climate. Since eye contact acts as a regulator of communication. According to Wainwright (2003), studied eye contact as a key nonverbal cue that helps participants manage conversation flow, turn-taking, and control. Although not directly a CLT study, his findings inform CLT by highlighting the importance of nonverbal communication in authentic interaction. Likewise eye contact supports the development of pragmatic competence, a central component of communicative competence targeted by CLT.

Eye contact allows participants in a conversation to adjust the flow of dialogue, facilitating turns to speak and signaling who is in control of the interaction. This process is crucial to maintain effective communication and avoid misunderstandings that could lead to verbal or physical attacks.

**Figure 22***Self Confidence 3*

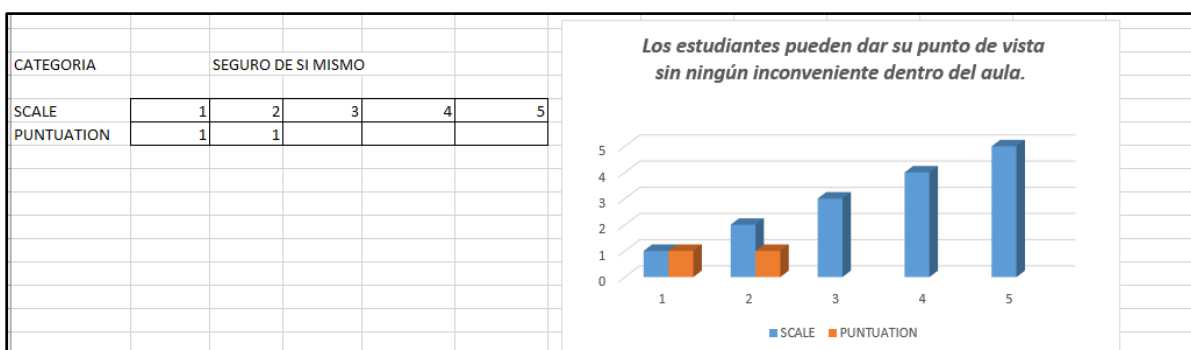
The survey about self-confidence and students' reaction to errors during class participation, showed that both responded with a score of 5 on a scale. Likert scale of 1 to 5. This indicates that when a student makes a mistake, the reaction of his or her peers is mockery, which raises serious concerns about the learning environment. According to a study by Cohen and Geier (2010), an environment of respect and emotional support improves academic performance and reduces disruptive behaviors. When students feel that their opinions are valued, they are more willing to actively participate, which is essential in the CLT approach.

**Figure 23***Self Confidence 4*

The survey is focusing on self-confidence and the student's reaction to the possibility of being mocked if they participate and make mistakes, revealed that both responded with a score of 5 on a Likert scale of 1 to 5. This result indicates that students do not prefer to participate due to fear of ridicule, which raises serious concerns about the learning environment, these skills are crucial for personal and professional success, as they allow individuals to manage their emotions and those of others. A respectful environment promotes empathy and understanding between colleagues which is vital in CLT.

**Figure 24**

*Self Confidence 5*



A survey of two English teachers about classroom climate, focusing on students' self-confidence and ability to freely express their point of view, revealed that both responded with scores of 1 and 2 on a scale. Likert scale from 1 to 5. The situation where students cannot express their point of view due to teasing indicates a school environment that lacks mutual respect and support. This highlights the need to encourage assertive communication through the CLT (Communicative Language Teaching) approach since an environment where students feel safe to express their opinions is essential for learning. According to Cohen and Geier (2010), a positive school climate, characterized by respect and inclusion, contributes significantly to

students' academic performance and emotional well-being. Mocking and disrespect can lead to demotivation and fear of participating, which negatively affects learning. This is why work must be done on assertive communication through the Communicative Language Teaching Approach. (CLT).

### Opening Coding

Open coding is defined as the first step in qualitative data analysis, where the researcher examines the data inductively, that is, without prejudices or preconceived theories. This allows for deep and creative exploration of the data, making it easy to identify significant patterns and themes. During this process, codes are assigned to segments of data that capture their meaning, helping the researcher organize and analyze the information. According to Gibbs to guarantee the reflection of the data, the narratives with the same code are compared with each other, how it varies across the cases and with the different coding of the text.

**Table 4**

*Sin Título*

Category	Video Recordings	Field Notes	Non-Structural Interviews
N/A	while she was speaking student 1 waspartner, they did it, in a talking with student 2. despective way, they called Teacher was speaking them with nicknames participant student 3 was chatting on the cell phone	They tried to guess their	N/A

Group Work to Promote Assertive Communication	Students were working in groups preparing tasks and the teacher is monitoring.	N/A	
Self-Confidence When Speaking in Public as a Part of Assertive Communication	Student 16 [hands in the pocket, and move from one side to other] my color favorite is red [hands together and looking to the floor] ride bike [laugh]	Student 16 passed in front of the class and started to speak, she was nervous; presenting difficulties at the moment to speak and her voice tone was low	Y crees que las actividades si funcionan para que ustedes aprendan a expresarse mejor, a decir con claridad lo que piensan y lo que sienten.

- Si

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*Note.* Author

### **Categorization and Naming**

Establishing categories is crucial to synthesizing qualitative data into manageable and meaningful units. These categories serve as key markers in exploring how students are improving their assertive communication within the classroom, offering a deeper understanding of the complexities inherent in this unique educational context. As a result of the process of analysis of the diagnostic tests applied to students and teachers, the following categories emerge:

#### **Respecting other Speakers as part of Assertive Communication**

This category emerges from the evidence taken in field notes, video recordings and unstructured interviews, as shown below:

According to the data analysis through the study. Some patterns were identified and they related to participants' attitudes and characteristics during the development of some tasks. One important pattern identified in different participants was respect. From this, can evidence the importance that Respect has into Assertive Communication, where people are able to accept others' feelings, ideas or opinions. Besides, Nelsen and Lott (2013) claim that "Respect creates a climate of acceptance that encourage growth and effective communication. Instead of judging people for what they do not see, encourage students to see understanding of themselves and others" (p. 96).

According to this, respect is necessary at the moment to communicate with others and accept the differences between people in terms of beliefs, perspectives and personality. Consequently, can see how respect is part of a proper well development of Assertive communication. Communication and allows us to answer our question. Having this in mind, the aim of this research is to present the data collected from my instruments in order to support this category. This section is organized first by showing participants' attitudes at the beginning of the

research, then how their attitudes changed during the sessions, which are supported by excerpts and their corresponding analysis and finally present the conclusions of this section.

At the beginning of the moment in the application of the research, students presented some attitudes like disrespecting others by using bad words and not listening to partners nor teachers. The first session helped me to see the attitudes of the students when they were referring to a partner; through my initial observations, I could notice that they used to call pejorative nicknames to others as can see in the excerpt 1. From this, could infer that students did not respect each other. Another important event that considered relevant was the fact that students did not listen to the teacher when she was speaking, as can observe in the excerpt 2, here could notice that students 1 and 2 were speaking while the teacher was explaining the task, which is also evident in the excerpt 3 when student 3 was chatting on the phone.

**Table 5**

*Sin Título*

Excerpts	Instrument	Evidence
Excerpt 1	Field Notes	At the end of the activity, they passed in front of the class and imitated their partner and the rest of the class had to guess who was the person imitated. When they tried to guess their partner, they did it, in a pejorative way, they called them with nicknames: (huesos, dumbo)

Excerpt 2	Video Recordings	Teacher was explaining the vocabulary to be used in the task, while she was speaking student 1 was talking with student 2.
Excerpt 3	Video Recordings	Also when teacher was speaking participant student 3 was chatting on the cell phone

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*Note.* Author

From the excerpts presented above, I could notice that students did not respect each other during the first class, they used to call their partners with nicknames, bad words, and they did not respect the opinions and ideas from others. Besides, they did not pay attention to the teacher because they were chatting on the phone and talking to each other. Raatma (2013) claims “Respect is treating others the way you would like to be treated, it also means thinking about others’ people feelings, you don’t show respect when you insult or make fun of others” (p. 7). From this, I could infer that students presented the need to improve their respect in order to boost their Assertive communication. Bearing this in mind, could notice in the first class students presented bad attitudes at the moment of interacting with their partners and listening to the teacher.

### **Group Work to promote Assertive Communication**

Based on the different activities applied in the classes, group work is an important aspect for students to communicate assertively and respectfully. Through Communicative activities in groups, participants worked easier and they felt comfortable at the moment of speaking and expressing themselves. According to Payne et al (2004), Group work helps students in the development social interactions and teamwork skills, also in the learning about various

backgrounds, culture, beliefs and attitudes. Having this in mind, group work involves interaction with people that have different opinions and points of view. In order to have a positive and assertively development of group work, it is necessary to be open to others' perceptions and in that way it is directly related to Assertive Communication, from this, can identify that through group work, students can communicate assertively and respectfully among them. According to the above, the aim of this section is to present data collected through the three instruments used in the research, in order to support the importance of group work to encourage students to communicate more assertively.

### **Self-confidence when speaking in Public as a part of Assertive Communication**

This category is essential because Assertive Communication involves speaking clearly and confidently. According to this, the category aims to present the data collected through the three instruments that support how self-confidence when speaking in public plays an important part when developing Assertive Communication. This section shows by triangulation of my data collected, the first moment of the students when they spoke in a foreign language in public a progressive improvement through the excerpts, and the analysis of the data.

At the beginning of the research, some participants presented difficulties at the moment of speaking in public in their mother tongue, especially in their foreign language. Some of them seemed to be nervous, they blushed, and they put their hands on their faces or in their pockets, as can be noticed in excerpt 17, they also spoke in a low tone of voice which is evident in class # 1, presented in excerpts 18 and 19:

**Table 6***Sin Título*

Excerpts	Instrument	Evidence
Excerpt 17	Video Recordings	Student 16 [hands in the pocket, and move from one side to other] my color favorite is red [hands together and looking to the floor] ride bike [laugh].
Excerpt 18	Field Notes	At the moment of presenting the task that was describing their partners, The Student 16 passed in front of the class and started to speak, she was nervous; presenting difficulties at the moment to speak and her voice tone was low, she hardly pronounce the words and her face was blush.
Excerpt 19	Non-Structural Interviews	<p>¿De acuerdo con las actividades sabes que es Asertividad, tiene claro que es Asertividad o me puedes da o que entiendes por Assertive Communication?</p> <p>- No, se me olvido. [She looks nervous and shy]</p> <p>- ¿Crees que con esas actividades que hemos hecho en estas dos clases, han funcionado para que se lleven mejor y para escuchar a otros?</p> <p>- Yes.</p> <p>- Yes, why?</p> <p>- Porque, emm. Se me olvido todo. Bueno, porque aprendimos cosas y ustedes saben tratar con jóvenes, saben lo que nos gusta. [shy, and her voice tone was low]</p> <p>- Y crees que las actividades si funcionan para que ustedes aprendan a expresarse mejor, a decir con claridad lo que piensan y lo que sienten.</p> <p>- Si</p> <p>- Listo? Yes? ok! Thank you.</p>

*Note. Author*

According to the above, it was possible to notice that some participants did not have the confidence enough to express their ideas in public neither in English, nor in Spanish. Pfeiffer (2003) Claims “Assertive communicators speak in calm, clear tone of voice. They make good eye contact. They have relaxed good posture, However, even people who are very assertive can sometimes feel nervous. Nervousness cannot always be read as a lack of assertiveness.” (p. 16). From this, I can see that the oral performance and the way that students express themselves is an important factor to be an Assertive Communicator. Bearing this in mind, Participants did not feel comfortable speaking in public, which is an important factor of being an Assertive communicator. For that reason, teachers must create a supportive and nonjudgmental atmosphere that encourages risk-taking and values each contribution. Likewise, to provide structured opportunities for gradual exposure to public speaking, such as small group discussions, role plays, and presentations and offer constructive feedback and positive reinforcement to build confidence and reduce anxiety so, teachers can help participants develop the assertive communication skills necessary for academic, professional, and personal success.

## **Results**

Below are the results of the research derived from the analysis of the data, they were presented classified into the 3 emerging categories which are essential for the improvement of assertive communication and the answer of the research question by showing the evidence and its analysis that were described in the previous chapter:

### **Respecting other Speakers as part of Assertive Communication**

The three instruments implemented in the research identified respect as a category to enhance Assertive Communication in sixth graders.

Field notes allowed me to analyze that respect was evident when students asked for silence when the teacher was speaking. They realized that listening to others is very important, which was evidenced because the students improved their respectful attitudes. Another important piece of evidence occurred when students described a partner and did it in a positive way; they talked about their partners' qualities instead of using bad and derogatory words to describe them, this was evident.

Based on the data collected, it can be said that respect helps to enhance the student's assertive communication because its development involves listening to others' ideas, opinions, and positive attitudes.

Along the development of the sessions, students presented respectful attitudes at the moment of referring to a partner. During the application of some tasks, students presented an improvement in their attitudes in terms of respecting others, one example of this was an activity where they had to physically and attitudinally describe a partner, in order to put the papers in a bag for other students to read it and guess who the person was. In this task, participants wrote qualities of their partners instead of defects as I can observe in excerpts 4 and 5.

**Table 7***Sin Título*

Excerpts	Instrument	Evidence
Excerpt 4	Video Recordings	Student 5: My partner [Hand on his face] is very intelligent, is short, black hair.
Excerpt 5	Video Recordings	Student 6: [shy smile] She is funny, she is intelligent, the color of her eyes are black.

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*Note.* Author

From the evidence presented above and according to the definition of Quintero and Soto (2017) “respect is a form of recognition and appreciation of the qualities and differences of others” (p. 106). It was noticed that students improved the way they expressed others by using good adjectives and focusing on the positive qualities of their partners instead of using bad nicknames or rude words. From the data presented, it is possible to highlight that through the activities implemented, participants had a positive change in their attitudes at the moment to refer to others.

Throughout the sessions, it was possible to recognize and perceive that students seemed to be interested in listening to their partners’ and teacher’s ideas. Most of the communicative activities of the research were developed in groups, where students expressed the importance of listening to others ideas and interacting among them as it is evident in excerpt 6 and 7. According with Ford (2018): “one of the best ways to respect someone’s opinion is to listen, people tend to seek out information that confirms what they already believe. They are often

reluctant to try to understand views that differ from theirs” (p. 27). This quote explains the importance of listening to others’ opinions in order to understand others’ points of view different from their own.

**Table 8**

*Sin Título*

Excerpts	Instrument	Evidence
Excerpt 6	Non-Structural Interview	<p>Hemos tenido actividades individuales y grupales. ¿Tu como te sientes mejor, sí, en actividades grupales o individuales</p> <p>- Student 7: No, grupales.</p> <p>-¿Por qué</p> <p>- Student 7: Porque, pues ahí como en las actividades de escuchar a otros, entonces ahí es donde vamos a escuchar que opiniones tienen y es trabajo en equipo.</p>
Excerpt 7	Non-Structural Interview	<p>- Do you consider that the activity was good to develop the respect among the students?</p>

Student 8: Eh si, pues yo creo que ayudan a que veamos que a veces las situaciones se pueden resolver de otra manera no a los golpes o con insultos. Porque a veces nos exaltamos y hacemos las situaciones más graves.

Excerpt 8

Field Notes

A specific case was when a student 1 was talking with their partner 2 and another student 5 told them that they should pay attention and then they listened actively and in a entertainment way.

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*Note.* Author

Another important aspect to take into account is when participants asked for silence when teacher was speaking, as it is evident in excerpt 8. From this, it is possible to infer that participants understood the importance of listening to others. For this reason, it can be analyzed that participants improve their respectful attitudes by recognizing the importance of listening to others.

Overall, the advancement of the students was evident in terms of respect from the first session to the last one. From the data collected at the beginning of the research, students showed difficulties to respect others' ideas, opinions and attitudes. However, during the application of the research, students' response was positive; they improved their respect and encouraged positive relationships among students and teacher. Besides, the students' attitude in the development of the tasks created a safe learning environment. Thus, from the data, it was possible to evidence students' improvement in terms of respect.

### **Group Work to promote Assertive Communication**

As a result, through the three instruments applied in this research, it could be identified that working in groups is a way to promote Assertive Communication because they had to interact collaboratively to achieve a common goal. During the application of the research, in the video recordings, it could be observed that students took roles to organize themselves when working in groups along the activities. According to Hine (2012): "Student leadership researchers identify a range of skills that student leaders may acquire through leadership roles, including public speaking, decision-making, organization, time management, interpersonal communication, collaboration, and conflict resolution strategies" (As cited in Black et al. 2014. p.31) Moreover, during the interviews, the students showed their preference for working in groups to improve their relationships in order to achieve their tasks. Finally, during the field notes, the impact that group work had on the students in terms of participation, relationships, and communication was evident. This result is essential to the development of students' Assertive Communication because it is necessary to learn to work with others, express their ideas and opinions, and in the same way respect others.

Thus, group work demands the students to be Assertive Communicators at the moment of interacting, expressing ideas, and accepting others when working in groups.

For that reason, video recordings allowed me to identify and analyze students while they were interacting and working in groups through Communicative tasks. From video recordings, I noticed that participants felt confident when they were working in groups, likewise in excerpt 9, when they took roles in order to organize themselves for the task development and presentation.

### Table 9

#### *Sin Título*

Excerpts	Instrument	Evidence
Excerpt 9	Video Recordings	(Students were working in groups preparing a task) Student 9:: Aquí dice leyes [give the paper to a partner] literatura [Give the paper to another partner] Student 10: Yo tengo gastronomía
Excerpt 10	Video Recordings	Students start working and teacher is monitoring Group 1: Student 11: Hay que respetar a los amigos. Student 12: Tiene que rimar. Teacher: ¿Que se les ocurre cuando piensan en tolerancia? Student 11: pensar Student 12: happy Student 13: Amistad. Group 3 Student 11: ya tenemos la estructura, ellos cantan y yo hago el beat box.

*Note:* Author

As could be identified in excerpt 9, it was noticed how students assigned roles to each member of the groups in order to achieve a goal properly. Then, another activity that was creating a rap or a song about tolerance, could highlight from the video recordings that participants had good communication among them and gave ideas in order to present the task (see excerpt 10). Taking this into account, how Baines, Blatchford, and Kutnick (2008) state that through Group work, students were able to improve their learning and motivation and they could have the ability to work together as a group. From this, it could be noticed that participants were able to work in groups because they showed autonomy to organize themselves and their ideas.

According to this, these activities allowed students to work on the task actively because participants seemed to be involved in the tasks. As Hine (2012) claims: "Researchers identify a range of skills that student leaders may acquire through leadership roles, including "public speaking, decision-making, organization, time management, and interpersonal communication, collaboration, and conflict resolution strategies" (As cited in Black et al. 2014. p 31). Taking this into account the above, could identify that when students started to work in groups, they acquired skills such as speaking in public; thus, improving interpersonal relationships and collaboration among them, as can be noticed in the excerpt below.

**Table 10***Sin Título*

Excerpts	Instruments	Evidence
Excerpt 11	Video Recordings	<p>Student 14: Él está dibujando y yo estoy creando la conversación.</p> <p>Student 13: Si, es trabajo en grupo.</p> <p>Teacher: O sea se delegan tareas.</p> <p>After that students started to share their ideas.</p> <p>Student 11: La idea es como meterlo a él, él le pide a otro amigo que le guarde algo y él termina perdiéndolo, pero él dice que lo perdona [pointing at the drawings in the paper] y pues que de todos modos gracias por tener confianza y así.</p>
Excerpt 12	Video Recordings	<p>Student 14: Él está dibujando y yo estoy creando la conversación.</p> <p>Student 13: Si, es trabajo en grupo.</p> <p>Teacher: O sea se delegan tareas.</p> <p>After that students started to share their ideas.</p> <p>Student 11: La idea es como meterlo a él, él le pide a otro amigo que le guarde algo y él termina perdiéndolo, pero él dice que lo perdona [pointing at the drawings in the paper] y pues que de todos modos gracias por tener confianza</p>

*Note.* Author

From Video recordings, it was possible to highlight that students learned to show some aspects of assertive communication when they worked in groups. As can be seen in excerpts 11 and 12, Participants 13 and 14 did not present difficulties to listen to others and organizing themselves in order to present the tasks; they started to take roles and some participants

organized the topic by leading the process. Besides, the evidence shows they were involved in the activities gave ideas, and listened to others to get into an agreement. Participants seemed to be confident and involved in the activities while they were working in groups.

The second instrument used was non-structural interviews, which allowed me to know the participants' perceptions. From the interviews, could identify the issues and strengths that students presented when they were working in groups.

**Table 11**

*Sin Título*

Excerpts	Instrument	Evidence
Excerpt 13	Non-Structural Interview	Ok, y te gusta trabajar en grupo?  Student 14: Eh, si. Para mi es chevere cuando el grupo como que se une y de verdad trabaja. De lo contrario no porque o no entienden o tampoco quieren trabajar. Pero si es chevere.
Excerpt 14	Non-Structural Interview	¿Cómo se sienten hablando en grupo, trabajando en grupo?  Student 15 Pues, es diferente porque uno aprende a hacer el trabajo y a compartir con las personas y a respetar cada diferente personalidad, y eso me parece muy bueno, que uno aprenda a socializar.

*Note.* Author

Excerpts 13 and 14 show some participants' perceptions about group work. According with Baines et al. "Group work is a teaching strategy that promotes academic achievement and

socialization” (As cited in Frikeal and Chiriatic, 2012 p. 3). From this, can infer that group work is a good way to enhance the participants’ interaction and interest in the classes to create better relationships. In the following interview, students showed their perceptions about the group work.

**Table 12**

*Sin Título*

Excerpts	Instrument	Evidence
Excerpt 15	Non-Structural Interviews	-Ok good, and do you like to work in group?  -Student 16 Si, me gusta mucho porque hay unión en los grupos.

*Note.* Author

According to the above, it is evident that students like working in groups and it is a good experience for them to know more about their partners. Also, it is important to highlight the important role that group work played in the research application because it allowed the researcher to observe the participants in different types of interactions. According to Gillies & Ashman (2003), students are also more motivated to achieve their tasks when working in groups as opposed to working individually. For this reason, it is important that students learn and have the possibility to work in groups. During the interviews, as evidenced in the excerpts 13, 14, and 15; participants 14, 15, and 16 showed interest in the group work as well as in the experience to know more about their partners and socialize to achieve their tasks.

Following the previous ideas, what observed through field notes was that students enjoyed working in groups more than individually and they expressed themselves better. From this instrument, it was possible to describe the whole interaction, the way that they expressed themselves and worked in groups, as can be seen in the following excerpt:

**Table 13**

*Sin Título*

Excerpts	Instrument	Evidence
Excerpt 16	Field Notes	The students were speaking actively in the groups; as they decided before, each member of the group had a task to achieve, they asked if someone need help and learners started to work to achieve a main goal that was a performance in class. At the moment of performance the task, they were supporting each other and the task was a success.

*Note.* Author

According to the above, working in groups allowed students to interact and express themselves better; supporting each other. As Herazo (2002) refers: group work is an opportunity for students in the construction of speaking and participation in collaborative discourse

constructions. It can be inferred that working in groups is a way to improve communication and interaction with others, which is evident in excerpt 16 where students showed good communication when they organized themselves to achieve a task, and a positive interaction at the moment to help to their partners and perform their productions. Through field notes, it could perceive and identify that working in groups is a way to promote good interaction and communication among students.

### **Self-confidence when Speaking in Public as a part of Assertive Communication**

During the research application, could evidence how students started to feel more confident at the moment of speaking in a foreign language in public. In the sessions, participants expressed their ideas, thoughts in English and they had an improvement in Self-confidence. Eunhee (2007) states that “one of the crucial obstacles for EFL students’ academic success is oral skills for class participation” (As cited in Prada, 2015. p. 31). Based on this, it is important to highlight the effort that students made during the classes, trying to express their ideas in English. It was difficult for them to organize the words, pronunciation and the grammar part, but they managed to do it successfully. As Oxford (1999) stated, it is important to “create various opportunities for classroom success in using spoken English to boost students’ self-confidence” (As cited in Prada, 2015 p. 13).

Through the implemented sessions, participants presented an improvement in their oral performance speaking in public. During the development of different Communicative activities and tasks such as raps or role plays, where they could decide the vocabulary they wanted to present, participants showed an improvement on their oral performance in English and Spanish. Also I could observe this phenomenon when the student 15, felt confident to do a rap in front of the class as it is evident in excerpt 20.

**Table 14***Sin Título*

Excerpts	Instrument	Evidence
Excerpt 20	Video Recordings	<p>Student 6: tolerance is good</p> <p>[snap fingers] I'm going to sing with my friend, with my friends</p> <p>I want to share [snap fingers] the respect with others better with tolerance.</p>
Excerpt 21	Non-Structural Interviews	<p>Student 16: ¿Cómo te sientes hablando en público?</p> <p>Bien.</p> <p>Bien, mucha confianza?</p> <p>Si, ya es más relajado, no tenemos miedo. [She looked confidence]</p> <p>Ok, listo. ¿Y con la actividad que acabamos de hacer te sentiste bien, crees que te ayuda a tener más confianza?</p> <p>Si, claro. Como te digo, ya uno se relaja entonces como que</p>

normal. Uno pasa hace suyo y ya.

## Excerpt 22

## Video Recordings

At the end of the session, teacher made some questions to their students, they answered voluntary:

Teacher: Yo tengo una pregunta, ¿ustedes creen que a partir de las actividades que hicimos acá les permitió expresarse fácilmente en público ya sea en inglés o en español?

Student 16 [raise her hand and answered emphatically] yo pienso que sí porque al momento de hablar en público nos pudiste dar la confianza que necesitábamos\_y que si teniamos algun nos corriges con paciencia y al fin y al cabo eso es lo que vale en una educación.

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*Note. Author*

Based on the above, it was noticed that students felt comfortable doing communicative tasks. As Brown states: “The achievement of oral performance is thought to be highly correlated with people’s self-confidence. Foreign language learners cannot speak the language or express

themselves freely and fluently without some degree of self-confidence” (as cited in Prada 2015. p 9). According to this, also was noticed that participants improved their self-confidence while they performed orally as is possible to see in excerpts 21 and 22 when they tried to speak with the vocabulary that was familiar to them and tried to communicate ideas even if the grammar was not used correctly. Also, the activities helped them to be more confident and relaxed at the moment of performing orally, as it was observed in excerpt 21. Finally, it was observed that there was an improvement in the way they expressed themselves. One of the most relevant examples found was student 14 who, as can be seen in excerpt 19, at the beginning of the classes presented many difficulties when she was speaking in front of her partners and at the end she demonstrated confidence at the moment of speaking in public, she participated actively, voluntarily, emphatically with more self-confidence, besides expressing herself orally, she could express her ideas using her body language. Thus, from the data collected and triangulated, it was possible to observe the improvement that participants presented on their self - confidence when they were speaking in public.

Consequently, through the data presented, it was observed that students presented an advance in their oral performance when speaking in a foreign language and their mother tongue.

From the data collected at the beginning of the research implementation, it was found that participants showed nerves, fear, and difficulty to express their ideas at the moment of speaking in front of the class; however, during the development of the tasks, where students were encouraged to speak actively through the activities; they improved their self-confidence and sometimes they seemed to have fun. Besides, their participation from the first to the last sessions increased, even when they did not have enough vocabulary or used the grammar structures with some mistakes. This category is essential because Assertive Communication involves speaking

clearly and confidently. Thus, thanks to the data collected, it was possible to evidence the participants' progress in their oral performance along the Communicative tasks.

## Discussions and Conclusions

### Discussions

Communicative Language Teaching emphasizes authentic communication and real-life interactions as central to language acquisition. Learners who develop assertive communication skills are able to articulate their thoughts and requirements with clarity, while also demonstrating consideration for the viewpoints of others. This approach enables them to communicate their ideas confidently and maintain mutual respect during interactions.

The findings suggest that when learners are taught how to communicate assertively, they exhibit improved confidence in using English for real-life context. This aligns with the principles of CLT by fostering an environment where students feel empowered to engage in meaningful interactions, through the communicative language teaching, they demonstrated an improvement of this aspect; they started respecting their partners' ideas and working with them collaboratively, incrementing the good relationships inside the classroom. Thanks the implementation of the research, it was possible to notice that the CLT had a positive impact in students' attitudes because they could express and listen to ideas respectfully to get to an agreement.

Task-based learning provides an ideal context for practicing assertiveness through collaborative tasks that require problem-solving, and decision-making. The study revealed that TBL activities designed with an emphasis on assertive communication encouraged learners to articulate their thoughts more effectively during group work sessions. This not only enhanced their linguistic skills but also developed essential life skills such as conflict resolution and teamwork.

This instrument was very significant so during each lesson plan session in which tasks were implemented to promote assertive communication in English teaching, short videos were made to capture the interactions between students. To apply this instrument in each session, I used the camera on my cell phone. Finally, I transcribed the recordings and analyzed them to identify patterns in the use of language, fluency, and communicative effectiveness. These transcriptions of the class videos helped me identify specific aspects for the research that I was not able to perceive in class, for example: gestures, student interaction, student behavior, body language, and their performance in activities, aspects that are captured in the videos. This was done to have a detailed view of the interaction between the participants of the study. It was carried out at the same time as the pedagogical intervention, to “observe” the impact of the “lesson plans” on the students' assertive communication.

Through the implementation of the communicative activities, it was observed that students presented an improvement at the moment of interacting respectfully with their partners. During these activities, researcher analyzed the learners' attitudes in terms of respecting others. Having in mind that at the beginning of the process, the participants presented disrespectful attitudes towards the others, through the communicative activities, they demonstrated an improvement of this aspect; they started respecting their partners' ideas and working with them collaboratively, incrementing the good relationships inside the classroom.

Taken together, the results of this research strongly suggest that integrating Task-Based Learning (TBL) with Communicative Language Teaching (CLT) is an effective strategy for enhancing student interaction, communication skills, and assertive communication in English classes. Importantly, evidence from qualitative data feedback indicates that these improvements were not limited to the classroom context but extended beyond formal lessons. These suggests

that the interactive and meaningful nature of TBL tasks encourages learners to continue practicing communication skills autonomously, thereby maintaining their improved interaction patterns beyond lessons. Likewise, the communicative tasks employed in TBL and CLT such as role-plays, group problem-solving, interviews and interactions, which help students internalize language use and pragmatic skills. Moreover, the research indicates that when students experience positive, respectful interactions during lessons, they are more likely to replicate. Finally, in this study, students reported feeling more confident and willing to express their opinions not only during class activities but also in everyday interactions. This self-reported transfer of skills aligns with findings from similar studies where learners maintained improved communication and assertiveness over time, demonstrating the lasting impact of TBL and CLT methodologies.

### **Research Implications for the Field of Study**

The type of population facilitated the nature of the study, it noticed that participants were involved in the activities and took different roles to present the tasks which made evident the use of Assertive Communication. At the first session, I observed that students were not interested in working in groups, or with people that they did not know well. For these reasons, the activities proposed had the intention of challenging the participants to organize themselves, take roles, and agree with others to present the tasks, because being an assertive communicator implies giving arguments as well as listening to others and tolerating each other.

The observations made during the implemented sessions indicate that communicative tasks not only engage students cognitively but also foster important social and emotional development. As students became more comfortable working collaboratively, learning about their peers, and contributing to a positive learning environment, it became evident that

assigning specific roles within group work enhanced their sense of responsibility and purpose toward a shared goal. Based on the data analysis, it can be implied that communicative tasks are instrumental in promoting active involvement, peer collaboration, and shifting students' attitudes toward cooperative learning. This suggests that integrating structured group work in English language classes can effectively nurture assertive communication skills, which inherently require collaboration, mutual respect, and confidence in expressing oneself within a group.

Moreover, the development of these interpersonal connections through group interaction highlights the potential of communicative tasks to build a supportive classroom community. Therefore, teachers should consider incorporating role-based group activities as a strategic approach to not only improve language proficiency but also to cultivate essential social skills that prepare learners for real-world communication.

Finally, English teachers should consider incorporating TBL and CLT into their classes, designing tasks that are meaningful, challenging, and that promote interaction among students. It is essential to provide timely feedback and foster a safe and supportive classroom environment so that students feel comfortable communicating in English. The lesson plan proposed in this research can serve as a guide for teachers who wish to implement TBL and CLT in their classes.

### **Research Limitations on the Present Study**

It is important to recognize that this research has some limitations. The present study tackled a first limiting that has to do with the conceptions that English teachers have about the appropriate methodologies for their teaching; that is, while the discourse speaks of a communicative-constructivist approach, in the reality of the classroom, one lives another.

The first limitation was that the PEI of the school is only the theoretical construct but the didactics of constructivism were not explicit, now thanks to this research I have two theoretical elements that contributed to my didactics which were TBL and CLT. I associated the linguistic strategy to teach English CLT with a general approach which was TBL, only a theoretical construct written in the PEI but it becomes a limitation when putting it into practice within the classroom with didactic strategies.

Another limitation has to do with the absence of English teachers in primary school specialized in the area that develops communication processes within the classroom since primary school teachers who guide English are the same in all areas, which leads to when students reach sixth grade, they do not understand what the teacher specialized in English says, it is difficult to understand the four skills, which causes the student to have fear, sadness, and anxiety in English classes.

Likewise, during the research implementation faced other limitations which led me to implement some changes regarding the lessons and activities to achieve the research goal. Also one of them was that students did not have a good English level; for this reason, they did not want to participate in the tasks, in addition, I did not have access to electronic resources at the school, and had to change some of the lessons plans and activities to suit students' level and create physical material for them. According to this, the limitation presented in the research requires me to look for different resources and activities more appropriate for students' level, to achieve the aim of the research. However, the sample size was relatively small and the research was carried out in a specific context. Therefore, the results cannot be generalized to all English teaching contexts.

### **Recommendations for Further Research**

For further research, It would be interesting to apply this project to other types of participants with different origins since this project can be adapted to various social contexts such as marginalized communities, groups with communication barriers, and people in situations of displacement, communities with socioeconomic limitations thanks to this project I was able to realize that the implementation of communicative tasks helps the development of communicative skills as a mechanism for personal empowerment, social integration, overcoming linguistic barriers, and building communicative resilience through innovative solutions.

Likewise, it would be interesting to explore how digital tools can support or hinder the development of assertive communication skills among language learners and develop targeted teacher training programs focused on integrating assertive communication into CLT/TBL methodologies effectively. Communicative strategies such as those that could be evidenced in this project through task-based learning in order to reduce linguistic barriers, and strengthen communicative competencies in this way if this project is applied, traditional models will be overcome.

For future research, it is suggested to explore the impact of TBL and EC at different levels of English proficiency, as well as in different cultural and educational contexts. It would also be interesting to investigate how information and communication technologies (ICT) can be used to support the implementation of TBL and CLT in English classes.

## Conclusions

The main objective of this research was to analyze the impact of the implementation of Task-Based Learning (TBL) through a communicative approach on student interaction that improves communication in English classes. The results reveal that the application of TBL, combined with CLT, had a significant positive impact on student interaction, manifesting in greater participation, collaboration, and use of English in the classroom.

Students showed a greater willingness to take risks when communicating in English, as well as greater confidence in their language skills. Furthermore, completing authentic and relevant tasks encouraged the negotiation of meaning and the practice of communication skills in real contexts.

These findings are consistent with previous studies that have demonstrated the effectiveness of TBL and CLT in the development of communicative competence in English. However, it is important to note that the impact of TBL may vary depending on the design of the tasks, the level of the students, and the teaching context.

According to the first objective, which looked into to implement activities that required collaboration and dialogue between students through TBL, the results demonstrate that the designed tasks significantly promoted interaction and group work. It was observed that students actively participated in solving problem, shared ideas and negotiated meanings, which contributed to creating a more dynamic and collaborative learning environment. These activities allowed students to practice the language in real and meaningful contexts, which was reflected in greater fluency and accuracy in their oral communication and the most important aspect of this study was the fact that participants worked better in groups and pairs, they helped each other to

achieve the goal. According to the above, Task-Based Learning is an approach that promotes interaction in the students because they have to work together to achieve the goal of the task.

Similarly, the second objective, which was to examine how TBL helps students improve their assertive communication during the communicative process in English classes, the findings indicate that participation in challenging and relevant tasks promoted the development of communication skills essential for assertive communication, such as expressing opinions clearly and respectfully, defending their points of view and actively listening to others. Students demonstrated a greater ability to communicate effectively in diverse situations and to resolve conflicts constructively.

TBL, therefore, was revealed as a valuable tool to promote assertive communication in the English classroom, several measures were considered and observed; Firstly, after the completion of the lessons, follow-up observations and informal interviews were conducted to assess whether students continued to apply assertive communication strategies in other contexts, such as other classes, group projects, or social interactions. Many students reported feeling more confident expressing their opinions and negotiating ideas respectfully outside the English classroom, indicating a transfer of skills; secondly, the Task-Based Learning (TBL) approach involved authentic, real-life communicative tasks that mirrored situations students might encounter beyond the classroom. This relevance helped students internalize assertive communication as a practical skill rather than just an academic exercise, increasing the likelihood of continued use.

Likewise, students were encouraged to reflect on their communication experiences through journals or group discussions, fostering self-awareness and reinforcing the value of assertiveness. This reflective process helped students recognize the benefits of assertive

communication and motivated them to maintain these behaviors. Moreover, the lessons fostered a classroom environment based on respect and collaboration, which students often carried into other social settings. When assertiveness is practiced within a positive community, it becomes a normalized and sustainable behavior.

In the same way, the third objective, aimed to propose a new lesson plan that conforms to the communicative approach and is based on tasks to improve assertive communication in English classes, a detailed lesson plan was designed that incorporates the principles of TBL and CLT, with specific activities to promote interaction, collaboration and the practice of communication skills. This lesson plan was validated by experts in English teaching and is considered a useful tool for teachers who wish to implement TBL and CLT in their classes.

The assertion that Communicative Language Teaching (CLT) and Task-Based Learning (TBL) contributed not only to the development of assertive communication but also to a qualitative paradigm shift in English teaching is grounded in several key observations and theoretical underpinnings:

Both CLT and TBL prioritize meaningful interaction and learner-centered activities, which create authentic contexts for students to practice expressing their ideas, needs, and opinions confidently and respectfully. Through communicative tasks and real-life problem-solving activities, students were encouraged to take initiative, negotiate meaning, and engage in collaborative dialogue core components of assertive communication.

Moreover, the structured flexible nature of TBL allowed students to experience success incrementally, building their confidence and reducing anxiety associated with speaking up. This learning process helped students internalize assertiveness as a practical and achievable communication style.

Likewise, the paradigm shift refers to a transformation in both teachers' and learners' attitudes toward English language teaching and learning. Traditionally, English instruction in many contexts has been teacher-centered and focused on grammar and rote memorization. The implementation of CLT and TBL shifted this focus toward interactive, student-centered learning where communication and interpersonal skills became central.

This shift was evident in changes in classroom dynamics where students moved from passive recipients to active participants so, students took greater responsibility for their learning and communication and the emphasis expanded beyond linguistic accuracy to include pragmatic competence and socio-emotional skills such as assertiveness and collaboration. On the other hand, data collected through observations, student reflections, and teacher feedback demonstrated increased student engagement, improved willingness to participate, and more respectful peer interactions. These outcomes reflect both the development of assertive communication skills and the broader shift in teaching philosophy.

This transformation suggests that adopting CLT and TBL can lead to more holistic language education, preparing learners not only linguistically but also socially and emotionally for real-world communication. It challenges traditional paradigms and advocates for teaching approaches that foster communication competence in its fullest sense.

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## Appendices

### Appendix A

#### *Filled Informed Consent Sample*

Escuela de Ciencias de la Educación

UNAD  
Universidad Nacional  
Autónoma de Colombia

**Consentimiento de Participación Investigativa de Comunicación Asertiva**

Apreciados Padres de Familia:

yo ANA PAOLA CORREDOR RUIZ identificada con C.C 1.076.652.116 de Ubaté, me encuentro en último semestre del programa de la Maestría en mediación Pedagógica para la enseñanza del inglés de la UNAD y estoy en la implementación del proyecto de investigación.

"Promoting Assertive communication through Communicative Language Teaching y Task Based Learning" el cual busca mejorar la comunicación asertiva en los estudiantes de grado sexto del Colegio Nuestra Señora del Transito School, a través de dos enfoque pedagógicos comunicativos, los cuales me permitirán desarrollar actividades en pro del desarrollo del Proyecto, los dos enfoques usados serán Communicative Language Teaching y Task Based Learning.

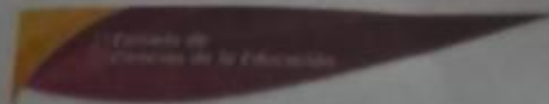
Este proyecto tendrá una duración de 16 horas, las cuales se desarrollarán en 8 sesiones de 2 horas cada una, se implementarán entrevistas, grabaciones de audio, video y notas de campo para la recolección de datos, los cuales serán utilizados estrictamente para fines académicos e investigativos. Cabe resaltar que la identidad de los estudiantes y del establecimiento será confidencial, y que la participación es voluntaria y no tiene ningún costo.

Yo, Zulma Lizeth Rubiano Riquén identificado con el número de C.C 1072367258 Y número de teléfono 3142924588 he recibido la información necesaria sobre el proyecto, soy consciente de su finalidad y comprendo que la participación de mi hijo/a es voluntario, por tal motivo prestamos nuestro consentimiento para que mi hijo/a Edvard Felipe Riquén del curso 602 participe en el proyecto de comunicación asertiva, teniendo en cuenta que tenemos el derecho de retirar a nuestro hijo/a cuando deseemos, con la única obligación de informar a la investigadora responsable.

En constancia firma:  
Zulma Lizeth Rubiano

C.C 1072367258

CEL: 3142924588



### Consentimiento de Participación Investigativa de Comunicación Asertiva

Quiché, 8 de Febrero 2024  
 Señora Angela Patricia Pinzón Venegas  
 Rectora  
 Institución Educativa Departamental Nuestra Señora Del Tránsito  
 Quiché

Respetada Rectora,

yo **ANA PAOLA CORREDOR RUEZ** identificada con C.C. 1.076.652.116 de Uteff, docente de Inglés en esta Institución, me encuentro en último semestre del programa de la Maestría en mediación Pedagógica para la enseñanza del Inglés de la UNAD y deseo realizar la implementación del proyecto de investigación en esta Institución.

"Promoting Assertive communication through Communicative Language Teaching and Task Based Learning in sixth graders at Nuestra Señora del Tránsito Departamental Educational Institution" el cual busca mejorar la comunicación asertiva en los estudiantes de grado sexto a través de Communicative Language Teaching y Task Based Learning, por esta razón se diseñan, ejecuta y evalúa diferentes Actividades y tareas Comunicativas dentro del aula en las clases de Inglés.

Este proyecto tendrá una duración de 20 horas, las cuales se desarrollan en 10 sesiones de 2 horas cada una, se implementarán diez lesson plans alineados con la malla curricular para no afectar el proceso interno de la Institución y se aplicaran tres instrumentos para la recolección de datos estos son: entrevistas, grabaciones de audio y notas de campo bajo el enfoque Action Research, los cuales serán utilizados estrictamente para fines académicos e investigativos. Cabe resaltar que la identidad de los estudiantes y del establecimiento será confidencial, y que la participación es voluntaria y no tiene ningún costo.

Yo, **Angela Patricia Pinzón Venegas**, identificada con C.C. 1075656499 Rectora de la Institución Educativa Departamental Nuestra Señora del Tránsito he recibido la información necesaria sobre el proyecto, conozco su finalidad y autorizo a la docente, aplicar este proyecto en la Institución,

Firma Rectora:

*Angela Patricia Pinzón Venegas*

Atentamente

Ana Paola Corredor Ruiz  
 C.C 1076.652.116

CEL: 3132509223

## Appendix B

### *Survey for Teachers*

<b>ENCUESTA SOBRE COMUNICACIÓN ASERTIVA</b>						
<b>OBJECTIVE:</b> Mejorar la comunicación asertiva en la Institución Educativa a través de aprendizaje basado en tareas y el enfoque del lenguaje comunicativo.						
<b>INSTRUCTIONS:</b>  Para evaluar la percepción que usted como docente tiene frente al desarrollo de la clase de inglés. Se utiliza un cuestionario, el cual está compuesto por 3 categorías de la comunicación asertiva y se utiliza la escala Likert. Las categorías que se evalúan son: Respeto, Confianza y Trabajo en grupo, en cada categoría existen subtemas que les permiten ser más específicos durante la evaluación de estos. Para cada uno de los criterios propuestos, la calidad se evaluará con una puntuación de 1 a 5, siendo 1 el mínimo y 5 el máximo.						
<b>ENCUESTA PARA DOCENTE DE INGLES</b>						
<b>NAME:</b>						
<b>CATEGORIAS</b>	<b>STATEMENTS</b>	<b>SCALES</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>RESPETO</b>	En su clase los estudiantes resuelven sus inquietudes a través del dialogo.					

	En su clase los estudiantes respetan la opinión del otro y su participación.					
	En su clase los estudiantes utilizan vocabulario vulgar al comunicarse entre ellos.					
	Los estudiantes no respetan a sus compañeros.					
	Los estudiantes interrumpen, molestan e interfieren en la clase constantemente.					
<b>TRABAJO EN GRUPO</b>	Cuando hace grupos de trabajo los estudiantes resuelven la actividad asertivamente.					
	Los estudiantes provocan, ridiculizan o insultan a sus					

	compañeros constantemente.					
	Cuando hacen grupos de trabajo los estudiantes constantemente se irrespetan.					
	Cuando hacen grupos de trabajo se generan discrepancias por falta de tolerancia.					
	Entre sus actividades y juegos cotidianos se hacen presente las groserías e insultos entre sus compañeros					
<b>SEGURO DE SI MISMO</b>	Los estudiantes utilizan el contacto visual para expresar sus opiniones ante los demás.					

Ha presenciado contacto visual o gestos corporales agresivos entre los estudiantes.					
Cuando alguno participa en clase y se equivoca la reacción de los demás es de burla.					
Los estudiantes prefieren no participar en clase pues le temen al irrespeto o a la burla.					
Los estudiantes pueden dar su punto de vista sin ningún inconveniente dentro del aula.					

## Appendix C

### Diagnostic Test for Students

<b>Propósito:</b>		
<b><u>FORMATO DE ENCUESTA PARA ESTUDIANTES</u></b>		
Lugar:	Curso:	Genero : (M)Masculino (F)Femenino
Fecha: _/ _/ _		
Nombre:		
<p>Marque con una <b>X</b> en la casilla que usted crea más conveniente y se ajuste al tipo de pregunta que se le está realizando, sea Honesto(a). El formato de encuesta está diseñado para evaluar cuantitativamente su opinión y punto de visto sobre los temas preguntados.</p>		
<b>ASPECTOS</b>	<b>SI</b>	<b>NO</b>
Ha sido agredido verbalmente por alguno de sus compañeros en el aula de clase		
Ha agredido verbalmente a alguno de sus compañeros en el aula de clase.		
Ha utilizado groserías insultos para solucionar sus conflictos.		
Me distraigo con facilidad por el ambiente dentro del aula.		
Ha presenciado discusiones o agresiones físicas en el		

colegio o en las clases.		
Soluciono rápidamente los conflictos o diferencias que tenga con algún compañero.		
Cuando se ve enfrentado a una discusión usted se enfrenta a su compañero en igualdad de condiciones.		
Entre sus juegos cotidianos se hacen presente las groserías e insultos entre sus compañeros		

## Appendix D

### *Lesson Plans*

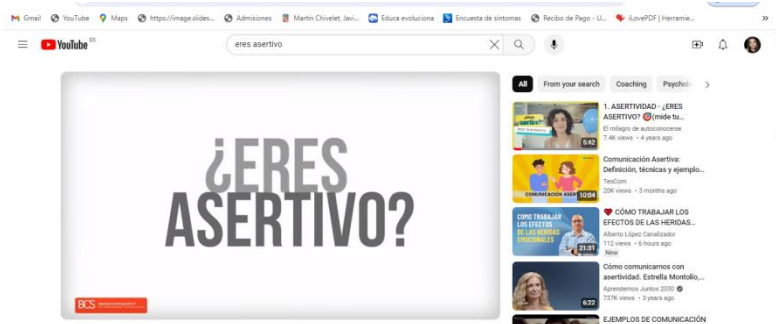
#### Lesson Plan No. 1

<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	February 20, 2024
<b>Lesson Number</b>	1
<b>Class time</b>	120 minutes
<b>Communicative Topic</b>	Reflecting about Yourself
<b>Research objective</b>	To identify student's Assertive Communication level.
<b>CLT (Communicative Teaching Language) objective</b>	To identify students' opinions and points of views.
<b>Materials and resources</b>	Video, board, markets, speakers.

Pre Task (35 minutes)
<p>Students are going to watch a video about Assertive Communication as introduction of the topic (10 minutes). Based on that, they have to write down what they would do in the cases presented from the videos (10 minutes). Then students do a brainstorming with the teacher. After that, teachers give an example of the task that they must perform, using vocabulary and useful expressions. (15 minutes)</p>

1. Business coaching school. (2014). ¿Eres asertivo?. Retrieved from:

<https://www.youtube.com/watch?v=-GYCQVojl5Q>



2. Yes He is Latin America. (2011). El puente. Retrieved from:

<https://www.youtube.com/watch?v=LAOICItn3MM&feature=youtu.b>



Task Cycle (60 minutes)

Task: Teachers will explain the activity: students will walk around the classroom in different directions, when the teachers say STOP they will find a partner and create couples. Then, each partner will make questions to the other and vice versa, the idea is that they met with a partner they do not know well, students will have to pay attention to their partner's movements, expressions and gestures. After that, each student will have to pass in front of the partners and imitate his or her partner and the others have to guess

who is that person. Teachers will walk around the classroom monitoring the activity. (10 minutes).

Planning: Students will interact each other and then they will have some minutes to organize their ideas and think how they will personate their partners, they can ask for teachers' help .(20 minutes)

Report: Each student will pass in front of the classroom and personate his or her classmate, using the same expressions, movements and gestures and the others have to guess who their partner is. (30 minutes)

Language Focus (20 minutes)

Analysis: teacher is going to write some sentences from the students in the board and and highlight the vocabulary and correct grammar mistakes with the students in this case, students are supposed to use the verb to be for personal information, and simple present. (10 minutes)

Practice: students will practice the grammar structure in pairs. (10 minutes)

**Assessment: (Class time performance )**

Teacher is going to evaluate students attitudes and their perform on the task in terms of commitment, vocabulary and grammar.

**LESSON PLAN No. 2**

<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	March 4 <sup>th</sup>
<b>Lesson Number</b>	2
<b>Class time</b>	120 minutes
<b>Communicative Topic</b>	Respecting others
<b>Research objective</b>	<ul style="list-style-type: none"> <li>- <i>To recognize students' perspectives about respect</i></li> <li>- <i>To identify students attitudes when they are working in groups</i></li> </ul>
<b>CLT (Communicative Teaching Language) objective</b>	<i>To guide the students in the research activities and tasks</i>
<b>Materials and resources</b>	Classroom, paper, pencil, papers

<b>Pre Task (35 minutes)</b>
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<p>Teacher is going to share with the students a short reflection about the importance of respect, and how to listen to the people around them. After that, Teacher is going to explain the Task, Students will write a description of a partner in a piece of paper using the adjectives that they want and being respectful. Then, they will put it in a bag and then</p>
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teachers will read the description of the partner. After that, teacher will give them more adjectives and how to use them.

#### Task Cycle (60 minutes)

**Task:** In this stage students will be in pairs and will think about situations where they felt disrespect and remember their feelings in that specific moment, then they are going to list the vocabulary and expressions they need, and finally the structure of the story. Teacher is going to help when it is need it. (10 minutes)

**Planning:** Students start working on the story, using the vocabulary they consider necessary. They can use images or drawings if they want. (25 minutes)

**Report:** Students will leave the their stories in the teacher's table, then they are going to choose a story from other pair and read it, they will have the opportunity to read it in front of the classroom, after that, they assessing their partners using a rubric. (25 minutes)

#### Language Focus (20 minutes)

**Analysis:** Teacher is going to use some sentences made for the students in order to review grammar in this case past continuous and past simple use and vocabulary, clarifying doubts. (10 minutes)

**Practice:** Teacher asks to some students to give their opinions about their classmates stories and the task. (10 minutes)

Teacher asks to students to bring some photos when they were younger or some pictures from magazines.

### Assessment(5 minutes)

Rubric peer evaluation

Student's name \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Lea cuidadosamente los aspectos de evaluación y califique el desempeño de sus compañeros, donde 1 es la calificación más baja y 5 la más alta, además de escribir observaciones positivas y aspectos que usted considera que deben mejorar.

Aspectos a evaluar					
Sentido: Tanto la historia como la opinión de su compañero tiene concordancia					
Contenido: La historia de su compañero tiene los componentes de una historia, la desarrolla de forma correcta.					
Compromiso: Los estudiantes se mostraban compromiso e interés al momento de realizar la actividad.					

Observaciones positivas:

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Aspectos Para mejorar:

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**LESSON PLAN No. 3**

<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	March 7 <sup>th</sup>
<b>Lesson Number</b>	3
<b>Class time</b>	120 minutes
<b>Communicative Topic</b>	Tolerance
<b>Research objective</b>	<i>To analyse students' Assertive Communication progress through tasks</i>
<b>CLT (Communicative Teaching objective)</b>	<i>To promote trust on students perceptions and improve their group work and creativity</i>
<b>Materials and resources</b>	song, rubrics, speaker

<b>Pre Task (30 minutes)</b>
<p>Teacher is going to make a brainstorm where students have to give ideas about what they consider tolerance is, and experiences where they probably feel tolerance or a situation where they were tolerant. (10 minutes) Then teacher is going to present a song</p>

about tolerance where students can identify expressions, words, actions in relation with tolerance through a speaker.

Hamed, O. (2013). All About Tolerance- Mr. Stanley tells stories about accepting others.

Retrieved From <https://www.youtube.com/watch?v=QS-rJcm7jyQ>

Hamed, O. (2013). All About Tolerance- Mr. Stanley tells stories about accepting others.

Retrieved From <https://www.youtube.com/watch?v=QS-rJcm7jyQ>

(10 minutes) Finally, teacher is going to explain the task, asking for students participation. (10 minutes)

### **Task Cycle (60 minutes)**

Task: Students are going to form groups and they start to think in situation of tolerance, they have to create a song or rap based on real stories or the importance of tolerance. First they think on the situations, then they have to make a list of vocabulary that they will use on the song, and finally start with the song structure. Students ask for teachers' help when they need it. (20 minutes)

Planning: Students will start to write the song, they can use a background or track song in the deep to produce theirs. (20 minutes)

Report: Each one of the groups have to past in front of the class and sing the rap or song. Their classmates have to pay attention and explain what is the song about. Then, students evaluate their partners with a rubric. (20 minutes)

### **Rubric peer evaluation**

Student's name \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Lea cuidadosamente los aspectos de evaluación y califique el desempeño de sus compañeros, donde 1 es la calificación más baja y 5 la más alta, además de escribir observaciones positivas y aspectos que usted considera que deben mejorar.

Aspectos a evaluar					
Creatividad: Los estudiantes fueron creativos al momento de componer un rap o canción original					
Contenido: El rap o la canción se enfoca en el tema de la sesión (Tolerance) y se puede apreciar una reflexión positiva sobre el tema					
Fluidez: Los estudiantes se mostraban confiados al momento de realizar la actividad.					

Observaciones positivas:

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Aspectos Para mejorar:

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### Language Focus (20 minutes)

Analysis: Teacher is going to check the grammar use in this case present simple, past simple or present continuous and if students use the vocabulary that teacher provided. (10 minutes)

Practice: Teacher is going to ask to some students for their classmates work in order to check the attention and participation. (10 minutes)
<b>Assessment(10 minutes)</b>
Rubric evaluation. Students attitude, grammar structure, and task performance (10 minutes)

**LESSON PLAN No. 4**

<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	March 11 <sup>th</sup> , 2024
<b>Lesson Number</b>	4
<b>Class time</b>	120 minutes
<b>Communicative Topic</b>	Anecdotes in my childhood.
<b>Research objective</b>	<i>To analyze students' interaction and behavior during the task</i>
<b>CLT (Communicative Teaching Language) objective</b>	<i>To foster confidence to speak in public To enhance group work on the students.</i>
<b>Materials and resources</b>	Vocabulary copies, album

### **Pre Task (25 minutes)**

Teacher is going to share with the students an album with anecdotes about their childhood and explain what they learn from them. Then, teacher is going to address new vocabulary, expression that students have to take into account. The teacher explains the task. (25 minutes)

### **Task Cycle (70 min)**

Task: Students will be organized in groups of five people, and teacher tell that they will create an album of five pages, which each page is for one students anecdotes, they can paste the images asked in the previous class as homework, and giving them the aspects to be assessed. The group discusses the vocabulary and the organization of the album. Teacher will be monitoring students' process. (25 minutes)

Planning: Students start organizing the album, and they prepare to report it in front of the classroom. Teacher will be walking around the classroom to make sure that everybody is involved. (20 minutes)

Report: In a round table each group will present their album, classmates needs to listen and pay attention and they can also ask questions, then teachers ask to students how would they feel in that situation. Finally, students vote for the best anecdote. (25 minutes)

### **Language Focus ( 20 minutes)**

Analysis: Teacher reviews grammar in this case past simple using students' examples in order to give feedback.(10 minutes)

Practice: Each group correct the possible mistakes that they have.(10 minutes)

### Assessment (5 minutes)

In this stage, teacher will assess the group work and students attitudes in the task cycle, Also, Teacher will help students in their activities in terms of pronunciation and organization.

## LESSON PLAN No. 5

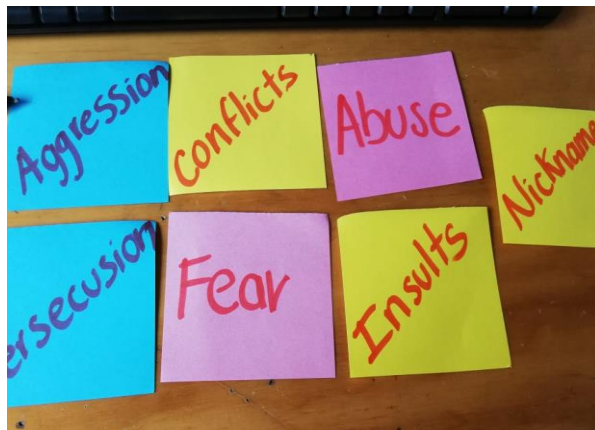
<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	March 21st, 2024
<b>Lesson Number</b>	5
<b>Class time</b>	120 minutes
<b>Communicative Topic</b>	Bullying at school
<b>Research objective</b>	<i>To understand students' perceptions about bullying.</i>
<b>CLT (Communicative Teaching Language)objective</b>	<i>To help students in their self-confidence.</i>
<b>Materials and resources</b>	charades game, papers, vocabulary, meme

### Pre Task (20 minutes)

Teacher is going to introduce the topic “Bullying” through a game call charades in this activity they are divided in groups of 5 people which will be formed at random. Then, teacher will give them some pieces of papers with some words related to bullying like “Nicknames, violence, fear, aggression, insults”. The idea of this activity is that each student put the paper in his/ her head and the others try to describe without saying the word in the paper. After this activity, teachers will share a reflection about bullying and explain some words they consider necessary.

### Task Cycle (70 minutes)

Task: Now, based on the discussion, in groups of 3 people, students will create a meme example where they evidence a situation of bullying and how they would improve that. They can use their electronic devices to search for some examples that can help them to do theirs. (10 minutes)



Planning: Students start to prepare the meme, thinking about what aspect should have to have sense, also the vocabulary they will need, meanwhile, Teacher will monitor their work, also help when they need it. (40 minutes)

Report: Students will present their meme in front of the class and explain the meme in the way that they prefer “explaining, acting, mimic”. Then, the others students ask questions regarding to the task and the groups have to answer. (20 minutes)

### **Language Focus (15 minutes)**

Analysis: Teacher will analyse perceptions of the students about the topic, Also, analyzing students attitudes when they are preparing the meme as well as when they are presenting the task, and their partners attitudes. Besides, teacher will check the structure and vocabulary used in the task (6 minutes )

Practice: Teacher will ask some question to students about the topic and students will correct the grammatical mistakes they might have. (9 minutes)

### **Assessment(15 minutes)**

Teacher is going to assess students’ answers, if they are using the correct structure.

## **LESSON PLAN No. 6**

<b>Pre-service teacher’s name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	April 16 <sup>th</sup> , 2024
<b>Lesson Number</b>	6
<b>Class time</b>	120 minutes

<b>Communicative Topic</b>	Bullying at school
<b>Research objective</b>	<i>To recognize students' attitudes towards the class the tasks</i>
<b>CLT (Communicative Teaching Language) objective</b>	<i>To promote creativity and collaborative work on students.</i>
<b>Materials and resources</b>	Board, markets, cartoons

### **Pre Task (20 minutes)**

Teacher start by remembering the expressions that students had learnt the previous class about bullying.(10 minutes). Then, teacher will remain the topic conditional in order that students use it in the task. After that, teacher will explain the task by showing an example of a cartoon about bullying.

### **Task Cycle (70 minutes)**

Task: In pairs, students will create a cartoon about how deal with the bullying. Teacher will explain that the tasks must contain at least 4 scenes, drawings and dialogue using the conditionals. (10 minutes)

Planning: In pairs students start to create the cartoon against bullying think about the aspects that the task should have, the story, the vocabulary. Also, teacher will monitor the work and answer the doubts (40 minutes)

Report: The pair will pass in front of the class and present their cartoon as they prefer, the whole class and teachers will ask some question about the task (20 minutes)

### **Language Focus (15 minutes)**

Analysis: Teacher will analyse students' attitudes over the task and when they have to answer the question to their partners. Also Teacher is going to take into account the structure that they used to the task in this case conditionals (6 minutes)

Practice: Students will write down in their notes the sentences that they don't do correctly. (9 minutes)

### **Assessment: (15 minutes)**

Teacher will assess the activity in an outdoor activity where students will walk around the park and when teacher say stop in groups of 3 students 2 of them have to lift one of them and walk around the park and change to other partner, each one of them will be lift. After that, in pairs one student will have blindfolded eyes an the other will give to the partner directions around the park e.g "turn right, turn left" and be sure that the student do not crash with other and then change the partners. this activity has the purpose to students understand the importance of trust in others and the responsibility when someone thrust them.

## LESSON PLAN No. 7

<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	April 23rd, 2024
<b>Lesson Number</b>	7
<b>Class time</b>	120 minutes
<b>Communicative Topic</b>	Listen to others
<b>Research objective</b>	<i>To examine students' interaction and behavior with their peers.</i>
<b>CLT (Communicative Teaching Language) objective</b>	<i>To develop communicative skills in students in order to express easily</i>
<b>Materials and resources</b>	Video, speakers, board, markers, color paper,

**Pre Task (28 minutes)**

Teacher will ask some questions to students regarding to tolerance and highlight some expressions and vocabulary (3 minutes). After that, in pairs, students will write down some questions and then change papers with their partners and try to answer (5 minutes).

Then teacher will present a picture about a hero and other about a villain, this with the purpose to create a script of a role play in order that students have a sample of the task, Then some volunteers will present the story (10 minutes).

### **Task Cycle (68 minutes)**

**Task:** Teacher is going to form groups of 5 people at random. Then, learners will create a role play using the topic that they want but representing a situation related assertive communication or topics presented before, students will meet and brainstorm some ideas, think on the vocabulary they will use. Teacher is going to walk around the classroom answering students' questions. Teacher explains the aspects to evaluate the task. (20 minutes)

**Planning:** Students create their characters and the story, they can also create an environment for the role play, practice pronunciation. Meanwhile, teacher will be monitoring that all students are involved in the task and give them some advice. (15 minutes)

**Report:** Each group will have time to decorate (2 minutes) then they will role play, classmates listen and pay attention. Teacher provides feedback if they consider it. Then, students will receive some rubrics to peer evaluate their classmates (30 minutes).

### Language focus (20 minutes)

Analysis: Teacher reviews the grammar use in context present continuous, also the vocabulary that they need to improve. (10 minutes)

Practice: Students will create a crossword or a search word with the vocabulary the need to improve. (10 minutes)

### Assessment (4 minutes)

Students' peer evaluation, class attitude and the cohesion between the story and topic.

#### Rubric peer evaluation

Student's name \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Lea cuidadosamente los aspectos de evaluación y califique el desempeño de sus compañeros, donde 1 es la calificación más baja y 5 la más alta, además de escribir observaciones positivas y aspectos que usted considera que deben mejorar.

Aspectos a evaluar					
Creatividad: Los estudiantes fueron creativos al momento de crear una representación de héroes y villanos					
Contenido: La representación se enfoca en el tema de la sesión (listen to others) y se puede apreciar una reflexión positiva sobre el tema					
Fluidez: Los estudiantes se mostraban confiados al momento de realizar la actividad.					

Observaciones positivas:

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Aspectos Para mejorar:

### LESSON PLAN No. 8

<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	May 3 <sup>rd</sup> , 2024
<b>Lesson Number</b>	8
<b>Class time</b>	120 minutes
<b>Topic</b>	Likes and dislikes
<b>Research objective</b>	<i>To analyze students attitudes when they are working in groups.</i>
<b>Teaching objective</b>	<i>To promote communication in group work.</i>
<b>Materials and resources</b>	Board game, dice

**Pre Task (20 minutes)**

Teacher will start the class asking question about their hobbies with the whole class. (10 minutes). Meanwhile, teacher is going to write some expressions about likes and dislikes according with students answers e.g “I like pizza, I hate doing homework, I love my city, I can’t stand vegetables. (10 minutes)

### **Task cycle (70 minutes)**

Task: Student is going to play a game in groups of 6 people. It is a board game that contains a series of question regarding activities in general. Also it contains challenges that they have to make as groups. The challenge could be creating a song regarding likes and dislikes, completing a puzzle together, creating a story, etc. (20 minutes)

Planning: In the groups chosen at random, students start to play the board game using the structures provide before, Also, students will have to make the questions eg. the students is in the part of opera music, the other students have to ask do you like opera music? and then answer it. (15 minutes)

Report: Students play the game answering the questions with the correct structures provided by teacher each group is going to assess others groups’ performance having in mind the rubrics aspects (35 minutes).

### **Rubric peer evaluation**

Student’s name \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Lea cuidadosamente los aspectos de evaluación y califique el desempeño de sus compañeros, donde 1 es la calificación más baja y 5 la más alta, además de escribir observaciones positivas y aspectos que usted considera que deben mejorar.

Aspectos a evaluar					
Creatividad: Los estudiantes fueron creativos al momento de responder las preguntas acorde a sus preferencias en general y al momento de realizar los retos					
Contenido: Las respuestas se enfocan al tema de la sesión (Likes and dislikes) y se puede apreciar una reflexión positiva sobre el tema					
Comunicación Los estudiantes pueden expresar libremente su ideas y gustos.					

Observaciones positivas:

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Aspectos Para mejorar:

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### Language Focus (15 minutes)

Analysis: Teacher is going to analyse the attitudes and interaction of the students while they are interacting. Also checking the structures that students use to answer the question.

Practice: Students are going to reflect about the topic in a piece of paper as a group
<b>Assessment(15 minutes)</b>
Class attitude regarding to the topic, Students' peer group and self-reflection.

**LESSON PLAN No. 9**

<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
<b>Date of Application</b>	May 10 <sup>th</sup> , 2024
<b>Lesson Number</b>	9
<b>Class time</b>	120 minutes
<b>Communicative Topic</b>	Talking with a famous
<b>Research objective</b>	<i>To identify students' self-confidence at the moment to express their ideas.</i>
<b>CLT (Communicative Teaching Language)objective</b>	<i>To support students learning process</i>
<b>Materials and resources</b>	Board, Markets

### **Pre Task (20 minutes)**

Teacher starts modeling an example of an interview that students will presenting during the task, they also have to be carefully and write some expressions and words that they hear, then teacher is going to ask to students about today's topic making questions in order they guess. (15 minutes) Then teacher is going to explain the task, and share the expression used by them in the interview, in the task student will have to create an interview where they speak about a celebrity using the expressions given by the teachers. (15 minutes)

### **Cycle Task (80 minutes)**

Task: Student will be organized in pairs and they start to think and organize their ideas to create the interview, also they have to take into account the vocabulary provided by the teacher and the interview structure. Students can ask for doubts if they need it. (30 minutes)

Planning: Students have to create the interview and practice it, teachers will answer the doubts in terms of grammar vocabulary and pronunciation. (20 minutes)

Report: It will be a program television where students pair by pair have to pass in front of their classmates and develop the interview like a real television program. (30 minutes).

### **Language Focus (20 minutes)**

<p>Analysis: Teacher is going to evaluate intonation, pronunciation and preparation for students' presentation with a rubric. Review grammar will and be going to (10 minutes).</p>
<p>Practice: Some students selected by the teachers have to make a brief summary of the interview. (10 minutes)</p>
<p><b>Assessment( Along the class)</b></p>
<p>Teacher is going to evaluate the class process, the students attitude, tone of voice, fluently, posture and their partners attitude when the other groups are in front.</p>

Aspectos a evaluar					
Creatividad: Los estudiantes fueron creativos al momento de recrear al personaje famoso, siguiendo sus características en movimientos, actitudes, personalidad, etc...					
Contenido: Las preguntas y respuestas estaban bien diseñadas en términos de gramática e información.					

### LESSON PLAN No. 10

<b>Pre-service teacher's name</b>	Ana Paola Corredor Ruiz
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<b>Date of Application</b>	June 2nd, 2024
<b>Lesson Number</b>	10
<b>Class time</b>	120 minutes
<b>Communicative Topic</b>	Assertive communication
<b>Research objective</b>	<i>To recognize the impact that the activities proposed may have in learner's Assertive Communication</i>
<b>CLT (Communicative Teaching Language) objective</b>	<i>To promote creativity and collaborative work in students</i>
<b>Materials and resources</b>	Vocabulary, questions, markets, board.

### **Pre Task (20 minutes)**

In this stage students will be divided in two groups for a game the yellow group and the green book. The game is about general culture. This game is play as a competition where each group chooses one person to play, the two representations of the groups will be in the wall opposite to the board, and when they listen the question they have to run

and write it in the board, their classmates can help them. Also, students have to answer in the structure of the question e.g “who wrote Harry Potter?” students must answer in past simple, Where is Rio de Janeiro?” students must answer in simple present.

### **During Task (80 minutes)**

**Task:** Students will be continuing organized in the same groups. Then teacher will explain the activity which is a debate about bullfighting, and choose one team to be in favor and the other against, students which do not agree with the position given by the teacher have to try to imagine or pretend having that. (30 minutes)

**Planning:** teacher will write some questions in the board for both teams e.g “ why are you in favor or against in this practice?” “ If slavery was considered tradition and was abolished why it can't happen with this practice?” “ If you eat meat why this practice is wrong?” Student will have some minutes to try to answer those questions and organize their arguments. (25 minutes)

**Report:** Teacher will ask the first question to one group and later the other has the opportunity to answer or reply. Students will have the freedom to speak and give their arguments freely. Teacher will observe and infer when they consider it necessary, also for change the question. At the end teacher will give students a feedback about the activity (25 minutes)

- How many months do we have in a year?
- Who wrote La Odisea?
- How many days do we have in a week?
- Which number comes after 6?

- Which planet is the smallest: Neptune, Mars, Mercury?
- Who was Nelson Mandela
- During which year did World War I begin?
- Which is the capital of North America?
- What is largest river in the world?
- Who was the first president of North America?

### **Language focus (20 minutes)**

Analysis: Teacher is going to evaluate the participation and collaboration of all members in the group and finally remember the grammar use. (10 minutes)

Practice: Students speak about the activity and the possible facilities or difficulties that they may have, also they will have the opportunity to give their opinion about the research and activities made by the researcher (10 minutes)

### **Assessment ( Along the class)**

Teacher focuses her attention on students attitude, tone of voice, expressions, the way they interact with the others and the way they replay their partner's opinion