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LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS

MONOGRAPH

Title

Attitudes to Conflict Resolution in the English Classroom: An Action Research Study

Author: Cristian David Ramirez Ramirez

Bogotá, May 17th 2019



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An Action Research Study

Research Group: Cibeles
Research Line: Comunidades y Ambientes

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Bogotá, May 17th 2019

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Dedication

Dedicate to my daughter Luna Sophia Ramirez Prieto my light into the darkness. I just hope this project function as an example that whatever think you wish can come true. I love you, darling.

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Abstract

This project was aimed at developing 'The Peace Lecture' (Decree 1038 of 2015) in an English class of Las Villas Public School. To do so, the researcher designed a didactic unit to promote the development of conflict resolution skills in five English lessons. The activities of the didactic unit sought to influence the students' attitudes toward conflict resolution while reinforcing their communicative competence. The impact of those activities was explored through reflections the participants wrote at the end of every lesson.

Regarding the type of study chosen, this research was based on a mixed paradigm with an action research approach. The data analysis showed that students tended to have attitudes in favor of peaceful coexistence. Therefore, it can be assumed that the participants developed new compromising attitudes or reinforced previous ones after carrying out the activities of the didactic unit. In other words, students probably became more aware of the existence of alternative responses to everyday conflicts.

Keywords: attitudes, communicative competences, didactic unit, conflict resolution.

Resumen

El objetivo de este proyecto fue desarrollar 'La Catedra de la Paz' (Decreto 1038 de 2015) en una clase de inglés de la Escuela Pública Las Villas. Para ello, el investigador diseñó una unidad didáctica para promover el desarrollo de habilidades de resolución de conflictos en cinco lecciones de inglés. Las actividades de la unidad didáctica buscaron influir en las actitudes de los estudiantes hacia la resolución de conflictos al tiempo que reforzaban su competencia comunicativa. El impacto de esas actividades se exploró mediante reflexiones que los participantes escribieron al final de cada lección.

Con respecto al tipo de estudio elegido, esta investigación se basó en un paradigma mixto con un enfoque de investigación de acción. El análisis de los datos mostró que los estudiantes tendían a tener actitudes a favor de la convivencia pacífica. Por lo tanto, se puede deducir que los participantes desarrollaron nuevas actitudes

comprometedoras o reforzaron las anteriores después de llevar a cabo las actividades de la unidad didáctica. En otras palabras, los estudiantes probablemente se dieron cuenta de la existencia de respuestas alternativas a los conflictos cotidianos.

Palabras clave: actitudes, competencias comunicativas, unidad didáctica, solución de conflictos.

Introduction

Teaching peace has become one of the main pillars of Colombian education. There is a commitment to put aside our differences and think rationally, aiming to a social and educational change in which all those who are participants of academic field contribute to the attainment of a better future. Thus, this research is not disconnected to it and has been carried out with the purpose to contribute to this current process from the vision of a new generation.

Consequently, this research has opted to the straightening of the communicative competences in order to promote resolution of conflicts through a didactic unit for the English class. According to a variety of activities the conflict was presented, studied and worked in order to understand it better and understand the students' attitudes. The didactic unit was implemented in the public school Las Villas with tenth graders who have currently a basic level A2. This research has been ordered in six chapters which pretend to explain in detail all steps used for this research.

The first chapter pretends to contextualize the reader about the topic and exposing the issue observed, the population to study, contributions and benefits to acquire. Likewise, the research question is exposed as well as the objectives which this research pretends to achieve.

The second chapter, for this work, includes a literature review which collects information from some studies which support this research providing general knowledge that contributes to the development of this research. On the other hand, the theoretical framework is exposed providing some concepts which will be defined from the perspectives of different authors giving to the reader a comprehensible idea and major understanding about those definitions and their importance and connection for this research.

Chapter three will explain to the reader, the research paradigm chosen for this proposal as well as the research design considering different authors' views. Likewise, the use of instruments, the description of the population

and settings where this study took place in order to provide a piece of more detailed and concrete information as well as ethics.

Chapter four explores the methodological implementation and the design of the didactic unit implemented in the school. Followed by this, the reader will find the chapter five where the data analysis and results of the instruments and didactic implemented are presented.

Finally, chapter six provides the reader with the conclusions of this research, some relevant findings and limitations found as well as further ideas for future researches.

Chapter One

Justification

Currently, the definition of teaching peace in Colombia has taken an important role in society. Origins of the present research arose according to the last peace agreement which was signed by the government of ex-president Juan Manuel Santos and the armed group FARC (Fuerzas Armadas Revolucionarias de Colombia) in 2016. Undoubtedly, it was a relevant fact which allows people to understand that is time to start again, leaving differences and gaining reconciliation. It was the aim of last government and one of the main expectations from Colombians toward the current government and mainly in the academic context which has the commitment to address learners to develop new learning opportunities not just for contents but also for teaching peace creating a new generation.

However, the role of the academic field in the process of building new societies must not only focus in terms of reintegration of ex-combatants or victims of war, this process requires to implement strategies which allow students live together as human beings, avoiding the same mistakes of the past which led us at least 50 years of armed conflict (and continue) as well as to learn to assume another kind of visions about the conflict which everybody has to live in the daily-live. It is exposed in all contexts presented such as: on the bus, in the park, in the street, in the house. Whatever place can be designed as a conflict scenario and it has to be handled too.

Assuming this, the topic for this research focuses on the teaching peace which must be fundamental for those societies and academic fields such as schools and universities where the first step must be accomplished. The importance of consolidating new insights in terms of peace and coexistence through teaching peace is a crucial factor for those institutions where learners and teachers not only have to learn and teach about peace following a curriculum, the challenge goes beyond as mention Bajaj (2008),“one of the founding principles of teaching peace initiatives is learners can develop a sense of possibility that enables them to become agent of social change” (p.3).

Bearing in mind this it is possible to infer that students and teachers have to be agents of this social change and institutions must promote it. In fact, the work is already done, and it is an obligation for current teachers to reinvent themselves in order to facilitate the process of that social change.

On the first instance, clear evidence of how institutions have started to promote teaching peace is considering the legal framework which has been designed in order to give attention and mitigate the negative effects of the academic coexistence. A clear example is the development and implementation of the law 1732 of 2014 where is established the peace lectures followed by the regulatory Decree 1038 of 2015 by the ministry of education which establishes that peace lectures (Catedra de la Paz) must be mandatory for all schools in Colombia. As well as the implementation of peace lectures are considered in certain subjects such as social science, history, Geography, natural science and ethics, and values (Decreto 1038, 2015, art. 3).

Likewise, it is important to highlight that efforts of the Ministry of Education did not stop following mandatory laws and decrees, an example of this is seen into the “Plan Nacional de Desarrollo 2014-2018” through the program “Colombia Bilingue” have been developed important works like “Esquema curricular sugerido” which has been used as an important referent for this research, these documents were created in order to provide a higher level in the English language as well as potentiate human and professional capacities of students. For that matter, the present proposal has been intended to be aligned with this suggested curriculum which allowed the development of the didactic unit proposed as well as the contents to work which were taken by those documents.

Therefore, while it is true there are several political regulation as was mention above as well as others this research shows its importance considering the requirement to promote teaching peace into the classroom as well as to promote that students can be able to solve some negative conflicts into the school contributing as the curriculum as teachers, through a useful proposal like the design of a didactic unit. Likewise, it is important to clarify that this research did not want to replace programs or projects already established by the laws, the ministry of education or the school. Instead of that, this research was searching the self-awareness by students as “agents of social change” allowing reflections about how English subject can be used for this purpose as well as whatever subject might assume issues socially relevant for students in terms of peace lectures.

Statement of the problem

The problem which guides this research was addressed to the conflict situations manifested in daily life with the Colombian students in terms of violence and abuse in and out the school. It is a reality which many students have to face daily as mention a review published by the Organization for Economic Co-operation and Development, where was found that the 7,6 percent of students in Colombia is exposed to any kind of physical abuse in and out the school. Organization for Economic Co-operation and Development (OECD, 2017).

However, the problem was identified directly from my personal experience too, as a pre-service teacher doing my teaching practicum at La Toscana Lisboa School in Suba for the year 2017 with ninth graders students. There, was possible to evidence certain conflicts into the classroom such as fights, racism, sexuality as a mockery, discrimination, and lack of respect to teachers and students themselves. However, considering the legal referents mentioned previously (Decree 1038) was identify for that time there is not a connection between the English class and peace lectures or something related with teaching peace because of English class was focused just on the contents established by the curricular guidelines. Likewise, was possible to observe although some teachers from this school proposed to follow certain readings (reflective papers) as a strategy to teach peace in the classroom, however, it is not enough in terms to change attitudes in students about conflict and peaceful coexistence.

Therefore, this research was conducted with students of tenth grade from Institución Educativa Las Villas School located in Soacha-Cundinamarca. It was implemented in the first period of the year 2019 where were observed on a minor scale the same issue which is part of the human beings nature, the conflict.

Considering the conflict is part of the human nature it is important to research how the conflict can be tackled since the English class for several reasons; firstly, because it is a legal role which has to be attended; secondly, because teachers have the obligation of caring and protect the Colombian childhood, thirdly, the Colombian education must re-invent itself proposing new alternatives for the development of the country and the habitants.

That is why, this research attempt to be different and innovative because of trying to use a mechanism in order to transform societies and tackle the conflict into the classroom covering moral, academic and social needs without ignoring the role as English teacher in order to use the English class to generate a positive impact in Students, considering that the implementation of peace lectures is still something new for teachers, students and of course researchers. Although it is a mandatory cross-disciplinary project for all schools there is a relevant factor to mention in terms of how the English subject can do it? Due to as was mentioned previously through my experience English subject currently is not connected directly with peace lectures in some institutions and that is a challenge, it is necessary to search the proper way to articulate them, preferably through a method, strategy or tool that help to facilitate this connection in a logical way, as well as contribute to the attitudes to the conflict resolution at the same time.

That means this study can contribute on the one hand, to other institutions, teachers, and researchers who are searching ideas about how can be reduced the conflicts in the classroom and mechanisms to adequate the peace lectures in whatever subject.

As a result, the benefits can be high taking into consideration students can be mediators in several conflicts that are present in their social and academic contexts but are often overlooked. Similarly, teachers benefit from this research because the academic unit might function as a pathway to plan the inclusion of the peace lecture in their curriculum. Particularly, they will have supporting material with proper contents and guidelines to teach them. As well as the School Las Villas where this research was done and the material design could be useful and used it for teaching peace.

Undoubtedly, Las Villas School is benefited too because of violence aspects can decrease considering the pedagogical project of the school aim to values and communicative competences. Similarly, as a researcher and future teacher, I can be benefited in carrying out this research because of allowing me to understand the function and execution of academic projects as well as improve research skills.

Research question

How does a didactic unit focusing on conflict resolution influence the attitudes to conflict in an English class at Las Villas School?

General objective

To foster the development of conflict resolution skills in a group of tenth graders through a didactic unit and trace its influence on their attitudes to conflicts.

Specific objectives

1. To explore students' knowledge and attitudes in regard to conflict resolution.
2. To analyze the reflections students made about conflict resolution, using codification techniques.
3. To interpret in what sense the activities proposed in the didactic unit influenced the students' attitudes to conflict resolution

Chapter Two

Literature review

Through this chapter, readers will find a theoretical background which supports the current research in order to contextualize them, collecting studies which have focused on teaching peace and designing pedagogical proposals linked to peace lectures. This literature review is composed of a deep description of the study, followed by a personal interpretation and giving a final conclusion of the importance of those studies with this research.

This study starts to be supported by Osorio, G (2017) in which it is presented a qualitative research, a descriptive case of study in a high school of Cali (Colombia) this study tried to understand the implementation process of peace lectures as well as identifying several aspects in terms of violence in one of the most dangerous neighborhoods of Cali city, (Comuna 21). Through certain instruments such as interviews (semi-structured), observations, photographs and films, he was collecting data in order to identify and describe the issue (panoramic view of conflicts). This study took as participants 90 students of the ninth, tenth and eleventh grade of the afternoon session.

Results of this study demonstrated firstly the wide students' knowledge in terms of the contents of peace lectures that had a positive impact on students. On the other hand, peace lectures function as a really useful guide in order to follow the planning and assess properly the contents (instructional strategies, students' behavior, and tools) which are correctly structured, planned and designed. However, it is evident some negative aspects, such as the lack of participation in some students because of the didactic model used by teacher which was verbal and dominant as well as some topics of peace lectures were unknown by teachers which became the contents in another common topic which was not contextualized because of the lack of knowledge about teaching peace.

Osorio, G, (2017) showed that the implementation of peace lectures had the positive impact on teenagers if it was linked to their knowledge about Colombia and their immediate context. Hence, based on that study, it was clear that the student's context had to be considered in the design of the didactic unit. On the other hand, Osorio's work also showed that many teachers were not prepared for teaching peace. This is an important issue to bear in mind when

designing the didactic unit because the methods and strategies must attend not only students' requirements but also teachers', considering that they are still adapting to peace lectures.

In connection to the study above, Sarrias, F & Trujillo, P (2017) mention the importance of curricular contents when teaching peace. In this qualitative study, authors collected 12 semi-structured interviews data as well as the analysis of the institutional educative project (IEP) in order to identify coherence between I.E.P and the learning model. With the interviews, it was possible to get the teachers' insights about how they perceived reality based on the teaching approach of the institution Dante Alighieri (IENDA) located in San Vicente Del Cagúan, Caquetá Department. The authors identified certain patterns which helped them to understand the origins of the contributions of this school in terms of peace. Firstly, the learning model plays an important role in the bet for teaching peace and generating a culture of peace, as it if the case of IENDA. Secondly, this study identified the important role of a classroom environment where activities such as: making a scholar newspaper, radio show, contributed to a stronger institutional identity and discipline partnership. Moreover, students could freely express their feelings and thoughts. In conclusion, the learning model and encouraging students to express their opinions through different media contributed to a successful implementation of the Peace Lectures.

The study mentioned above identifies the main contribution to this research which is, on the one hand, the function of the teaching approach and its effectiveness, considering Las Villas school is working on a curriculum which is addressed towards teaching peace. That reflects what could be the reality of schools where is being taught peace. On the other hand, contextualize students and provide them strategies for interaction where they are able to express their feelings and thoughts supporting the communicative competence (making magazines, podcast, social interaction projects) could become effective for the purpose of this research as was evidenced in the previous study. Likewise, through school environments, students could feel more comfortable while the communicative act is doing.

Prieto, A. (2017) focused on different teachers' experiences in peace context, in qualitative research with the design of the descriptive case of study. The focus is to understand the influence of the seminary called *testimonial narratives about political violence and post-conflict in the Colombian conflict armed: a dialogue*

among pedagogy, memory, and history which was done at Universidad Pedagógica Nacional de Colombia where is articulated teacher experiences with victims of Colombian armed conflict through testimonial narratives.

According to the data collection procedure, this study took the semi-structured interview which was applied to a teacher who managed the seminary “testimonial narratives about political violence: a dialogue among pedagogy, memory, and history” as well as the interview is transcript like a method in terms of searching keywords into the interview. Results for this study highlight the role of schools in term of recognizing the victims right and provide visibility to their testimonial narratives as apologies in order to expose their experiences and connect with didactics which facilitates social recognition. Likewise, Colombian armed conflict must be present in the educative programs, curriculum and laws, in order to promote social changes summarizing the testimonial narratives, functioned as identification of theoretical concepts since the classroom where teachers can build meaningful experiences and those experiences prevail in the students’ memory all this in order to develop the training process of peace and reconciliation.

This study can support this research considering several factors which encompass strategies and objectives. Firstly, the importance of focus in a strategy like “testimonial narratives” allow identify through experiences emotional aspect which can be worked in academic fields, narratives can be taken into account as a strategy used into the didactic unit proposed for this research. Moreover, it is necessary to be able to teach every kind of population, currently, the reinsertion process allows many learners are adapted to social life and the possibility to face life-experiences related to armed conflict is high. Hence, contents for this research must be sensible and accurate.

Lirola, (2015) Used a qualitative research based on education for peace in an English classroom in the Alicante's University related to the English subject, collecting data such as surveys and questionnaires where the cooperative work and the resolution of conflicts were fundamental to work in global specific topics, for this study was taken a fragment of topics based on Nelson Mandela’s discourse to generate groups to discuss about racism generating an environment of cooperative work instead of generating a competition among students.

Results reflected the majority of students did not have any idea about the approach of education for peace. However, involving them in real facts and real leadership (Mandela) allow them to acquire a general vision about the world and history and how it affects the present. As well as incorporating a peace context is indispensable to students can see the conflict as an opportunity to learn and include the teachers as mediators to solve problems among these activities.

Bearing this in mind it is possible to say that the contributions to this research allow to know is possible to work about several topics including students' context, discussions which help students to solve conflicts according to global topics like racism or emigration, as well as this study; it does not leave the importance of increasing student's English level. Again narratives are exposed as a powerful strategy to consider.

Panderaga (2014) use a quasi-experimental research design and an instructional approach in order to teach peace through a classroom video conferencing (CVC) in teaching peace education, at the same time connect this topic with the use of technology. This study was done taking 222 students of Iligan city National High school; there 21 sections were chosen to become participants of the peace tech's classroom video conferencing program.

Findings of this research show some participants exposed to CVC group perform better domain than the traditional group in the learning process demonstrating CVC created a positive impact in teaching peace education as well as positive outlooks of ICT (Information, Communication, Technology) strategies where the learning was acquired by CVC group faster than others.

This study presented the importance of technology in the learning process even in the peace learning where the use of apps platforms and mobile learning each other can be useful considering traditionalism can be boring for students. Therefore, the didactic unit purposed require activities which involve students. And the use of technology can be an alternative to consider because of the use of technology can be used as a way of conflict as the resolution itself, the adequate use can guide this research to use this kind of strategies.

Ospina & Sanchez (2017) proposed an interesting study closed to this research through qualitative research where the design of a didactic unit as a strategy in order to solve conflicts in an institution of Armenia city with children of first grade. This study of ethnographic method develop a didactic unit which was designed according

to the needs found in the instruments of collecting data (questionnaires and permanent observations), the didactic unit is sequenced by stages where each step and activities done in the didactic unit are described, explaining elements used and describing students' reactions.

Findings demonstrated children had their own conception of conflicts and how to solve them. However, the activities implemented and questionnaires were done at the beginning and at the end of the study allowed identifying how the students started to change those perceptions and understood the importance of certain elements incorporated at the moment to solve conflicts such as mediators, rules, roles each other.

This study is shown so relevant for this research due to the similarity in terms of design, procedure, instruments and aim to achieve. By means of this study, it is possible to identify the design of a didactic unit and how effective could result in it. Furthermore, it provides to this research some theories and practice elements which allow the development of the didactic unit proposed as well as reflect the positive impact in the population to study which share the same context with the population selected for this research.

Starc, M (2015) exposed qualitative research where the sociolinguistic is used in order to demonstrate the difficulties in regards to communication, experienced by foreign learners of Spanish as a foreign language at the Universidad Nacional del Sur. Considering the oral and writing production which belongs to A1 and B2 level according to the common European framework this research included some aspect of the sociolinguistic competence such as linguistic marks, accomplish politeness convention and differences between formal and informal register. The oral production was designed through role plays simulating dialogues, identifying misinterpretation in the listener and speaker.

Findings demonstrate how students tend to misinterpret aspects like greetings or order because of the incorrect use of language in terms of linguistic marks become impolite or rude which can produce a minor conflict. Likewise, other activities demonstrate the lack of adjustment for a formal and informal speech as well as the wrong use of the register. For that matter, this research proposes some activities which pretend contribute to the development of the communicative competence following CEFR criteria. Those activities encompass

multidimensional aspects which are closer to a real communicative context like it is faced by learners out to the academic ambit without overlooking grammar, lexical, intonation, and the cultural component.

This research contributes hugely to this study because of the relationship with the use of communicative competence (sociolinguistic emphasis) and the activities designed for the development of this competence. This research promotes strategies for interactive activities which allow learners to perform in a proper way in several contexts as social as cultural. Similarly, it is important students realize how necessary is modify their messages according to the communicative aspect and use them in order to face day to day circumstances which tend to be misunderstood for listeners and generate conflicts.

Theoretical framework

This research considers defining three main concepts which have been selected in order to offer to the reader a major understanding and comprehension, these constructs come from different authors in order to contextualize and show to the reader the importance of each one of them with the present research. The constructs are: Didactic unit, communicative competences, Conflict resolution and attitudes

Didactic unit

Undoubtedly didactic units have been evolving throughout the years, Herbart. 1982 mentions “didactic unit is a consequence of the need to organize subjects according to the development of thinking” (cited by Revista digital para Profesionales de la enseñanza, 2010). This definition exposes the idea by the author to be focused on the process of educative development of learners and the need to organize them, the development of critical thinking requires a structured planning. At the same time, subjects need to be connected with clear parameters.

Likewise, this definition allows comprehending how the organization of topics or themes (through a didactic unit) facilitates the development of skills which are being taught. That means the strategies for conflict resolution must be sequenced giving coherence between the topics to teach and the objectives proposed in order to get the result expected.

Escamilla. (1993) states: “The didactic unit is a way of planning the teaching-learning process around an element of content that becomes an integration of meaningful process”. Hence, is possible to infer the contents to teach are supported by a didactic unit which is the planning in order to make the learning process meaningful for learners. Escamilla 1993 (quoted on Galindo. F & Romero, N 2015).

For this reason, this research has taken the initiative to use a didactic unit because it is necessary to design an element where the contents follow a logical sequence. That means, the objectives proposed must be sensible to achieve by learners and materials accessible to everyone. Moreover, it is important to highlight conflict resolution must become in the meaningful process into this research. Contents and tools to use must generate a positive impact on learners, that means the didactic unit is a challenge for the designer and the outcome of peace learning.

On the other hand, another view and definition which can adjust to the current academic world is exposed by Revista Digital para la enseñanza (2010) where the didactic unit is a way of planning the teaching learning process surrounded by content elements which becomes in a focal point that contribute consistency as well as meaningfulness this definition is seen as:

This definition has a closer connection with the concept of Escamilla, it provides a clear idea about how a didactic unit can be summarized as a process where the teaching-learning concept is involved close together to the meaningful teaching-learning where diversity of elements (didactic unit structure) must be exposed in learners context such as Topic, objectives, contents, activities an assessment.

Finally, this construct can be supported by Viciana 2002 (cited by Salguero, A. 2009). Who Define the term didactic unit as a minimal part of the curriculum, this minimal part has smallest units called sessions and the integration of those units make up an overall idea which comes in the classroom program.

To define the didactic unit it is require to comprehend into the curriculum there are minimal parts which follow a sequential order, that means curriculum involves a general part which is denominated as a syllabus followed by the minimal part is the didactic unit. The didactic unit is composed by sessions, each session contains around two or three activities to develop considering timing to use, for that reason the didactic unit designed for this research shows in the detailed way the stages developed, and the activities proposed in a sequence way. Likewise, objectives proposed to tend to be clear and concrete as well as the material and resources used.

Communicative competences

First of all, it is necessary to understand the origins of the term communicative competence exposed the development and evolution of the communicative approach. It used to be related just to the linguistic competence where according to Chomsky (quoted on Esteban, A. 2017) used to be associated to the linguistic competence, where was seen as the set of knowledge divided by different components such as phonological, morphological, syntactic, semantic and lexical. This was the first connotation of the communicative competence. However, it was changing progressively according to the visions of different authors.

One of them, who conducted the term communicative competence beyond, was Hymes (1971) who exposed the communicative competence with the knowledge, when we speak and when we do not, when do it and where and how we do it; that refers to the capacity to make utterances which not only are grammatically correct but also socially accepted. Hymes 1971 (quoted on Centro Virtual Cervantes).

Likewise, supporting Hymes definition, Canale & Swain 1980 Provide their viewpoint defining the four components of communicative competence which have been denominated as is exposed below Canale & Swain 1980 (cited on Celse, M. Dorney, Z. Thurrell, S. 1995 p7).

Grammatical competence: the knowledge of the language code.

Sociolinguistic competence: the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness, and style in a given situation).

Discourse competence: the ability to combine language structures into different types of cohesive text

Strategic competence: the knowledge of verbal and nonverbal communication strategies.

Finally, although it is possible to find several theoretical views, it is important to remain that the concepts established by the Common European Framework (CEF), which is the reference point for learners and teachers currently. According to the CEF the communicative competence encompasses several components such as: Linguistic, socio linguistic and pragmatic competences.

Linguistic competence: exhaustive description of any language as a formal system for the expression of meaning has even been produced here is involved competences such as: lexical, grammatical, semantic, phonological, orthographic and orthoepic.

Sociolinguistic competence: it is concerned with the knowledge and skills required to deal with the social dimension of language use. The matters treated are associated to: Linguistic markers of social relations; politeness conventions, expressions of folk wisdom, register differences and dialect and accent.

Pragmatic competences: are concerned with the users/learner's knowledge. Competences which encompass pragmatic are: discourse and functional. (CEF,2001).

Considering that most activities of the didactic unit were carried out using English, all the competences above were kept in mind when promoting interaction. For instance, when the module of negotiation was introduced, students were exposed to expressions to agree and disagree. Then, they had to put them into practice to achieve a communicative goal. Another example was the way the module of emotional intelligence was developed. Vocabulary related to feelings was pre-taught and then students had to use it to describe how people felt in different situations they saw in videos. Later, they had to express how they felt in different situations. These examples show that different aspects of the communicative competence are present when dealing with conflict or with the management of feelings. Therefore, careful class planning contributed to develop them in the English classroom.

Conflict resolution

It is evident how the conflict plays an important role in whatever place and context for everybody, and of course, the academic ambit is not far away from this. Colombia has been seen as a conflicting country where it seems like everyone solve their problems through physical abuse, verbal or psychological abuse, it is enough to look around and notice Colombian people attitudes to everyday problems (taking a bus, buying something, drinking alcohol), cover magazines and news shows episodes of deaths and revenge every day and apparently it is a common behavior which we have to face daily. Therefore, considering Conflict address different kinds and different scenarios it is important to delimitate a global definition and focused it in the interest for this research in order to find alternatives to the classroom. The kinds of conflicts are classified as is exposed below. (Psicología y Mente, n.d):

Truthfulness:

- Real conflicts: are caused by several situations
- Imaginary conflicts: misunderstandings, interpretations and perceptions. There is not willingness by people.
- Invented conflicts: created by people in order to get benefits

By participants:

- Intrapersonal conflicts: internal conflict which happens in the individual's mind
- Interpersonal conflict: are produced due to the interaction among people
- Intra-group conflicts: occurs into members of the same group or team
- Inter-group conflicts: this is a conflict which occurs among groups, tend to be extreme aggressive.

Content

- Relational conflicts: occurs into family members, in a relationship or friends
- Interest conflicts: consider motivation and needs of each person or groups.
- Ethics conflicts: consider the principles of behavior and values of someone.

The conflict seems around the world as a cruel reality where the violence might be presented as the result of conflict, this is a wrong conception by people because of the conflict must be seen in a positive way too where the violence is not necessary included, as exposed Jimenez, F 2007 (quoted on Suarez, A.& Castillo, Z . 2016) where it is evidenced conflict is a natural phenomenon in society. It is an inherent fact to human beings and born to all social interaction and is not necessary to involve violence into a classroom. Hence, from the essence of human being conflict must be understood as a natural phenomenon even necessary in order to show our differences. The main issue can be the acceptance of those differences especially in the academic field where this research pretend to be explored.

Usually, conflict involves two or more people, Fisas (2001) understands the roles of participants in a conflict where denoted how academics can be able to clarify a conflict but finally, only parts involved can solve it. Therefore, it is possible to argue students must be agents of conflict resolution, the didactic unit proposed function as an instrument where students can find a support considering they are able to become in mediators of personal issues as well as their classmates' conflicts. Therefore, the role of academics allows to identify how conflicts are controlled in the classroom and which are the insights about conflict resolution, it is an important consideration in order to design strategies to use.

On the other hand, a general connotation about the conflict resolution can be denominated that conflict resolution is seen like an exploration of resources where conflicts and disputes can be solved. Similarly, a lot of teens conflict is a synonym of violence. In fact, violence is presented as one of many possible responses to a conflict. (Gobernación del Casanare, 2014, parr.1.)

Previous paragraph explains why violence is always confused with conflict due to violence is the most common response to a conflict. However, is necessary for this research to discover if the population to study manages another kind of response to conflicts and what extent violence is the common response for this population which will be considered to next chapter (instruments).

According to Vinyamata 1999 (Funes, G 2013 p. 08) conflict is denominated as a confrontation of interests, perceptions or attitudes between two or more people, this confrontation should not be interpreted in a negative way, because of conflicts have positive aspects too which can benefit parts implied. This statement has a high relevance which can be supported by Restrepo, J (2016) who claims the conflict is a social relationship which functions as a binding element between two or more people. For that matter, Restrepo emphasize the conflict must not be eliminated, on the contrary, must be transformed the way we assume and manage conflicts.

Additionally, Restrepo (2016), mentions that the challenge when we face a conflict is to have the willingness by parts involved to solve it. Therefore, the author suggests some alternatives which this research bear in mind at the time of design the didactic unit proposed. Those alternatives are defined as:

The dialogue, which must be honest and open allowing increase respect and confidence and possibility of clarification personal aspects which differ to others, overcome misunderstandings refine perceptions and overcome stereotypes.

Mediation, which allows performance of another agent as facilitators of communication which contribute to the clarification of issues and dismantle emotional contents in conflicts.

- *Negotiation*, is based on recognition done by parts searching a pacific solution, considering advantages to come in agreement.

Attitudes

How has been mentioned previously this study tries to comprehend its influence in the attitudes towards the resolution of conflicts. For that matter, to define attitudes becomes necessary because the existing misunderstanding of this term which tends to be confused or even used in a wrong way by many people.

Allport, 1935 defines attitude as “a complex combination of thing we tend to call personality, beliefs, values behaviors and motivation”. Allport 1935 (quoted on Pickens, J (2005). Basically, attitudes are divided for certain components which are strongly related to the way we interact with others, how we see situations and how we behave in those situations. Each time we talk to someone’s attitudes we refer to his/her emotions and behavior toward a specific situation or object. In fact, a conflict situation obviously must have a response or attitude taken toward an event-related, demonstrating the three components model which are: affect (feeling), cognition (thought or belief), and behavior (an action) those components are interlaced between themselves building the concept exposed of attitude (figure 1). Similarly, those components expose one aspect to consider in the instruments to collect data as it is identified attitudes (3 components) in the students of Las Villas public school toward the solution of conflicts.



Figure.1 1 Tri-component model Attitudes and perceptions Jeffrey Pickens (2005)

Semin. G & Fiedler, K (1996) provides a conception of attitude from a psychology view, they state: “ attitude should be used to refer to a relatively enduring tendency to respond to someone or something in a way that reflects a positive or negative evaluation of that person or thing”.(P. 3). Likewise, Chaiken 1993 states: “attitudes are tendencies to evaluate an entity with some degree of favor or disfavor ordinarily expressed in cognitive, affective

and behavioral responses”. Chaiken 1993 (quoted on Semin, G & Fiedler, K.1996 p.3). Through these statements is possible to comprehend that attitudes introduce to relevant facts as positives as negatives in the society, attitudes are part of our daily-life and perhaps if we understand our way to interpret things, we could avoid tragic or negative events.

This connection of components which define attitudes are influenced by external agents as mention Adler (1870) who emphasizes that our attitudes are influenced by the social world just like our social world is influenced by our attitudes. For that matter, these interactions may cause a conflict between a person’s attitude and behavior. Adler, A 1870 (Quoted on Pickens, J. 2005 p 45).

This statement highlights each act done or perceived by human beings involve attitudes and these attitudes are manifested in an inherent way. Therefore, our attitudes are present in any moment under any circumstances, and depending on those circumstances and moments we behave in the society.

Likewise, Adler, A (1870) mentions too the term cognitive dissonance which refers to an inconsistency between two or more of one’s attitudes, in order to understand this Festinger. 1957 claims: “any form of inconsistency that is uncomfortable for the person will prompt the person to reduce the dissonance (conflict)” .Festinger. 1957 (Quoted on Pickens, J. 2005 p.46). Hence, Festinger. 1957 provides the following example in order to understand it better:

Harry likes two coworkers, Jhon and Mary, but Jhon does not like Mary (inconsistency). Harry needs to eliminate this inconsistency. Therefore, Harry may:

1. Try to change John ’s feelings toward Mary.
2. Change his feelings about either Johnson or Mary.
3. Sever his relationship with either Johnson or Mary.

This example provides us an idea about how attitudes can be modified in terms of solving conflicts or dissonances provided that inconsistencies are mediated with an appropriate speech. Pickens, J. (2005) mentions that attitudes formation is a result of modeling others, and our direct experiences with people and situations. It influences our decisions, guiding our behavior and our memories. Correspondingly, attitudes can be changed too addressing

emotions and rising awareness. However, it is important to see the 15 kinds of most common attitudes which are exposed below, which were used in the data analysis exposed in chapter five. (Psicología y Mente. n.d).

According to affective Valency

- Positive attitude: the situation is seen with a stimulus facilitating the interpretation positive and optimism although there are difficulties. It closes individuals to the action and stimulation in the searching of aims in a healthy, confident and discipline way.
- Negative attitude: seems the reality in a negative and pessimistic way. Use to avoid to the performance and reflect a whiny conduct beyond of the rational
- Neutral attitude: thinking is not attached to emotions positive or negative it is proper by impartial people.

Addressed to the activity

- Proactive attitude: promote the creativity and add value, search new challenge.
- Reactive attitude: predispose to the conformism and the not action without something to force it

According to motivation to perform

- Interested attitude: search the attainment to of its own individual objectives, irrespective of others' needs.
- Disinterested attitude: individuals with this attitude design their acts with the goal of generate benefits to others, no matter if there are gains or losses

According to relation with others

- Collaborative attitude: promote interaction with others, in order to everybody get their goals.
- Manipulative attitude: is proper to people whom use others in order to get their proper interests.
- Passive attitude: it is an attitude derived from a negative view where is presented the lack of initiative and activity, searching the avoidance and no defend their rights.
- Aggressive attitude: it is a way to act and take decisions where it is not considered other`s rights and affecting others.

- Assertive attitude: individuals defined their own opinions and rights in a consistency way but respecting others, being flexible and promoting the negotiation.
- Permissive attitude: it allows being flexible.

According to elements used to value stimulus

- Emotional attitude: attitude from people who tend to the emotional aspects, use to be generous, romantic and affective in situations.
- Rational attitude: it is based on the use of the logic and reason at the moment to value the reality.

The previous approaches to attitudes were the basis for this project in the following aspects. Firstly, the researcher got information about their different components, using various instruments. In particular, the main source of information about the students' attitudes came from their reflections, which can be considered as evidence of their cognitive component. Occasionally, in the field notes, some behaviors provided hints about how students tend to react to conflicts.

Chapter Three

This chapter pretends to show to the reader the methodological procedure chosen and design for this research. The research paradigm and the research approach are explained in order to understand its functionality. Likewise, settings and participants that were part of this research project as well as the data collection instruments that were used and ethics are described.

Research Paradigm

This research has been done in a socio-critical sequential mixed research paradigm (quanti-QUALI). In an initial stage, quantitative data were gathered using Kilmann's Test and a questionnaire survey. Secondly, qualitative data came from students' reflections about the topics of the didactic unit and from the researcher's field notes. The justification to do so is that the quantitative methods chosen would provide a profile of each student's attitudes to conflict based on a standardized test (Kilmann's) and some general trends in the group based on their answers to yes/no questions. In relation to qualitative data, the reflections would provide deeper insights of the students' subjectivities after being exposed to conflict resolution techniques. As a matter of support, some definitions allow a major understanding of this paradigm.

Los métodos mixtos representan un conjunto de procesos sistemáticos, empíricos y críticos de investigación e implican la recolección y el análisis de los datos cuantitativos y cualitativos, así como su integración y discusión conjunta, para realizar inferencias, producto de toda información recabada y lograr un mayor entendimiento del fenómeno bajo estudio. Sampieri, R, Collado C & Baptista, L (2014, p 534).

This definition highlights the effectiveness of the use of mixed methods in terms of understanding the phenomenon studied. In fact, mixed methods allow a major understanding due to the collecting data is supported by the nature of qualitative and quantitative data in order to prove the results and provide more relevance to the study.

On the other hand, the importance to use mixed methods is addressed to the knowledge realities, as mention Sampieri, R, Collado C & Baptista, L (2014) "un factor adicional que ha detonado la necesidad de usar métodos mixtos es la naturaleza compleja de la gran mayoría de los fenómenos o problemas de investigación abordados en las

distintas ciencias. Estos representan o están constituidos por dos realidades, una objetiva y la otra subjetiva.” (p. 536).

This is seen as a relevant idea for researchers who into their studies have to face those realities mentioned above. This study pretends understand the phenomenon of the attitudes towards the conflict resolution as a subjective reality. However, the needs of understand those realities encompass objective realities such as the population studied and their speech as well as the numerical tendencies which can be observed in the instruments and data analyzed exposed henceforth.

Another view is given by Dornyei, Z. (2007) who provides a clear view:

“Although most researchers tend to use qualitative and quantitative methods in supplementary or complementary forms, what we are advocating is a true interplay between the two. The qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving process with each method contributing to the theory in ways that only each can” (Dornyei, Z.2007, p.43).

It is important to estimate a special characteristic of mixed research where collecting data is sensible and allow to go beyond to the information given by participants themselves. Similarity, as Sampieri et al (2014) mentions, mixed research consider data and analysis of qualitative and quantitative research even in the use of literature too, as the basis of an effective mixed research development where the types and characteristics can continue stage by stage as well as can be returned as show the following figure.

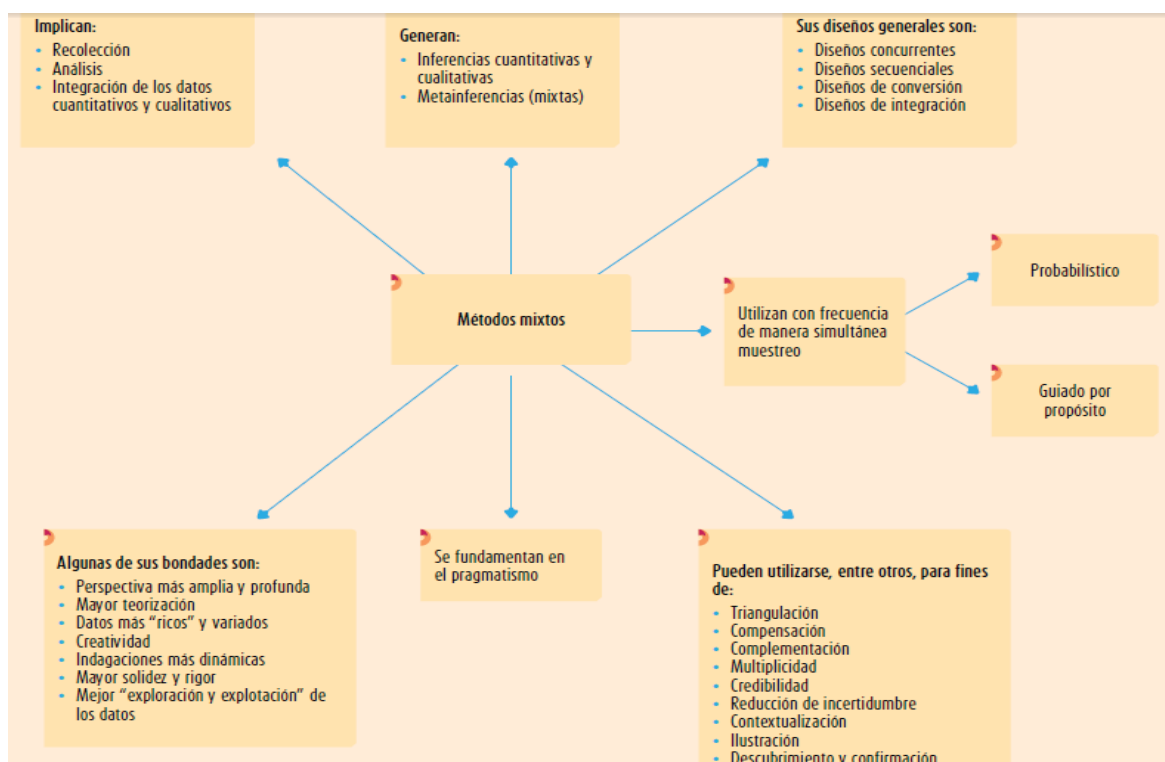


Figure.1 2 Mixed method process, Metodología de la investigación. Sampieri, R, Collado C & Baptista, L (2014)

Finally, as was mentioned before, this research adopted a sequential mixed design which in terms of Sampieri et al (2014) sequential designs in one stage data are collected and analyzed in order to for inform to the other one. The analysis starts before all the data are obtained, each stage reinforces the previous one.

In fact, mixed research allows reinforce the research process in all stages, even go back to previous stages which comes it flexible for researchers. In the same way, it is shown how data must be analyzed as well as interpreted and collected as part of the process. Mixed research provides a wider perspective of the phenomenon studied for this research, giving richest data and allowing a better exploration and explanation of those data due to events, situations, behavior, and interactions can be studied from the proper settings supporting by quantitative results avoiding limitations or devaluating the work done.

Research design

The present study has chosen one of the most common and effective research design where social issues can be solved. An action research design was chosen for this project due to the research interest in intervening the social phenomena observed.

An initial glance in order to define the term is provided by Creswell, 2005 who claims:

Action research addresses a specific, practical issue and seeks to obtain a solution to a problem. Thus, action research designs are systematic procedures done by teachers (or other individuals in educational settings) to gather information about and subsequently improve the ways their particular educational settings work, their teaching and their student learning (Creswell,2005, p.577).

Considering the previous statement, it is possible to identify how accurate it is to choose the action research design for this research because of action research explore a specific issue and go beyond. Obtain a possible solution. This is immediately attached with the objectives proposed for this research due to the violence in the classroom is presented as a natural phenomenon and the activities proposed in the didactic unit are seen as a possible solution. This is a common issue which educators face in their daily life and as has been mentioned previously. Peace lectures demand to find out alternative solutions.

However, it is important to bear in mind that action research is structured by stages which according to Creswell (2005) mark the development of the action research. Those stages address the present research as the proper procedure to follow step by step, those stages are:

- Identification of a process for addressing societal issues
- Practice and the need to involve practitioners such as teachers in the solution in their own problem
- Participation, emancipator or community action research approach in which groups assume responsibility for their own emancipation and change.

Those stages guide the research as a process, moreover, action research consists of two types exposed by Creswell too. Those types have been defined as practical action research where teacher seek to research problems in

their own classroom and improve their students's learning and participatory. Action research involve communities industries and corporations and other organizations outside of education (figure 3).

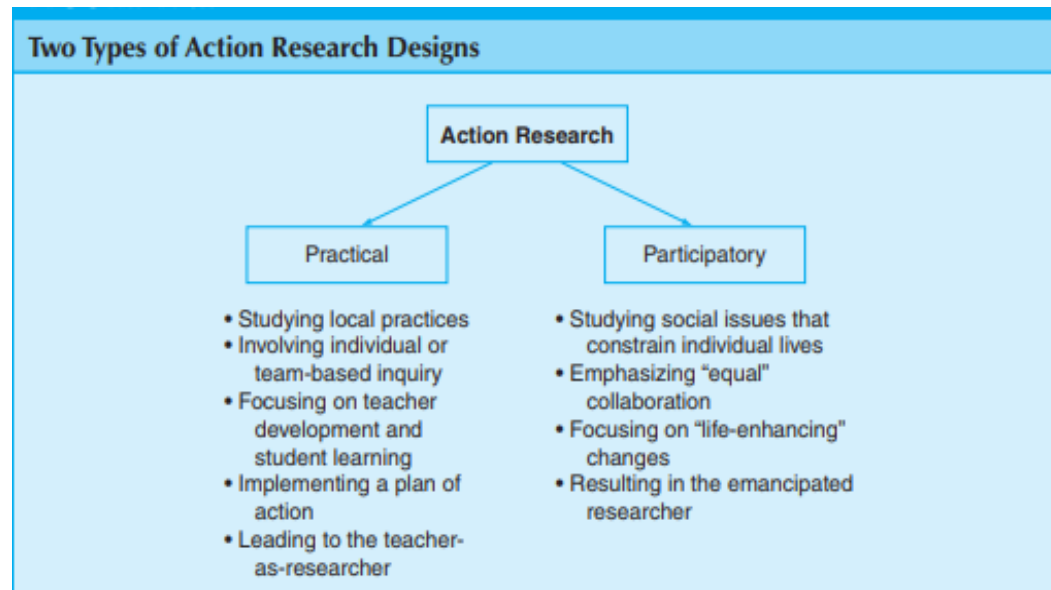


Figure.1 3 Research education planning, conducting and evaluating quantitative and qualitative research Creswell 2005

All in all, based on the definitions previously exposed, the main reason why this kind of design has been chosen was because this research seeks to have a positive impact in the population that participated in it (5 sessions in Las Villas School). By doing so, it fits completely in action research design considering also the aim of action research stated it by Sampieri et al (2014) which is to comprehend and solve problems, propitiating the social change, while it is taking action. That change for this research has been mentioned like become students in agents of social change. As well as to influence and make students aware of the importance to solve problems in a minor scale from their attitudes

Similarly, it is absolutely important to highlight other definition by Sampieri et al (2014) who states that the action research designs represent a way to interfere and some authors consider them as mixed designs, due to the data collection is quantitative and qualitative and move on in a simultaneous way between the inductive and deductive schema. Hence, considering the paradigm selected and mentioned before action research design looks like the proper design for this kind of research for the aim and results expected

Instruments

As stated above, this project has two sources of information both quantitative and qualitative. The quantitative ones are Kilmann's test and a survey questionnaire. These instruments contributed to a previous exploration of the population and were necessary to design the didactic unit. The qualitative ones are observations supported by field notes, questionnaires made up of open questions and reflections written by students. This last category of data has more weight in the study are the basis for identifying the changes in attitudes students reported after the activities of the didactic unit were implemented. Each one of the instruments will be described in detail below, explaining their design and use.

Observations

In the first stage of the project, two exploratory observations were carried out and supported by field notes. The objective was to identify potential problems and design the didactic unit to tackle them. The observations considered Castro, E. & Sehk, P. (2005), as a theoretical background. According to these authors, the observation allows to get direct information of the context where individuals perform their actions. In other words, that instrument facilitates access to the subjects' cultural knowledge and is useful to register people's actions in their everyday environment. With this instrument, the researcher can clearly identify potential issues and think of possible methods or strategies to use.

Observations are useful for this research because it is a way to register attitudes and students' behavior of Las Villas School, but also consider the influence of the scholar context. Because of this scholar context is that place where students demonstrate their attitudes daily compare to another context. That means, students possibly do not behave similarly in the school as in the house or another context.

Perhaps the attitudes are the same but only through the observation is possible to identify deeply situations or events as mentioned Delamont (2003) is more concise form highlighting that: " un evento en el mundo social no es algo que sucede: es algo que se hace que suceda. Tiene un comienzo, una fase intermedia, y un final. Está diferenciado de la corriente de la actividad que lo rodea, pero la estructura del evento y la capacidad del observador

de reconocerlo toman esencialmente una forma narrativa”. Atkinson, Coffey & Delamont, 2003 (quoted on Castro, E & Sehk, P 2005).

The observation contains other elements which are necessary to consider such as the time and how to register the events and patterns observed. For these doubts Castro, E & Sehk, P (2005) propound same criteria such as:

To what extent the researcher is involved: Researcher can rapport to the point of being an integrant more of the population, as well as remain as a spectator outside of the situation.

Procedures involved for register information: The observer can take notes directly as the actions go by or can use cameras for record important scenes.

Observations time: can be simple and limit duration (one hour, one day) or even observation to long-term (months or years).

This research considers the same criteria exposed previously establishing that the researcher is involved just as spectator outside of the situation. Similarly, this research has selected as a maximum time to observe 1 hour per session (while implementation is carried out) as well as to attend to 3 sessions at the beginning in order to identify relevant facts and recognize institutional information. Likewise, in order to register the data collected this research opted by the use of field notes which result very useful to use as mention Castro, E & Sehk, P (2005), “ Un buen diario de campo es un recurso insustituible para captar la lógica subyacente a los datos y compenetrarse con la situación estudiada. Puede constituir una verdadera radiografía del proceso de recolección y contribuir a reafinar la capacidad analítica del problema” (p. 239).

Bearing in mind the explanation exposed previously, the observation process is supported by the use of the field notes, for the model of the field note chosen (Appendix 1) it has been elaborated the following structure:

- ✓ Field note number
- ✓ Date
- ✓ Place: (refers to the school)
- ✓ Description (refers to a narrative writing text where is described the facts presented during the observation).

Questionnaires

Undoubtedly, questionnaires are commonly known for everybody, due to all of us have used them in certain way or participated in one of them. However, define what is a questionnaire usually tent to be just a bet complex due to as mention Dornyei, Z. (2007) the term is partly a misnomer because many of them do not contain any real questions which end with a question mark. Similarly, questionnaires are referred under several names which create confusion among people, those names have been designed in several uses such as inventories, forms, opinionnaires, test, batteries, checklist, scales, surveys schedules studies, profiles, indicators, or sheets.

It is important to mention that there is a belief in terms of research which at the beginning of this research caused certain doubts due to is believed that the use of questionnaires tent to be just quantitative. However, this is a misconception which allow to implement this kind of instrument for this research, this concept is clarified by Dornyei, Z. (2007) who mentions “The results of a questionnaire survey are typically quantitative, although the instrument may also contain some open ended questions that will require a qualitative analysis” (p. 101).

Considering, the definition exposed above, this research opted by the use of two kind of questionnaires. The first one is aimed at to profile the students in order to identify what kind of style they use in order to manage the conflicts, this questionnaire is known as the Thomas Kilmann conflict mode instrument, TKI test,(2001). The second one is a questionnaire designed by the researcher which pretend to identify the knowledge of the concept of conflict and what kind of attitudes toward the conflicts tend to be used by students of Las Villas School through their own words (close and open questions).

It is important to expose that there are several kinds of questionnaires and each one of them tries to measure specific information. Dornyei, Z. (2007) has classified broadly speaking three types of data which are:

- Factual questions: used to find out certain facts about the respondent (age, gender, and race). as well as residential location, marital and socio-economic status, level of education, language learning history etc
- Behavioral questions: which are used to find out what the respondents are doing or have done in the past, focusing on actions, lifestyles, habits and personal history.

- Attitudinal question: which are used to find out what people think covering attitudes, options, beliefs, interest and values.

In this context TKI test corresponds to the attitudinal and behavioral category. So, the answers to the questionnaire were considered in the implementation of the didactic unit and can be observed in the data analysis.

The second one encompasses the three categories seen above, the answers to this questionnaire were considered into the implementation of the didactic unit too as well as in the data analysis.

Thomas Kilmann conflict mode instrument (TKI test)

As it has been mentioned previously, for this research the TKI test (Appendix 2) was used, this questionnaire assesses the conduct of a person in conflict situations, that means, those situations where the interest of two persons seems to be incompatible. Those situations can be described according to two dimensions: assertiveness which measures the extent to which the individual attempts to satisfy his own concern. And the cooperativeness dimension where is measure the extent to which the individual attempts to satisfy the other person's concern. these two dimensions of behavior can be used to define five specific methods of dealing with conflicts.

The five methods used in this kind of test are known as:

- Competing (Forcing)
- Collaborating (Problem-Solving)
- Compromising (Sharing)
- Avoiding (Withdrawal)
- Accommodating (Smoothing)

According to 30 questions which do not have good or bad answers and the quantity of points scored is possible to identify the conflict management by each individual. This instrument apart to be supported psychologically and provide validity to the results obtained provide to this research as it was mentioned previously the possibility to profile the students, to have a clear idea about how they manage the conflicts and what attitudes they used in conflict situations allowing a major understanding of the context. The challenge is to prove if the communicative competence can or cannot alter those dimensions.

Second questionnaire

The second questionnaire to use has been designed by the researcher in order to identify the concept and the attitudes toward the conflicts before the implementation of the didactic unit propose. This questionnaire has been designed following certain criteria. For gain a better understanding Dorniey, Z. (2017) clarifies how to design a proper format for a questionnaire which have the following elements:

- Title. identify the domain of the investigation, to provide the respondent with initial orientation and to activate relevant background knowledge and content expectations.
- General introduction. The opening greeting usually describes the purpose of the study and the organization conducting it. Further importat functions of this sections involve emphasizing that there are not right or wrong answers; promising confidentiality or anonymity and requesting honest answers; and saying thank you.
- Specific instructions. These explain and demonstrate (with examples) how respondents should go about answering the questions.
- Questionnaire items. These constitute the main body of the questionnaire. They need to be very clearly separated from the instructions. This is where different typefaces and font styles are useful.
- Additional information. at the end of the questionnaire we may include a contact name with a telephone number or address and some explicit encouragement to get in the touch if there are any questions.
- Final thank you it is surprising how often this is omitted.

Considering the elements mentioned above the questionnaire designed is conformed by six open questions and five closed questions following the theoretical elements suggested and exposed below, that means the questionnaire has a title, instructions, additional information and final thanks.

1. Student's name
2. Grade
3. Date
4. Tematic

5. Instructions

6. Questions

The design and structure of the questionnaire used contains 7 questions. 4 of them are open questions and the others 3 are closed questions. (Appendix 3).

Students' Reflections

Students had to answer some questions addressed to identify traces of their attitudes in their reflections on the topics of the unit. This instrument was applied at the end each lesson and the whole didactic unit to all the participants in order to get results. This kind of instrument is part of a set of important elements mentioned by Sampieri et al (2014). Indeed, documents, registers, materials and artifacts could help to understand the observed phenomenon. In this particular study, students freely wrote their reflections on a piece of paper and their ideas became the main source of information to answer the research question.

Population

Participants for this projects were 45 students of Las Villas School located in Soacha, Cundinamarca. They are teenagers whose average age is 14 to 18 years old, men and women were part of the population. They are part of different social strata, where majority is 1 and 2 social strata.

Students live close to the school which shows the high knowledge of their context as well as about the institution which all of them have studied their high school process. It is important to mention that participation of the student was done voluntarily.

Settings

Las Villas school is located in Soacha municipality (Chicó Sur neighborhood) department of Cundinamarca. That institution has 6 head offices each one of them focused on certain level and population (kindergarten, primary, high school) being the head office “sol naciente” the high school where this research was done. The research was carried out in a classroom with 45 students denominated as 1005 course.

The mission of this school is to promote and guide learning process in the students since human sense with the use of basic competences. Likewise, the vision goes to be an entity of social character in the public academic service in the modality of primary, high school and adults learning.

The pedagogical model is social critic where individuals comprehend the world and develop their cognitive skills according to the social needs, while the institutional educative project (PEI) aims to educate for the personal development to human and social scale with the motto “training entrepreneur for a worthy life”.

Finally, it is important to highlight that the institution currently is working under the approach Content Based Learning where the language is the medium through which something new is learnt, as was mentioned at the beginning of this document Las Villas School opted for the implementation of the suggested curriculum schema which is aligned to this approach.

Ethics.

As it was mentioned above, Participants participated voluntarily in the present research under the supervision of the teacher in charge in every moment.

Considering that the subjects were underage, it was important and necessary to design a consent letter addressed to the principal of the school (Appendix 4). Once the letter was filed and had the acceptance by the institution, it was carried out the application of the instruments and the implementation of the Didactic unit with the supporting by the school’s coordinator.

Likewise, was necessary to design and also given a consent letter to the parents of each student, specifying the confidentiality itself as well as the purpose of the study and research information in case to desire to communicate with the researcher or academic institution. Finally the institution provided to the researcher a certification in order to prove the validation of this implementation as well as the satisfaction of the work done and the accomplishment of the requirements requested (timing, instruments used, population to study) (Appendix 5). The didactic unit was provided to Las Villas School as part of the initial agreement between parts involved.

Chapter Four

Methodological Design

The present study was carried out following a reflective process considering several steps in a sequenced way. Each step exposes the process in which the didactic unit was implemented and described by stages which are presented below.

Stage 1. Design of the didactic unit

This stage belongs to the design of the didactic unit where it is exposed to the general structure and the contents to develop.

Step 1. For the design of the didactic unit it was necessary to be oriented about how to design a didactic unit, this teaching was acquired considering the appropriate theoretical referents.

One of the theoretical referents which encompass several components and provides a definition rightly described is given by Lost 1995 (Quoted on Mena 2014) who argue that:

didactic units are work units where the learning process is sequenced. It is a complex task which consists to explain the educative intentions and organize didactic goals as well as contents, assessment criteria, activities and resources related to the institutional project of the institution. Said this, Mena describes the structure of a didactic unit supported by the Ministry of Education.

For that matter, it is recognized that didactic unit consists of the following criteria:

- Page heading (nonmbre, grado, docente, period lectivo)
- Cross-cutting curriculum
- Curricular standards
- Unit objectives
- Competences, concepts to work
- Unit concepts (conceptual, procedural, attitudinal)

- Learning activities
- Assessment

Step 2. Piloting questionnaires. In order to identify possible issues or mistakes with the second questionnaire (Appendice 3) was determined to make a piloting which was done in the public school Eugenio Diaz Castro “El Charquito” (rural school) with 7 students with the supporting of the teacher in charge.

This piloting allowed identifying two mistakes in the questionnaire designed. Firstly, the questions were not listed. Secondly into one of the blanks was necessary to specify the word “example” due to in six questionnaires students did not give the example although previously they answered in affirmative way and they had to write an example (it was explained in the question). After that those mistakes were corrected.

Step 3. Expert assessment. The design of the didactic unit is revised and accepted by the tutor designed in order to identify its validity and receive recommendations about the objectives and activities done.

Step 4. Observations. For this research were required three (3) observations which were carried out in February (12th, 18th and 19th). For the second observation the instrument number one (TKI test) was applied, while for the third observation the second questionnaire was applied. For each observation as well as during each session a field note was filled in for the purpose of evidence relevant aspects into the classroom.

Stage 2. Implementation of the didactic unit.

Once the didactic unit was designed its implementation was carried out, letting know to the population what the research is about and explaining that the research include activities in the classroom which seek to promote the conflict resolution and reinforce their communicative competence.

Step 1. Instruments application: According to the population who brought the consent letter the sample to work was selected (31 students) who was handled the first questionnaire giving instructions previously about how it can be filled. Likewise, the development of the TKI test was done following the same process.

Step 2. Development of the topics proposed by sessions: Each session was planned and carried out working about the topics proposed in the didactic unit, the activities done for each session are described in detail in appendices (Appendix 6) the summarize of the activities done and one lesson plan are described below.

Didactic unit

- **Nombre:** Hey dude!, come and talk
- **Grado:** 1005
- **Docente:** Cristian David Ramirez
- **Periodo lectivo:** Primer periodo 2019
- **Ejes generadores:** Democracia y Paz
- **Estándares curriculares:** (they are exposed in the English standards)
 - ✓ Identifico personas, situaciones, lugares y el tema en conversaciones sencillas (escucha)
 - ✓ Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal, gestual y uso de imágenes) para comprender lo que escucho (escucha)
 - ✓ Comprendo el sentido general del texto oral aunque no entienda todas sus palabras (escucha)
 - ✓ Expreso valores de mi cultura a través de los textos que escribo. (escritura)

- ✓ Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector.
(escritura)
 - ✓ Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. (monólogos)
 - ✓ Uso lenguaje formal o informal en juego de rol improvisados, según el contexto. (conversación)
- **Objetivos de la unidad:**
 - ✓ identificar las causas y consecuencias del los conflictos en la cotidianidad.
 - ✓ Aplicar mecanismos alternativos de solución de conflictos en el aula ante situaciones presentadas.
 - ✓ Fortalecer el componente comunicativo presentándolo dentro de la cotidianidad de los estudiantes.
 - ✓ Promover la autoconciencia de los estudiantes acerca del manejo de nuestras emociones y sus posibles consecuencias.
 - ✓ Reflexionar acerca de las situaciones presentadas y la efectividad de las estrategias aplicadas
 - **Competencias a desarrollar en la unidad:**
 - ✓ **Lingüística:** Conocimientos y destrezas léxicas, fonológicas, sintácticas y ortográficas. Aplicación de reglas gramaticales aprendidas en la construcción de nuevos mensajes, asociaciones para usar el lenguaje conocido en otro contexto.
 - ✓ **Pragmática:** Organización de oraciones en secuencia para producir fragmentos textuales. Conocimiento de formas lingüísticas y funciones encadenadas en

situaciones reales.

- ✓ **Sociolingüística:** conocimiento de condiciones sociales y culturales que están implícitas en el uso de la lengua (normas de cortesía, marcadores lingüísticos, diferencias de registro y dialecto)

- **Indicadores de desempeño:**

- ✓ **SER**

1. Distingue expresiones relacionadas con causa/efecto, síntesis, clarificación, etc.
2. Identifica estructuras básicas de los tiempos presente, pasado y futuro simple y perfecto.

- ✓ **Saber hacer**

1. Intercambia opiniones en una mesa redonda sobre temas académicos de interés.
2. Resume con el apoyo de los compañeros, información sobre causas y soluciones de un conflicto entre docentes y estudiantes apartir de estrategias de parafraseo estudiadas.

- ✓ **Saber ser**

1. Valora y respeta la opinión de los demás.
2. Reconocer la importancia del lenguaje en la resolución de conflictos.
3. Asume una posición crítica ante temas académicos o sociales de su interés.

- **Conceptos a trabajar**

- ✓ El conflicto y sus concepciones.

- ✓ La asertividad.
- ✓ Control de emociones.
- ✓ La mediación.
- ✓ La negociación

- **Contenidos a trabajar**

- Sesión # 1 Recognizing the conflict**

- Objetivo:** comprender el concepto de conflicto en los estudiantes mediante las actividades propuestas en la sesión.

- ✓ Contenidos conceptuales:
 - Reconociendo el conflicto
 - ✓ Contenidos procedimentales:
 - Elaboración de diálogos usando opiniones de acuerdo y desacuerdo
 - ✓ Contenidos actitudinales:
 - El respeto hacia la postura del otro
 - La tolerancia ante el desacuerdo

Recognizing the conflict.

For this session the students had to express their ideas about what was the conflict for them. Following the activities planned previously such as: hot potato game, storytelling and discussions. The first activity allowed to students express their insights about the conflict and how they saw it in their contexts.

Second activity, teacher performed a storytelling called the cat and the rooster which it was possible identifies a conflict situation between the characters. Students listened carefully trying to understand the story and make comments in order to facilitate the information to others.

The third activity allowed to students to talk and express opinions among them too. Performing in a situation created by themselves showing some samples of conflict into the classroom.

At the end of the class is gave a final reflection which allowed to students reflect about their common acts making an analogy with the storytelling which was well accepted by them.

Sesión # 2 Assertiveness

Objetivo: Comprender la importancia de una comunicación Asertiva.

Expresar opiniones en Ingles.

- ✓ Contenidos conceptuales:
 - Identificando la asertividad
- ✓ Contenidos procedimetales:
 - Organizar párrafos identificando el método sándwich de la asertividad
- ✓ Contenidos actitudinales:
 - El respeto hacia las diferentes posturas del otro
 - Dialogar asertivamente ante situaciones de desacuerdo

Session 2: Assertiveness

For the second session, the topic assertiveness was worked, which was addressed at the beginning of the class with a video in order to contextualize the students. For this session 3 stages were designed, the first one focused on explaining what is assertiveness and the sandwich method of assertiveness (understand, giving reasons and provide solutions), the second one as a guided practice was carried out a work in pairs where they had to identify the sandwich method exposed in a flashcard with an example of the real life, as well as to organize the statement giving coherence to the speech.

The third one, in pairs too was a short performance using the sentences learnt with some examples given of the real life, making an assertive conversation among them while they are improving their speaking skills too. At the end of the class students wrote down in a piece of paper the reflection of the class solving the following questions which were collected by the research.

Sessin 3: Emotions

Objetivos: Utilizar vocabulario para expresar emociones

Comprender los efectos de nuestras emociones

- ✓ Contenidos conceptuales:
 - Nuestras emociones y sus efectos
- ✓ Contenidos procedimentales:
 - Contrastar a través de videos los efectos de expresar de manera positiva y negativa nuestras emociones
 - Participar en propuestas para la solución de conflictos causados por emociones
- ✓ Contenidos actitudinales:
 - El respeto hacia los demás
 - Concientización del manejo de emociones ante situaciones molestas

For the session number three students were contextualized with the topic through a video (we only get what we give) getting to students a reflection about the impact of our actions to others and our emotions to those actions.

Three kinds of activities were carried out for this session. The first one was through a digital poster where were considered certain emotions and how those emotions participate in a conflict. Were done questions like How do you feel when you discuss with your mother/ father? Answers were collected by the research in the field note.

The second activity was developed through a video where could be identified certain negative reactions contrasting the first video exposed and the consequences of those reactions. Was asked to the students questions like how do you feel in a similar situation? Allowing to students reflect about their answers while they practiced the emotions taught (happy, sad, angry, grateful, proud, embarrassed). Activity number three was a communicative activity which students made a circle and played the game “the top of the bottle choose” a person selected randomly by the bottle (while it is turning around) had to defined a proper title for a situation shown in a power point presentation. Likewise, they chose a conflict alternative face to the situation exposed. At the end of the class students reflected about the lesson answering the following questions:

- Did you learn any alternative ways to respond to a conflict in today’s class?
- If so, what alternative reactions would you use in your life?

Session 4. Peer mediation

Objetivos: Promover la mediación frente a conflictos menores.

✓ Contenidos conceptuales:

- La mediación como mecanismo alternativo para la solución de conflictos
- Opiniones en ingles

✓ Contenidos procedimentales:

- Participar en propuestas para la solución de conflictos menores a través de juegos de role
- Discutir acerca de posibles soluciones mediadas por los estudiantes

✓ Contenidos actitudinales:

- Escucha activa
- Dialogo

In order to use and know the alternative mechanisms of conflict resolution for this session was applied the mediation. Initially, the term was explained as well as the importance to be mediators in presence of minor conflicts. Strategies for the mediation were explained as was planned previously. For the second moment of the class was developed a role play where students had to assume the role of mediators in a conflict situation given for each group as well as to provide possible solutions to the conflict presented. Mediators had to switch the group so each group had a new mediator and mediators a new issue to face. Students reflect at the end of the class through the following question answered in a piece of paper. If you face a conflict situation in your familiar or social context how could you mediate it?

Session 5. Negotiation

Objetivo: identificar las necesidades de los demás ante un conflicto promoviendo su posible solución
Utilizar la negociación como mecanismo de resolución de conflictos

✓ Contenidos conceptuales:

- La negociación
- Dar razones en Ingles

✓ Contenidos procedimentales:

- Desarrollo de un taller que permita el pensamiento crítico y la negociación entre los estudiantes.
- Discutir acerca de los argumentos planteados entendiendo las diferencias y acuerdos encontrados.

✓ Contenidos actitudinales:

- Pensamiento critico
- Neutralidad ante diferentes posiciones

The last session was addressed to the topic negotiation. This topic was presented exposing examples of the real life practicing again topics seen like agreements and disagreements. The class was divided in two moments. Firstly,

Students organized in groups of 4 people in which they discussed themselves about a solving problem workshop given, negotiating who of the characters could be solved and explaining why.

Secondly, all the class discussed and gave their answers negotiating the final characters to solve according the activity proposed. Once they came to an agreement the activity was closed giving a final reflection about how important is to use negotiation at the moment to solve differences, students reflected through the last three questions which were: Would you use the negotiation mechanism in a conflict situation? Why?, Were the five classes we had useful for your learning process? Why?. Were your English skills improved? How? Those questions was done due to they encompass all the process done providing data analysis.

For this pedagogical intervention the researcher planned each session following the topics mentioned above (assertiveness, emotional intelligence, peer mediation and negotiation) in the didactic unit. At the beginning was given to students a model to use the language according to the lesson to teach in order to contextualize them where it the stages per class were exposed described one by one receiving the input in English language. These sessions were carried out in 1 and 15 minutes hour and following a lesson plan for each session which can be seen in detail the materials used in Annex 6.

Chapter Five:

Results and data analysis

This chapter starts with the theoretical basis that was exposed in chapter three, each data category is studied separately as follows: results of the TKI test and second questionnaire, students' reflections where the information was collected and found common patterns and field notes analysis. As part of the sequential design (mixed research).

Data Management procedures

It is important to consider that the essence of qualitative data analysis is to receive data which is not structured and researchers must provide structure and sense. Sampieri et al (2014). Likewise, state that it is important to mention the common analysis in qualitative data which is to generate categories and themes. Hence, codification is the procedure used where open code and axial code were necessary for the analysis done.

The qualitative codification is used to delete irrelevant information, as well as analyze and understand in a better way the information obtained. Sampieri et al (2014) explain that codification has two levels: firstly, the open code where the units are codified into categories; secondly, axial code where those categories are compared and contrasted in groups together in themes and search possible similarities, that means, questionnaire, field notes and reflections must be codified.

On the other hand, it is important to highlight a general view by Sampieri et al (2014). Which reflect the characteristics of this study. It is exposed the quantitative research where measurement control obtained are measure using statistical methods and get some conclusions which are analyzed. Concepts exposed previously are considered according to the nature of the instruments used and the way those instruments are analyzed.

Validation.

The present study used as a mechanism of validation which is called the triangulation method, proposed by Flick, U. (2009) who states that “ Triangulation means that researchers take different perspectives on an issue under study or more generally speaking in answering research questions. These perspectives can be substantiated in using several methods and /or in several theoretical approaches. (P.457).” This statement addressed to the instruments applied for this study, which were questionnaires, field notes, and students ‘reflections. specific results show different views of the phenomenon through the triangulation strategy as follows. Triangulation is used in order to provided credibility to this research as it is exposed by Sampieri et al (2014) where the triangulation of methods can be used to complement qualitative research with quantitative research addressed to mixed research.

TKI Test

The use of this instrument was a diagnosis which helped the research to give a profile about the population studied and style of conflict management domain in the course. In other words, this instrument assess the behavior of a person in a conflict situation, in those situations the behavior according to two dimensions can be described which are: Assertiveness (the extent to which the individual attempts to satisfy her own concern) and Cooperativeness (the extent to which individual attempts to satisfy the other person’s concerns). The data collected shows the following results, protecting the real name of participants as is showed below.

<i>PARTICIPANT</i>	<i>PREDOMINANT CONFLICT STYLE</i>
FREDY	COMPROMISING
MIGUEL	COMPETING
TATIANA	COLLABORATING
LUNA	AVOIDING
PABLO	AVOIDING
JEREMIAS	ACCOMMODATING
DAMIAN	COMPETING
LEONEL	COLLABORATING
SOPHIA	AVOIDING
JUAN	AVOIDING
JHOAN	ACCOMMODATING
GABRIELA	COMPETING
ANDREA	COMPROMISING
CLAUDIA	COMPETING
DANNA	COLLABORATING
BERTHA	COMPETING
BOB	COMPROMISING
JOSE	COMPETING
HEIDY	ACCOMMODATING
ROMAN	COMPETING
ALFREDO	COMPROMISING
NICOLL	COMPETING
GINNA	AVOIDING
MARIA	AVOIDING
MARTHA	AVOIDING
ROSA	COMPROMISING
ALEX	ACCOMMODATING
BEATRIZ	AVOIDING
FRANCY	COMPROMISING
ANGELA	COMPETING
ESTEBAN	COMPETING

table. 1 Thomas Killman questionnaire results

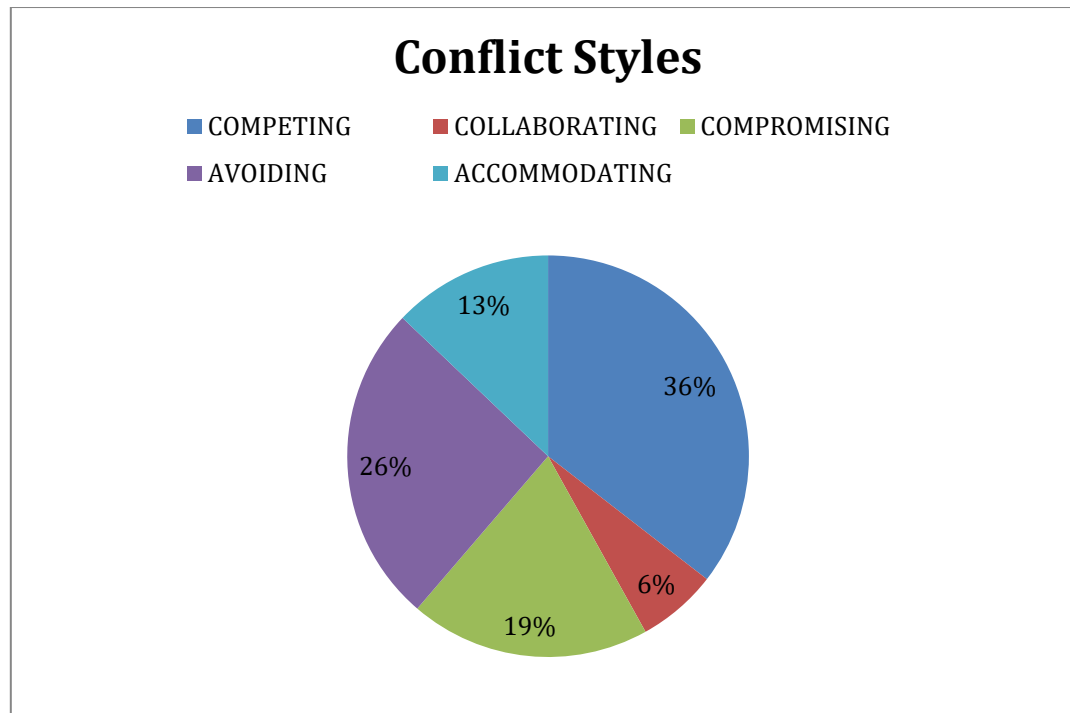


Figure.1 4 Thomas Killman Questionnaire average results

The results of this questionnaire explain how *competing* and *avoiding* are the most common style of the classroom although there is not much difference with *compromising* style. The profile assigned according to the Thomas Killman criteria are defined in the following way:

Competing: it is assertiveness but not Cooperative. It Happens to individuals who try to satisfy their concerns at the expense of others. This is a style addressed to the power.

Avoiding: it is not to be assertive neither Cooperative. Individuals do not satisfy immediately their own concerns either another concerns. Do not manage the conflict. It could mean to postpone a problem.

Compromising: it means a middle point between assertiveness and cooperation, the aim is find out a proper and acceptable solution which satisfy both parts.

There might be inferred how the lack of Cooperative dimension is evidenced in the classroom. On the other hand, there seems to be a tendency to competitiveness and avoidance based on the results. Although competitiveness is the highest tendency, showing students standing up for their rights, defending their position and trying to win Thomas, K (2008). A third tendency, compromise, can be assumed to. So it could also be expected that some students resolve

their conflicts without competing. The classroom reflects a triangle where some three resolution styles seem to prevail.

Second questionnaire

Close questions

Once the first instrument contributed to identify the students' profile, the second instrument was applied. It had four open questions and three close questions. The aim of it was to have a preliminary view of the students' conceptions and attitudes to conflicts.

The close questions used in this questionnaire correspond to the questions number 4, 6 and 7 of this questionnaire which are presented in the following chart:

- Question number 4: ¿El lenguaje que utilizamos diariamente puede generar conflicto?
- Can the language we use daily generate conflict?
- Question number 6: ¿Si tengo la razón, defiendiendo mi posición sin importar la de los demás?
- If I am right defend my position ignoring others?
- Question number 7: ¿Todos los conflictos tienen solución.?
- All the conflicts can be solved?

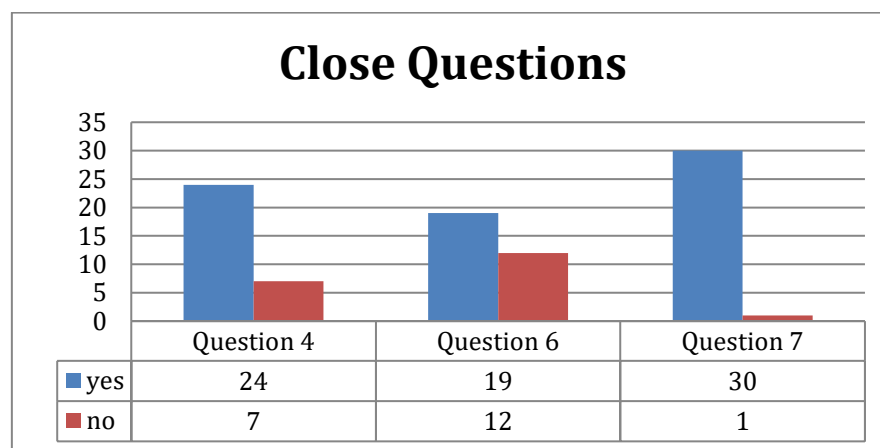


Figure.1 5 Overall close questions results

As it can be seen, affirmative answers outnumber the negative ones in questions 4 and 7. However, in question 6, the difference isn't that large. There's something interesting about the results in questions 7. Although the results the KTI Test show a majority of competitive attitudes in the class, most people think conflicts can be solved. Nevertheless, the competitive attitude sprang up again in question 6.

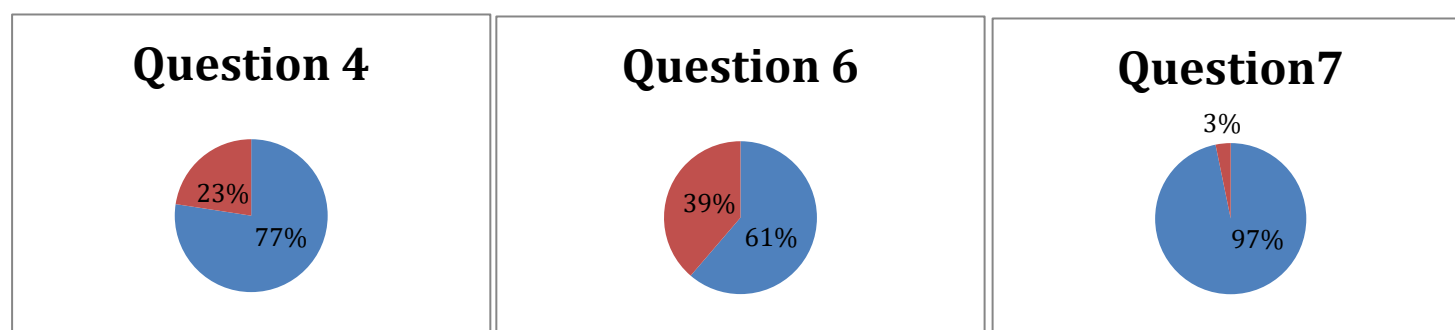


Figure.1 6 close questions percentage results

Checking in detail for the question number four students consider that the language used can be generator of conflict. On the other hand, question number six (f I am right defend my position ignoring others?) tend to be more balanced, although affirmative answers are predominant. The answers to this question are related to the trends identified after the implementation of TKI Test. Finally, question number seven (All the conflicts can be solved?) emphasize in a proactive and positive attitude by participants with just a minimal part of objection.

Open questions

These questions were grounded in this way in order to analyze the open questions (1, 2, 3 & 5) in open codes.

Those questions are listed below.

- Question number 1: ¿Para usted que es conflicto?
- What is a conflict for you?
- Question number 2: ¿Cuando usted está involucrado en una situación de conflicto, cuál es su reacción?
- When you are involved in a conflict situation what is your reaction?
- Question number 3: ¿Qué tipos de conflicto usted conoce?

- What kind of conflicts do you know?
- Question number 5: Si respondió sí, ¿puede dar ejemplos de conflictos causados por el uso del lenguaje?
- If you agree, could you give examples of conflicts caused by the use of language?

Considering these open questions were asked with multiple answers that means some students asked more than one answer per question (two students did not ask), the organization of data collection is shown question by question, as follows.

Conflicto definición			
1	problema de 2 personas	15	problema de 2 personas
2	dificultad con alguien	16	hacer sentir mal a las personas
3	pelea sin solución hablando	17	problema
4	Problema en q estoy involucrado	18	Guerras
5	Problema	19	problema de 2 personas
6	Problema mayor, desacuerdo	20	problema en q estoy involucrado
7	problema de 2 personas	21	Discusión brava por varias personas
8	pelea	22	Problema
9	inconformidad o choque de 2	23	Pelea ,discusión fuerte
10	guerras	24	disgusto de 2 o mas personas
11	opiniones diferentes	25	disputa entre personas
12	problema de 2 personas	26	violencia innecesaria
13	problema con alguien	27	problema con alguien
14	problema de 2 personas	28	intervención de violencia por varios individuos

table. 2 Question number 1 results

For the first question there were several answers which were categorized and codified considering the most common answer. Here emerged the term of violence which according to Lafaurie, M (2011), it is denominated like the act, threat to other person, set of people or community. Likewise, two kind of categories emerged such as physical and psychological violence, being physical the one that causes risks or decrease in bodily integrity including aggressions confinements, shakes, squeezes among others behaviors. And psychological as the action intended to degrade others or control actions, behaviors, beliefs and decision of other, it includes manipulation, direct or indirect threat, offenses or any other conduct that entails damage to psychological health. Therefore, this analysis designed

two kind of categories according to the answers given (Violence and Problems) with 2 sub-categories (physical violence and psychological violence) and 2 codes (VF,VP,). It shows how the overall concept of conflict is negative by students and how the similarities among the terms are unquestionable.

Students' conflict definition

category	sub category	Code	Category
violencia			PROBLEMAS
pelea	violencia fisica	VF	Code
guerra	violencia fisica	VF	PRB
discusión	violencia psicologica	VP	
hacer sentir mal	violencia psicologica	VP	

Figure.1 7 codification question #1

In agreement to Lafaurie, M (2011) for the participants, conflicts were associated to violence, either physical or psychological but were mostly paraphrased as a kind of trouble (un problema). Regarding physical aggression, there were eight comments that could be labelled as such. For some of those participants, conflicts were seen as distant events (wars) whereas others understood them as fights (peleas). It is relevant to notice that the word “pelea” in Spanish can refer to either a physical (fight) or a verbal conflict (argument). Thus, considering that ambiguity, it is impossible to determine if the participants had physical or psychological violence in mind. As for psychological violence, it was less common, and a person conceptualized conflicts as a heated argument (una discusión brava) and another one as ‘making people feel bad’. The third emerging category was “problema”, and it was also the most common since seventeen people wrote the word ‘problema’ as such or a similar one (‘disgusto’ or ‘inconformidad’). Considering the level of abstraction of this word, which can encompass a physical or a psychological phenomenon, it is probable that most people have a wide view of a conflict as something that belongs to either category. In conclusion, people tend to see a conflict as something abstract enough (a problem) to be either physical or psychological as propose.

For the second question following the same process exposed in figure 1.8. There were several answers with relevant similarities. However, it is possible identify two key aspects to mention. Firstly, it is shown the violence as a category again, where the sub-categories are classified as physical violence, psychological violence and it was

chosen the subcategory mix violence due to the answers given enable infer that physical and psychological violence can be used, following the same theoretical basis exposed in the first question.

Secondly, for the second category the term “reason” was chosen, and it is possible identify similar results to the ones found with TKI Test. It is because the competing styles sprang up again. However, the results show in the “reason” category is also connected to avoiding and compromising styles. It is exposed again the styles competing, avoiding and compromising in their answers and in the same proportion.

When you are involved in a conflict situation what is your reaction?			
1	me controlo	16	golpes, insultos
2	soy pacifico	17	dialogar
3	golpes, insultos	18	depende la situación
4	dialogar	19	solucionarlo a mejor manera
5	dialogar	20	depende la situación
6	alejarme	21	detenerlo inmediatamente
7	agredir, dialogar	22	llamar a un docente para arreglarlo
8	agredir, dialogar	23	evitar que se extienda y tratar de solucionarlo
9	analizar, dialogar	24	reacciono calmado pero a veces se sale de control
10	dialogar	25	0
11	depende la situación	26	Evitarlo
12	dialogar	27	salir del lugar no pelear
13	obligo a comprender mi punto de vista	28	afrentar el problema
14	mediar	29	hablar con la persona y evitar
15	dialogar	30	calmarme y argumentar
		31	frenarlo con una solucion apropiada

table. 3 Question number 2 results

Students' reaction in a conflict

CATEGORIA1

CATEGORIA2

AGRESION	SUB CATEGORIA	CODIGO	RAZON	sub categoría	código
golpes	violencia física	VF	dialogo	dialogo	DG
insultos	violencia psicológica	VP	evitar la pelea	evasión	EV
agredir	violencia física	VF	mediación	mediación	MD
obligo a comprender mi punto de vista	violencia mixta	VM	solucionarlo	solución	SL
se sale de control	violencia mixta	VM	me controlo soy pacifico alejarme detenerlo llamar un docente evitarlo no pelear afrontarlo hablar con la persona	evasión solución solución evasión evasión solución dialogo	

Figure.1 8 codification question #2

According to Kilman, T. (2008) Competing style is stated as “Assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the others person’s expense, using whatever power seems appropriate to win his or her position” (p. 3). The results of this question exposes the strong connection and agreement with kilmmans’ statement, considering students showed a set of violence (physical and psychological) at the beginning of the research making a new sub category (mixed violence) where it is involved the physical and psychological violence reaction in some students. However, was evidenced other kind of initial reaction which was categorized as reason because some students exposed the use of dialogue (collaborating) and the use of one mechanism of conflict resolution (mediation). Likewise, the avoiding style was reflected too (alejarme, evitarlo), exposing there is a tendency in a style but it is managed other kind of styles and having clarity about how to solve a conflict (dialogar mediar).

For the results of the question number 3, it is important to consider the kind of conflicts exposed in chapter two. According to the words given by students, it was categorized by a proper kind of classification, The answers were classified in the categories previously described in the theoretical framework such as: truthfulness, participants and content.

By asking this question, it was possible to get insights of the students' knowledge about conflicts. It was possible to explore the situations, contexts and factors students have been involved in. It is the case that interpersonal conflicts are the most relevant to them (Psicología y Mente, n.d). This is explained in the following charts.

Tipos de conflicto			
1	0	16	Chismes ,golpes
2	estudiantiles, convivenciales, éticos	17	maltrato
3	pareja, familia	18	peleas, discusiones
4	Chismes	19	0
5	robo, bullying	20	Familiares, escolares, relación sentimental, disgustos
6	físico, psicológico, verbal	21	oral, escrito ,físico
7	Agresión, verbal	22	físico, psicológico, verbal
8	Verbal	23	agresiones física y verbal
9	políticos, sociales, culturales	24	familiares, escolares
10	peleas, chismes, rumores	25	riñas, malas palabras
11	Intrafamiliar ,bullying	26	verbal, agresión
12	Peleas, discusiones	27	pelea, chismes
13	peleas, riñas	28	familiar, escolar, amistoso
14	Peleas	29	éticos, académicos, sociales, familiares
15	hurto, envidia, por juegos	30	breve, grave, super grave
		31	discusiones, violencia, ofensas

table. 4 question #3 results

Tipos de conflictos		
<i>Categorías</i>	<i>Sub categoría</i>	<i>codigo</i>
Veracidad		
Participantes		
Contenido		
Estudiantiles	intergrupal	intergru
Convivenciales	intergrupal	intergru
Éticos	eticos	eti
Pareja	relacionales	rela
Familia	relacionales	rela
Chismes	inventado	inve
Robo	eticos	eti
Bullying	interpersonal	interper
Physisco	intrapersonal	intraper
Psicológico	intrapersonal	intraper
Verbal	interpersonal	interper
Agresión	interpersonal	interper
Políticos	intergrupal	intergru
sociales	intergrupal	intergru
Culturales	intergrupal	intergru
Pelea	interpersonal	interper
chisme	inventado	inve
Rumores	inventado	Inve
Intrafamiliar	relacionales	Rela
Discusiones	intereses	Inter
Riñas	interpersonal	Interper
Hurto	eticos	Eti
Envidia	intereses	Inter
Juegos	intergrupal	Intergru
Chismes	inventado	Inve
Golpes	interpersonal	Interper
Maltrato	interpersonal	Interper
relacion sentimental	relacionales	Rela
oral	intereses	Inter
Escrito	interpersonal	Interper
Físico	interpersonal	Interper
Malaspalabras	interpersonal	Interper
Ofensas	interpersonal	Interper

Figure.1 9 Codification questions #3 results

The question number 3 reflected how participants involved actions and reactions of a conflict situation (malas palabras, chismes, riñas, envidias) like kinds of conflicts which according to the codification process done it is fit for the sub categories presented above (interpersonal conflicts, intergroup conflicts, relational conflicts, ethic conflicts, by interests conflicts. Each others). The concept which most emerged, expressed in several words was the intrapersonal conflict, which according to the web page psicologiamente.com is produced by the interaction among people. That refers to majority of students has faced interpersonal conflicts which were reflected in their answers supporting the idea that each person has their proper vision of the world.

Finally, the question number 5 (which is an example given by an affirmative answer of the question number 4) explores the students' perceptions about how the language generates conflict. This perception is associated to verbal violence (Psychological) which becomes the identified category In this question the verbal violence(Psychological) is embodied as direct verbal violence as indirect verbal violence due to the answers given by the participants which are exposed below.

The answers can be classified into direct (VBD) and indirect verbal violence (VBI) which are exposed below.

Examples given about how the language generates conflict			
1	Apodos	16	hijueputa,gonorrea,sapo
2	agresion verbal	17	forma de hablar
3	malas palabras	18	groserias,apodos
4	0	19	0
5	manera de expresarnos	20	contestar mal a mi mama o alguien mayor
6	manera de expresarnos	21	0
7	0	22	Groserías
8	agresion verbal	23	Insultos
9	ser imprudente	24	0
10	Groserias	25	mal entendido,chismes
11	mal entendido	26	groserias,apodos
12	malas palabras	27	cuando uno dice algo y lo toman con doble sentido
13	mal entendido, groserias	28	0
14	groserias,apodos	29	Jerga
15	ofensas,tratar mal	30	Insultos
		31	0

table. 5 question #5 results.

Language that cause conflict <i>Categoría</i>	<i>sub.categoría</i>	<i>codigo</i>
<i>Violencia verbal</i>		
Apodos	Violencia verbal directa	VBD
agresion verbal	Violencia verbal directa	VBD
malas palabras	Violencia verbal directa	VBD
manera de expresarnos	Violencia verbal indirecta	VBI
manera de expresarnos	Violencia verbal indirecta	VBI
agresion verbal	Violencia verbal directa	VBD
ser imprudente	Violencia verbal indirecta	VBI
Groserias	Violencia verbal directa	VBD
mal entendido	Violencia verbal indirecta	VBI
malas palabras	Violencia verbal directa	VBD
mal entendido, groserias	Violencia verbal directa	VBD
groserias,apodos	Violencia verbal directa	VBD
ofensas,tratar mal	Violencia verbal directa	VBD
hijueputa,gonorrea,sapo	Violencia verbal directa	VBD
forma de hablar	Violencia verbal indirecta	VBI
groserias,apodos	Violencia verbal directa	VBD
contestar mal a mi mama o alguien mayor	Violencia verbal directa	VBD
Groserias	Violencia verbal directa	VBD
Insultos	Violencia verbal directa	VBD
mal entendido,chismes	Violencia verbal indirecta	VBI
groserias,apodos	Violencia verbal directa	VBD
cuando uno dice algo y lo toman con doble sentido	Violencia verbal indirecta	VBI
Jerga	Violencia verbal indirecta	VBI
Insultos	Violencia verbal directa	VBD

Figure.1 10 Codification question #5

For the question number 5 examples provided by students in their answers confirm the description given by Laufaire, M. (2001). Which she defines the psychological violence as manipulation, direct or indirect threat, offenses or any other conduct that entails damage to psychological health. In fact, This direct or indirect threat is presented in students' daily lives. The cases presented as indirect verbal violence reflect the need of acquire an active listening reinforcing Restrepo' statement where he claims that the conflict must not be eliminated, on the contrary, must be transformed the way we assume and manage conflicts Restrepo. J (2016).

Students' reflections

As stated above, students wrote reflections about the topics of the lessons at the end of them. Each reflection was the answer to a question aimed at probing the students' attitudes to the topics discussed in the lessons.

For this analysis, a random sample of sixteen students was chosen due to time and space constraints.. It is important to remain that Sample in terms of Sampieri et al (2014) is a sub-group of the population, a subset of elements taken from the whole population.

In this stage, the reader can see two kinds of analysis. The first one, is a macro view which is an analysis of all the people in the sample. Secondly, four individuals from the sample will be chosen to trace their answers and trace the evolution of their answers through their reflections in each session (a micro view).. It is important to bear in mind that the data is analyzed with open codes and finally with axial ones as it was done with the answers to the open questions above. Reader can find in appendix 8 a glossary which can help to what the letters stand for.

Macro view

For the first session the topic "recognizing the conflict" was covered (see Appendix 6). Once the lesson come to the end, it was requested to students to write in a piece of paper a personal reflection about the lesson learnt. (has the class today been useful?) The categories chosen for the development of this analysis were the same categories presented and described in the theoretical framework (attitudes construct) these were the results obtained:

Session 1. Recognizing the conflict

- **Fredy:** el conflicto para que sirve, si nosotros somos más que personas, somos gallos de pelea como nos dijo el profe hoy pero eso no cambia nada cuando peleamos por eso es la lección de hoy a no ser gallos de pelea, sino humanos reflexionando.
- *why conflict ? we are more than persons, we are fighting cocks, as teacher said but it does not change when we are fighting, for that reason the lesson for today teach us to do not become in fighting cocks , be humans reflecting.*

Category: According to elements to value stimulus

Sub category : Rational attitude

Code: RA

- **Miguel:** sinceramente debemos actuar de una forma pulcra y ética, así de esta manera podremos dialogar y demostrarle al gato que podemos ser “gallos” pero con inteligencia.
- *Sincerely, we must act in a cleanly and ethic way, in that way we can dialogue between us and demonstrate to the cat we can see roosters but smarts*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

Categoría: Solution mechanism

Sub category: Dialogue

Código: DG

- **Tatiana:** me gusto la clase porque nos podemos dar de cuenta en los diferentes conflictos Y la manera en la que actuamos
- *I liked the class because we can understand different conflicts and the way we act*

Categoría: According to affective valency

Sub categoría: Positive attitude

Código: PA

- **Luna:** al momento de estar en un conflicto tratar de arreglar las cosas de la manera más pasiva.
- *At the moment to face a conflict, try to face the issue in a passive way*

Categoría: According to affective valency

Sub categoría: Positive attitude

Código: PA

- **Pablo:** estuvo bastante bien porque nos ayudo a resolver los problemas de una mejor manera.
- *It was very good, because it helped us to solve the problems in a better way*

ategoría: According to affective valency

Sub categoría: Positive attitude

Código: PA

- **Leonel:** para mí el conflicto es aquella situación en la cual dos o más personas están en un desacuerdo con una idea o pensamiento. Muchas veces las personas más grandes físicamente y de edad se aprovechan de los más pequeños, y aunque sean menores deben tener y exigir el mismo respeto que dan.
- *For me, the conflict is situations which two or more people are in disagree in an idea or thinking. Sometimes people taller abuse of smallest and although there are few people they must claim for respect.*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

- **Sophia:** me parece que es muy importante realizar este tipo de actividades porque nos habla de las diferentes formas del conflicto, las diferentes causas de este y la forma de resolverlas por medio de práctica entre nosotros, y que nos damos cuenta las diferentes formas en que las personas resolvemos los conflictos.
- *I consider it is very important to design this kind of activities because talk about different kinds of conflict , causes and solutions through the practice between us.*

Categoría: According to relation with others

Sub category: Collaborative attitude

Código: CA

- **Juan:** que debemos dialogar antes de tomar una mala decisión, pensar y después actuar porque nos podemos estar arrepintiendo de malas decisiones tomadas.
- *We must dialogue before to take wrong decisions, think first and after perform because we could regret of the wrong decisions*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

Category: solution mechanism

Sub category dialogue

Código: DG

- **Jhoan:** es muy bueno tener clases así, podemos aprender a recibir una crítica o controlar un conflicto o incluso a arreglar problemas.
- *it is great those kind of lessons, we can learn to receive a critique or control a conflict even to solve conflicts.*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

- **Danna:** mi reflexión es que hay que tratar de arreglar las cosas dialogando y no todo a los golpes porque muchas veces actuamos sin pensar y le ocasionamos daños a la otra persona.
- *My reflection is that we must try to solve problems through the dialogue and not fighting because many times we act without thinking and we can hurt others.*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

Category: Solution mechanism

Sub category dialogue

Código: DG

- **Bertha:** El conflicto para mí no es bueno, ya que te puede meter en graves problemas hasta llegar a la “muerte” JaJaJaJa!
- *Conflict for me is not good, due to you can have big problems and even dead jejeje*

Category: According to affective valency

Sub category: Positive attitude

Código: PA

- **Jose:** pues que hay diferentes tipos de actitudes unas que son buenas como las que son malas y hacen que vallas por un mal camino.
- *There are several kind of attitudes some of them good and others bad and influence in your decitions.*

Category: According to affective valency

Sub category: Positive attitude

Código: PA

- **Heidy:** no es bueno con resolver con groserías o golpes cualquier tipo de indiferencia, siempre dialogar.
- *It is not good to solve differences with offenses and fights. Always the dialogue.*

Category: According to affective valency

Sub category: Positive attitude

Código: PA

Category: solution mehanism

Sub category dialogue

Código: DG

- **Roman:** la clase me pareció muy creativa, y pues uno sale del ambiente de solo leer y se socializa con mas compañeros y pues me gusto la forma en que vemos y solucionamos un conflicto de manera apropiada.
- *The class seems to me creative, is something different that just read and we socialize with our classmates. I like it, the way we see and solve problems is adeacuate.*

Category: According to affective valency

Sub category: Positive attitude

Código: PA

- **Ginna:** el conflicto es un desacuerdo entre dos entes o más con opiniones o ideologías diferentes. El conflicto puede llevar agresiones o guerras, si se trata de estados o de naciones. De tal forma que no siempre dialogar funciona o firman un acuerdo.
- *The conflict is a disagreement between two or more people with opinions or ideologies absolutely different. it creates aggressions or wars if concern states or countries. Hence, the dialogue is not enough.*

Category: According to affective valency

Sub category: Positive negative

Código: NA

- **Rosa:** pues me pareció chévere ya que fue dinámico y como el profe habla en ingles pues estamos aprendiendo nuevas palabras. Me parecen interesantes los temas y me gustaría seguir aprendiendo más de esto.
- *It was great, lesson was dynamic and thanks teacher talk in English we are learning new words. It seems interesting the topics, I would like to learn more about this.*

Category: According to affective valency

Sub category: Positive attitude

Código: PA

To sum up, there was a tendency to have positive attitudes (nine comments labelled as such) or a rational ones (four comments fitting in this category) to the topics of the class. In terms of content, it could be inferred that the lesson was an opportunity for students to engage in metacognition about conflicts. In other words, they realized or reassured the idea that dialogue was an alternative to deal with conflicts. There are some comments that praise the design of the class and the chance to interact in the target language.

Session 2. Assertiveness

For the second session it was covered the topic assertiveness. In this lesson was addressed to develop an assertive communication. The students had to answer two questions: Can we solve our problems being assertive (¿Podemos solucionar nuestros problemas siendo asertivos?) why? (¿Porque?) today's lesson has been useful? How? (¿Te ha sido util la clase el dia de hoy? ¿como?) Results are presented below.

- **Fredy:** si. Porque no todo es la violencia sino al argumento y a la solución de problemas con palabras de razonamiento y no a los golpes.
 - me sirvió para comprender que casi siempre somos gallos de pelea y peleamos por bobadas.
 - *Yes, because everything is not necessary violence, instead of this arguments, and reasoning is the solution/ I could comprehend we used to be fighting cocks and we fight for trivialities.*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

Categoría: solution mechanism

Sub categoría dialogue

Códe: DG

- **Miguel:** sinceramente si puesto a que en mi punto de vista individual puedo resolver mis problemas de manera sensata, pienso que si lo hago con violencia sencillamente traerá más violencia.
 - Si porque aprendí que una buena pronunciación y un mensaje es una mejor comunicación.
 - *Yes, because in my point of view I can solve my problems in a reasonable way, if I do that with violence it comes more violence.*

Category: According to relation with others

Sub category: Assertive attitude

Códe: AA

- **Tatiana:** Si, porque diciendo las cosas en el momento podemos evitar un problema y entendernos mejor con la persona sin ser groseros o que nos molesten.
 - Sí, porque así sabremos cómo enfrentar un problema de la manera más adecuada.
 - *Yes, because talking at the moment avoid problems without lack of respect./yes it was, it is a way to know how to face a problem.*

Category: According to relation with others

Sub category: Assertive attitude

Códe: AA

- **Luna:** No, porque al momento de una pelea todo termina mal, y nos hablamos hasta que pase un tiempo y pase
 - Sí, porque pude usarse en otro momento y ponerse en práctica.
 - *No, because at the moment to face a fight everything finish wrong. We do not talk for a long time/yes because it can be used in other situation and put in practice*

Category: According to affective valency

Sub category: Negative Attitude

Código: NA

- **Pablo:** Sí los podemos solucionar de una forma positiva porque llegamos a una conclusión en la que ambos tenemos que estar de acuerdo
 - Sí, porque me enseña a responder a los problemas de forma calmada
 - *We can solve the problems in a positive way concluding both parts are in agreement/yes because teach us to solve problems in calm.*

Category: According to relation with others

Sub category: Assertive attitude

Códe: AA

- **Leonel:** Si, porque diciendo las cosas de buena manera y siendo equitativas podemos solucionar fácilmente nuestros problemas
 - Si, porqué gracias a esa clase pudimos entender cómo responder ante un problema.
 - *Yes because talking in an assertive way we can solve easily our problems/yes thanks to the class we can understood how to act in a conflict situation.*

Category: According to relation with others

Sub category: Assertive attitude

Códe: AA

- **Sophia:** Sí, porque es necesario tener ambas porque no hay que ser agresivo pero tampoco muy relajado para solucionar un problema hay que ser neutro
 - Esta clase me sirve para saber cómo resolver correctamente los problemas.
 - *Yes, because it is necessary, we must be aggressive but also careless at the moment to solve problems. We must be neutral/this class is useful in order to know how to solve problems correctly*

Categoría: According to affective valency

Sub categoría Neutral attitude

Código: NTA

- **Juan:** Depende de la persona con la que estamos resolviendo el problema porque si es agresivo pues no se puede
 - Si porque encontramos diferentes maneras de resolver o ser asertivos en la problemática
 - *It depends the person who is resolving the problem with us because if he-she is aggressive it is not possible./ yes because we found out several ways to solve a problem or to be assertive.*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

- **Jhoan:** no, porque las personas piensan diferente que a ti.
 - Si aprendí algunas palabras.
 - No, because people think different/yes, I learnt some words

Category: According to affective valency

Sub category: Negative Attitude

Código: NA

- **Danna:** la verdad pues eso se basa es en uno mismo solucionarselos para que si son los problemas de otro, no de los demás.
 - Si la verdad pues si
 - *It depends of ourselves, those problems are of others and not mine/yes, it was*

Category: According to affective valency

Sub category: Negative Attitude

Código: NA

- **Bertha:** Si, ya que uno siendo asertivo puede ahorrarse muchos problemas
 - Si, ya que nos enseña a ser mas asertivos a la hora de resolver un problema
 - *To be assertive avoid many problems/it teach us to be more assertive at the moment to solve problems*

Category: According to relation with others

Sub category: Assertive attitude

Códe: AA

- **Jose:** pues si podemos resolver nuestros problemas siendo asertivos también podemos hablar con esa persona del problema sobre el caso
 - Si, esta clase fue muy útil porque pudimos reflexionar sobre lo que fue esta clase
 - *If we can solve our problems being assertive, we can talk about the problem with others too./ The class was useful bcause we could reflect about assertiveness.*

Category: According to relation with others

Sub category: Assertive attitude

Códe: AA

- **Heidy:** si porque todo o las mayorías de las cosas se pueden solucionar hablando.
 - Sí, porque nos hace pensar sobre nuestras acciones.
 - *Yes, becuse it make us think about our actions.*

Category: According to relation with others**Sub category: Assertive attitude****Códe: AA**

- **Roman:** Si, porque nos ayuda a mirar y a reaccionar con sentido de agresivo a pasivo, nos agrada de que emoción sostenemos una reacción agresiva a positiva
 - Si, para ver y sentir nuestras emociones
 - *Yes because it help us to react to aggressive to passive /yes, it make us feel our emotions*

Categoría: According to affective valency**Sub category: Positive attitude****Código: PA**

- **Ginna:** Si porque entra el concepto de justicia
 - Si, para reflexionar como debo actuar de modo que sea más asertivo
 - *Yes, it is see nth concept of justice/yes, for reflect about being assertive*

Category: According to relation with others**Sub category: Assertive attitude****Códe: AA**

- **Rosa:** Si, porque así evitamos el conflicto
 - Sí, porqué a través del Ingles aprendemos y además comprendemos como no estar en conflicto y a ser personas asertivas
 - *Yes, because we avoid the conflict/ Yes because through the English subject we learnt and comprehend how to be in peace as well as to be assertive*

Category: According to relation with others**Sub category: Assertive attitude****Códe: AA**

To conclude this lesson, there was a tendency to have assertive attitudes (which is evident consider the topic presented) and again a rational ones (two comments fitting in this category). In terms of content, it could be inferred that the topic was appropriate to work with students who have heard the topic but did not know the use and usefulness of that. lesson was an opportunity again for students to express their thinking being respectful and promoting solutions to disagreements as well as to reinforce their linguistic and pragmatic competence.

Session 3. Emotions

The third session was about emotional intelligence through the teaching of vocabulary about emotions,(see Appendix 6). In this lesson was addressed not only the use of vocabulary, Students watched videos related to their daily lives. The leading questions were: did you learn any alternative way to react in a conflict? (¿Aprendiste alguna

forma alternativa para responder hacia un conflicto en la clase de hoy?) if so, how would you react in similar situations (Si es así ¿Que reacciones usarias en situaciones similares?). Answers are presented below.

- **Fredy:** claramente, ya que para mi solucionar un problema no es a los golpes sino hablando y solucionando los problemas.
 - No cambiaria mis reacciones ni actitudes nada más porque una persona me lo dice
 - *Yes I did, a problem is solve talking and not fighting/ I would not change my attitudes if someone said me*

Categoría: According to relation with others

Sub category: Collaborative attitude

Código: CA

- **Miguel:** Si, puesto a que se hablo de situaciones que pasan en nuestra vida cotidiana. En si vimos muchas emociones tales como la rabia, la tristeza, la felicidad entre otras.
 - La comunicación para mi concepto es la principal en una situación dada de cualquier emoción.
 - *Yes, because the class mentioned common situations in our daily life, we see emotions like sadness, happiness, angry./ Communication is the main concept for situations which involve emotions.*

Categoría: According to relation with others

Sub category: Collaborative attitude

Código: CA

Categoría: solution mechanism

Sub categoría dialogue

Código: DG

- **Tatiana:** claro, hablando es la manera más adecuada de solucionar un conflicto o problema, no siempre vamos a solucionar los problemas es mejor evitar todo tipo de conflicto.
 - Hablando, evitando los problemas e ignorando a las personas conflictivas.
 - *Talking is the proper way to solve conflicts and problems not always problems can be solve. So, problems must be avoided./ talking, avoiding and ignoring conflict people.*

Categoría: According to relation with others

Sub category: Collaborative attitude

Código: CA

Category: solution mechanism

Sub category dialogue

Code: DG

Category: solution mechanism

Sub categoría neutrality

Code: NT

- **Luna:** si.

- En vez de reaccionar del modo más violento puedo expresar mi incomodidad de cualquier modo más pasivo. Por ejemplo hablando.
- *Yes, i did/instead of react in a violent behavior I can express my disagreement in a passive way*

Categoría: According to relation with others

Sub category: Collaborative attitude

Código: CA

Category: solution mechanism

Sub category: dialogue

Code: DG

- **Pablo:** si, porque uno aprende nuevas formas de comportamiento y acciones.
 - Tendría mas cuidado con mis acciones
 - *Yes because we can learnt new ways to behave and act/ I would take care with my actions*

Categoría: According to relation with others

Sub category: Collaborative attitude

Código: CA

- **Leonel:** claro que sí, me quedo claro que hay que responder de forma respetuosa y teniendo claro el pensamiento del otro.
 - Dialogar, crear una forma en la cual el problema se solucione equitativamente.
 - *Yes, it was clear for me that the way to respond to others must be with respecting others' opinions.*

Categoría: According to relation with others

Sub category: Collaborative attitude

Código: CA

Category: solution mechanism

Sub category: dialogue

Code: DG

- **Sophia:** a solucionarlo tranquilamente y no dejándonos llevar por nuestras emociones.
 - Dialogo
 - *To solve it calmly controlling our emotions/ dialogue*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

Category: solution mechanism

Sub category: dialogue

Código: DG

- **Juan:** si, pensando y respirando, después pesando y dialogando de ello.
 - Respirar, dialogar y no pensar con la cabeza caliente.
 - Yes, thinking, breathing and after talking

Category: According to elements used to value stimulus

Sub category: Rational attitude

Code: RA

Category: solution mechanism

Sub category: dialogue

Código: DG

- **Jhoan** por supuesto que sí, en debidos casos uno se altera por conflictos muy mínimos, así que me debo calmar y pensar detenidamente como voy a responder.
 - Mirar y/o pensar como se sentiría la otra persona ante la reacción que tomare y escoger la mas pasiva
 - Of course, some cases people feel angry for minimal conflicts, so I must be calm and think rationally how to ask

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

Category: solution mechanism

Sub category: dialogue

Code: DG

- **Danna:** si, hay que pensar antes de actuar, porque hay muchas emociones en las personas y diferentes formas de reaccionar ante cualquier tipo de acción.
 - Happy, Angry, grateful, sad.
 - *It is necessary think before act, because there are many emotions in persons and different ways to behave.*

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

- **Bertha:** si, porque es lo que uno a veces vive alrededor de uno.
 - Ser más coherente y pensante para actuar de una manera bien y sin tener problemas ni discusiones.
 - Yes, because problems tend to surround us/to be coherent and think correctly avoiding problems and discussions.

Category: According to elements used to value stimulus

Sub category: Rational Attitude

Code: RA

Jose: si, claro cuando veo que alguien está peleando trato de hacer que ellos dialoguen y arreglen sus problemas.

- Dialogar y tratar de ayudar a esa persona

- of course, when i see something fighting I try to calm them and talk solving their differences.

Category: According to relation with others

Sub category: Collaborative attitude

Code:CA

Category: Solution mechanism

Sub category: Dialogue

Código: DG

- **Heidy:** si,

- The alternatives are being assertive and changing the bad or negative emotions for a neutral emotion or being more positive.

Categoría: Solution mechanism

Sub category: Neutrality

Código: NT

Category: According to affective valency

Sub category: Positive Attitude

Código: PA

Categoría: According relation with others

Sub category: Assertive attitude

Código: AA

Categoría: Solution mechanism

Sub categoría: Assertiveness-Neutrality

Código: ASER-NEUT

- **Roman:** no, no aprendí ya que vi que clase de conflictos se presentan y no está muy presente su óptima solución.

- Es alternativo pero puedo reaccionar depende de la situación que se esté presentando. Presentado rasgos de indiferencia y actuando como crea necesario sin llegar a la agresividad física. Hago o digo lo que piense que sea necesario
- *I did not learn because in several conflicts is not clear the possible solution/It is alternative, but I can react according to the situation presented, being indifferent when it is necessary avoiding aggressions. I do or say I think is correct*

Category: According relation with others

Sub category: Pasive attitude

Código: PVA

- **Ginna:** si, a ser positivo y no dejarnos llevar por las emociones, actuar con calma y dialogar.

- Mejorar cada día y enfrentar las dificultades que se nos presenten dialogando y no reaccionando como animales.
- Yes, to be pasive and control our emotions .Be calm and talk./ improve our attitudes every day facing difficulties presented and do not behave as animals

Category: According to affective valency

Sub category: Positive attitude

Código: PA

Category: According to elements used to value stimulus

Sub category: Rational attitude

Code: RA

- **Rosa:** si, manejar el conflicto de una manera pasiva y/o asertiva.
 - Respirando cuando este enojada y ocupando mi tiempo en algo productivo.
 - Yes, to manage the conflict in a passive and assertive way

Category: According to elements used to value stimulus

Sub category: Rational attitude

Code: RA

Category: According to relation with others

Sub category: Assertive attitude

Code: AA

To conclude, the third lesson exposed a tendency in collaborative and rational attitudes, which means students were more flexible towards their attitudes, being aware of how their attitudes affect others as physical as psychologically. Likewise, the use of the dialogue came stronger as well as assertiveness is already seen as a solution mechanism for them.

Session 4. Peer mediation

The fourth session was about mediation, which is one of the alternative mechanisms to deal with conflict resolution. In this class, students realized the importance to involve a third person in a conflict situation. The leading Questions were: If you face a conflict situation in your familiar or social context would you be mediator? (¿Si te enfrentas ante una situacion de conflict en tu context social o familiar serias mediador?) what kind of mechanisms would you use? (¿ Que mecanismos usarias?). Answers are presented in the following results:

- **Fredy:** si, ya que prefiero buscar una solución ante ese problema y no apoyar a nadie. Argumentar Hará que los dos en un conflicto vean mi punto de vista.
 - Argumentos y una buena recepción de mis argumentos
 - *Yes, I would rather search a solution to the problem and not support anyone. It will show my point of view./ arguments*

Category: According to affective valency

Sub category: Neutral attitude

Código: NAT

Category: Solution mechanism

Sub category: Dialogue

Código: DG

- **Miguel:** No, precisamente porque soy neutral ante una situación bien sea familiar o social, solo sabría dar mi punto de vista neutralmente.
 - las de la comunicación, solo esas.
 - Not, because I am neutral in front of social or familiar situations/ Communication strategies

Categoría: According to affective valency

Sub category: Neutral attitude

Código: NAT

Category: Solution mechanism

Sub category: Dialogue

Código: DG

- **Tatiana:** no, porque el problema puede ser mayor, muchas veces no sabemos como la otra persona puede reaccionar si otro se mete.
 - Ninguno en especial, trataría de hablar con ambas partes.
 - No because the problem could be worse/ I would talk with parts involved

Categoría: According to affective valency

Sub category: Negative attitude

Código: NA

Category: Solution mechanism

Sub category: Dialogue

Código: DG

- **Luna:** si, si fuese familiar, social no ya que no me interesaría mucho.
 - daría mis argumentos para ver cuál de los dos tiene la razón.
 - *I do not do that in social context*

Category: Addressed to the activity

Sub category: Reactive attitude

Código: RAC

Category: Solution mechanism

Sub category: Dialogue

Código: DG

- **Pablo:** si porque uno puede resolver el problema
 - ¿Qué sucedió?
 - ¿Por qué sucedió?
 - ¿Cómo inicio?
 - *Yes because I can solve problems/ what happened, why how*

Category: According to affective valency

Sub category: Positive attitude

Code: PA

Category: Solution mechanism

Sub category: dialogue

Code: DG

- **Leonel:** lo intentaría pero sin comprometerse, pues me vería afectado
 - El habla
 - *I would try it/ talking*

Categoría: According to affective valency

Sub category: Negative attitude

Código: NA

Category: solution mechanism

Sub category: dialogue

Código: DG

- **Sophia:** si,
 - El dialogo entre las dos personas, creando un ambiente positivo para encontrar la razón por la cual se da el conflicto
 - *Yes/dialogue making a positive atmosphere*

Category: According to affective valency

Sub category: Positive attitude

Code: PA

Category: Solution mechanism

Sub category: mediation

Código: MD

Juan: no, por simple hecho que no escucho y no soy neutro, pues se necesita saber escuchar mejor para ayudar a esas personas.

No because I am not neutral and not listen others

Category: According to affective valency

Sub category: Negative attitude

Code: NA

- **Jhoan:** si
 - seria mediador con la técnica de calmar a las personas involucradas, ver la equivocación de la persona que este mal y buscar una solución no conflictiva
 - *yes,/ I will be mediator calming others, expose the problem and search a solution*

Category: According to affective valency

Sub category: Positive attitude

Code: PA

Category: Solution mechanism

Sub category: mediation

Código: MD

- **Danna:** si, porque lo mejor sería arreglar las cosas para que todos estén bien y se pudo llegar a un acuerdo
- *Yes, because the best is make a positive atmosphere for everybody and come in agreements.*

Category: According to affective valency

Sub category: Positive attitude

Código: PA

- **Bertha:** no, no sería mediadora ya que no tengo la paciencia.
- *I would not be mediator because I do not have patience*

Category: According to affective valency

Sub category: Negative attitude

Code: NA

- **Jose:** dependiendo del problema que halla
 - Tratar de mediar el problema y solucionar todo lo que haya parado en este momento con la neutralidad
 - *It depends the problem/to mediate the problem and solve with neutrality*

Category: According to elements used to value stimulus

Sub category: Rational attitude

Code: RA

- **Heidy:** si lo seria porque es lindo resolver estos problemas y sacar resultados.
- yes I would, It is great solve problems

Category: According to affective valency

Sub category: Positive attitude

Código: PA

- **Roman** no, no lo seria porque alentaría la pelea, seria bullicioso y abucheador y no tendría la paciencia así que no lo seria.
- *I would not, I would promote the fight, being noisy and without patience*

Categoría: According to affective valency

Sub categoría Agressive attitude

Código: AAGR

- **Ginna:** intentaría ser mediadora pero en un contexto familiar mi opinión no será tomada
 - Intentaría hacerme escuchar por mis padres e intentar de una forma muy cognitiva hallar una solución
 - *I would try, but in a familiar context don't. My opinion is not considered/To find a solution, communicate with my parents*

Category: According to elements to value stimulus

Sub category: Emotional attitude

Code: EA

Category: Solution mechanism

Sub category: mediation

Code: MD

- **Rosa:** pues depende, si no soy parte del problema si seria mediadora
 - primero contar hasta 10 para relajarme y también ser asertiva.
 - *It depends, if I am not part of the problem I do it*

Category: According to elements to value stimulus

Sub category: Emotional attitude

Code: EA

Categoría: Solution mechanism

Sub category : Assertiveness

Code: AA

To sum up, the fourth sessions was more balanced because of there were not a higher tendency in a specific attitude, most of the students showed a positive attitude about the use of the mediation mechanism. However, some of them (3 students) show a neutral attitude which was one of the aspects of activity while others (3 students) took this mechanism in a negative attitude because of their skepticism to the mediation. Rational, assertive and emotional attitudes were evidenced too. Again the use of the dialogue emerged through the use of advises and vocabulary given.

Session 5. Negotiation

Finally, it is presented the fifth session which was conducted to negotiation as another kind of mechanism of conflict resolution. In this session the students' reflection on negotiation, but it was also a chance for them to reflect on the didactic unit in general. In other words, they had to answer questions about the impact of the lessons as a whole on their attitudes to conflicts and their language proficiency.

- ¿Usarías el mecanismo de la negociación en una situación de conflicto? ¿Por qué?
- Would you use the negotiation mechanism in a conflict situation?
- ¿Le han sido utiles estas 5 clases para su proceso de aprendizaje? ¿por que?
- Have been useful these 5 lessons for your learning process?
- ¿Han mejorado sus habilidades en el idioma ingles durante estas cinco clases? ¿Cómo?
- Have you improved your English skills in these 5 lessons? How?

Results are presented below, showing first the codification process followed by the tabulation of questions two and three.

- **Fredy:**

1. Para que no se peleen negociar en un punto indicado y sacar argumentos indicados para que los dos que están peleando ganen los dos algo
2. Si me han servido, porque tengo un mejor punto de vista y mejorar mi aspecto
3. Un poco, en situaciones para no quedar mal ya sea con un niño o niña

Negotiation is a proper way to solve problems. / they have been useful/ just a bit

Category: According to affective valency

Sub category: Positive attitude

Code: PA

- **Miguel:**

1. Sí, puesto a que así ninguno sale perdiendo y sencillamente se llega a un acuerdo simbólico.
2. Sí, porque hemos aprendido nuevas cosas, tales como manejar situaciones como solucionarlas. Hemos aprendido y manejando una gran incógnita.
3. Sí, porque he podido aumentar mis conocimientos y competencias en el área.
Yes because everybody win/yes because we have learnt how to manage and solve problems/Yes because I was be able to increase my competences

Categoría: According to relation with others

Sub categoría: Colaborative attitude

Code: CA

- **Tatiana:**

1. Sí, porque es una forma de solucionar un conflicto en la cual ganamos todos, o mejor dicho, los implicados
2. Sí, porque aprendemos a manejar y solucionar los problemas. Los conflictos que tenemos a diario o en diferentes ocasiones.
3. Mas o menos, porque se me dificulta al hablar y pronunciar.
Yes because it is a way to solve problems where everybody win/ Yes because we learn to control and manage problems we have in our daily life./more than less, It is still difficult to me talk and pronounce.

Category: According to affective valency

Sub category: Positive attitude

Code: PA

Luna:

1. No, porque toca quedarle debiendo con el que hicimos, la negociación tarde o temprano va a reclamar y si no pagas te pasara lo mismo que en un principio.
2. Sí, todo lo enseñado es bueno para un momento de la vida y más tratándose de un conflicto.
3. Pues regular, me cuesta todavía, pronunciación pero en memoria si fue correcto y bien.
No, because early or late you must pay/Yes everything taught is good and specially in terms of conflict/It is still hard for me in terms of pronunciation but my memory has improved

Category: According to affective valency

Sub category: Negative attitude

Code: NA

- **Pablo:**

1. Sí, porque será una forma fácil de salir del problema.
2. Sí, porque nos ha dado una forma distinta de ver las cosas.
3. Si porque nos enseñó otra parte del ingles que no habíamos aprendido
Yes, because it would be an easy way to solve the problem/Yes, because we can see the problems in a different way./yes, we learnt other way to learnt English.

Category: According to affective valency

Sub category: Positive attitude

Code: PA

- **Leonel:**

1. Si la usaría, para poder llevar todo en paz y no tener problemas mayores
2. Sí, porque he podido aprender más cosas sobre un conflicto y ahora puedo usarlo en mi vida, también ha mejorado mi vocabulario en ese sentido.
3. Me ha colaborado bastante en el vocabulario y en el sentido de el conflicto y el bullying

Yes I would, in order to keep peaceful coexistence without problems./yes, because I have learnt more about conflicts and now I can use it/ my vocabulary has increased a lot.

Category: According to affective valency

Sub category: Positive attitude

Code: PA

- **Sophia:**

1. Creo que sí, si algo muy importante para mi está en juego
2. Si, pues hemos visto diferentes temas los cuales son usuales en nuestra cotidianidad y en general, una de ellas que es el conflicto
3. En cuanto al vocabulario y pronunciación me fue muy útil.

I think so, if something important is stake/ yes, we have seen several topics which are involved in our daily life/ my vocabulary and pronunciation increased.

Category: According to affective valency

Sub category: Positive attitude

Code: PA

- **Juan:**

1. No, buscaría arreglarme con él con el dialogo y no negociando porque eso suena como sacar ventaja digo yo.
2. Si porque he aprendido a hacer nuevas cosas y de diferentes formas. Gracias teacher.
3. Si, gracias a las clases con ustedes he desarrollado mas mi vocabulario y la forma de dirigirme a alguien

No, it sounds like take advantage/ yes because I have learnt to do new thinks in several ways, thanks teacher/ yes, thanks to your classes I have improved my vocabulary and ways to talk with someone.

Category: According to affective valency

Sub category: Negative attitude

Code: NA

- **Jhoan:**

1. Si, sería útil para hacer entender nuestro puntos de vista
2. Si, porque nos ayuda a pensar de una mejor manera
3. Mmmm, poco, pero ayuda a acostumbrarse al acento y pronunciación
Yes, it would be useful in order to expose our points of view/Yes, because it help us to think in a better way./ just a bit, but help to adapt to the accent.

Category: According to affective valency

Sub category: Positive attitude

Code: PA

- **Danna:**

1. Si, utilizaría la negociación, es esencial para la comunicación con los involucrados en el proceso, así podemos exponer nuestros puntos claros y podemos quedar en acuerdo todos
2. Las clases han sido esenciales para nuestro desarrollo como personas, gracias a ellas tengo una forma más paciente de hacer la cosas jejeje
3. El ingles en mi ha aumentado y mucho, mi vocabulario no es el mejor pero me defiendo. He conocido muchas palabras nuevas y gramática.

Yes, I would use it. It is essential for the communication with people involved in the process. In that way everybody get in agreement. /the lessons have been useful for our development as persons, thanks to that I have more patience for face conflicts. / my English has increased a lot, I have learnt many words and grammar.

Category: According to affective valency

Sub category: Positive attitude

Code: PA

- **Bertha:**

1. Depende, ya que si tiene negociación la daría, pero si no, no
2. Si, ya que aprendí a controlar más mi ira y puedo aprender a solucionar conflictos sin tener que llegar a los golpes
3. Si, duolingo y tú son muy eficientes.
It depends, if negotiation applies or not. / yes, because o learnt to control my anger and I am able to solve my problems without violence./ yes, you and duolingo are efficient

Category: According to elements used to value stimulus

Sub category: Rational attitude

Code: RA

- **Jose:**

1. Claro, la negociación sirve mucho para que no haya una pelea o algo parecido
2. Si porque aprendimos como mediar un problema y como ayudar otras personas.
3. Un poco, pronunciación y vocabulario.
Yes, negotiation serves for avoiding conflicts./ yes because we learnt how to mediate and help others/ just a bit, pronounciation and vocabulary.

Category: According to affective valency

Sub category: Positive attitude

Code: PA

- **Heidy:**

1. Sí, porque es bueno escuchar
2. Sí, porque es algo diferente, algo que gusta y nos ayuda a comprender mas
3. Sí, pues más o menos
Yes, because it is good listening. / yes, bcause it is something different, it like it and help to comprehend more. / more than less

Category: According to affective valency

Sub category: Positive attitude

Code: PA

- **Roman:**

1. Sí, porque es más sencillo y podemos hablar y resolver los problemas fácilmente
2. SI, porque es muy chévere la clase y hemos podido ponerlas en práctica en los problemas
3. Si, ya que la clase es didáctica y se habla mucho en ingles, entonces es bueno y nos enseña
Yes, because it is easy and w can talk and solve problems easily. / yes, because the lesson is great and we can practice facing the conflicts. / yes, because the lesson is didactic and the input is higher, so it is good and we learnt

Category: According to affective valency

Sub category: Positive attitude**Code: PA****- Ginna:**

1. Usaría la negociación para que no se presentara un disturbio y poder reaccionar con calma ante lo sucedido y llegar a un acuerdo.
2. Para poder aprender nuevas palabras y reflexionar y aplicar de manera cognitiva
3. Vocabulario, pronunciación y habilidades cognitivas.

I would use negotiation in order to avoid a conflict and react with calm and come to an agreement. / it is useful for leaning new words and reflect in a cognitive way. / vocabulary, pronunciation and cognitive abilities.

Category: According to affective valency**Sub category: Positive attitude****Code: PA****- Rosa:**

1. Sí, porque es la única manera de solucionarlo, llegando a un acuerdo mediante la negociación
2. Las clases si han sido útiles porque nos enseñan y ponen en situaciones que deberíamos darle una respuesta, me parece chévere que nos vengan a enseñar mas
3. Si, se me ha facilitado comunicarme con más facilidad y dirigirme con el idioma, he aprendido más frases

Yes, because it is the only way to solve it, come in agreement through negotiation. / All lessons have been useful because teach us and expose in situation we should solve, I consider it is great that we learnt more about this. / It help me to communicate easily using the English language I have learnt more phrases.

Category: According to affective valency**Sub category: Positive attitude****Code: PA**

Finally, the last lesson left a positive attitude as the most relevant and expressed by students followed by rational and collaborative attitudes which means students were in agreement that negotiation is an effective mechanism to solve conflicts and it was well adopted by them. Likewise the impact of the activities proposed for this topic support this kind of attitudes (problem-solving activities) where just one person showed a negative attitude towards the negotiation mechanism.

Considering the results of all the codification process shown above, it was possible to identify the attitudes taken by students for each lesson and how those attitudes influenced in the results of questions two and three done in the last lesson. Therefore, before the presentation of these questions (two and three of last lesson) the results obtained in each session are exposed through a matrix which correspond to the axial code process in order to show traceability in the students' reflections, reader can see that matrix below.

	<i>session 1</i>		<i>session 2</i>		<i>session 3</i>		<i>session 4</i>		<i>session 5</i>	
<i>Estudiante</i>	<i>Actitud</i>	<i>M.solucion</i>	<i>Actitud</i>	<i>M.solucion</i>	<i>Actitud</i>	<i>M.solucion</i>	<i>Actitud</i>	<i>M.solucion</i>	<i>Actitud</i>	<i>M.solucion</i>
FREDY	RA	DG	RA	DG	CA		NAT	DG	PA	
MIGUEL	PA		AA		CA	DG	NAT	DG	CA	
TATIANA	PA		AA		CA/NAT	DG	NAT	DG	PA	
LUNA	PA		NA		CA	DG	RCA	DG	NA	
PABLO	PA		AA		CA		PA	DG	PA	
LEONEL	RA		AA		CA	DG	NA	DG	PA	
SOPHIA	CA		NAT		RA	DG	PA	MD	PA	
JUAN	RA	DG	RA		RA	DG	NA		NA	
JHOAN	RA		NA		RA	DG	PA	MD	PA	
DANNA	RA	DG	NA		RA		PA		PA	
BERTHA	PA		AA		RA		NA		RA	
JOSE	PA		AA		CA	DG	RA		PA	
HEIDY	PA	DG	AA		NAT/PA/AA	ASER/NEUT	PA		PA	
ROMAN	PA		PA		PVA		AAGR		PA	
GINNA	NA		AA		PA/RA		EA	MD	PA	
ROSA	PA		AA		RA/AA		AA		PA	

table. 6 Matrix of Attitudes' results

Through the table 6 it is seen how the attitudes toward the conflict situation were changing, being the positive attitude (AP) the most common attitude by the population studied, followed by the rational one and assertive one. Likewise, the identification of conflict solution mechanisms emerged, highlighting how students reinforce the dialogue. Assertiveness and neutrality were also recognized as valid mechanisms to deal with problematic situations too.

Continuing with the final results, the answers related to the impact of the lessons on language proficiency and the overall attitudes to conflict are consolidated below

	<i>were the five classes we had useful</i>		<i>did you improve your English skills</i>
Si	Mejor punto de vista	un poco	
Si	manejar y solucionar situaciones	si	conocimientos y competencias
Si	manejar y solucionar problemas	mas o menos	dificulta hablar y pronunciar
Si	bueno para un momento de la vida	regular	falta pronunciación, mejore en memoria
Si	forma distinta de ver las cosas	si	otra parte del inglés q no había aprendido
Si	puedo usarlo en mi vida	si	vocabulario
Si	los temas son usuales a nuestra cotidianidad	si	vocabulario y pronunciación
Si	hago nuevas cosas y de diferentes maneras	si	vocabulario y la forma de dirigirme a alguien
Si	pensar de una mejor manera	poco	me acostumbra al acento y pronunciación
Si	esencial para nuestro desarrollo-paciencia	si	vocabulario y gramática
Si	controlar mi ira-solucionar sin los golpes	si	
Si	aprendimos a mediar y ayudar otros	poco	pronunciación y vocabulario
Si	algo diferente, nos gusta y ayuda a comprender mas	si	
Si	hemos podido ponerlas en practica	si	didáctica se habla mucho en ingles
Si	nuevas palabras, reflexionar y aprender de manera cognitiva	si	vocabulario, pronunciación y habilidades cognitivas
Si	nos ponen en situaciones q debemos dar respuesta	si	he aprendido mas frases

table. 7 fifth class' questions results

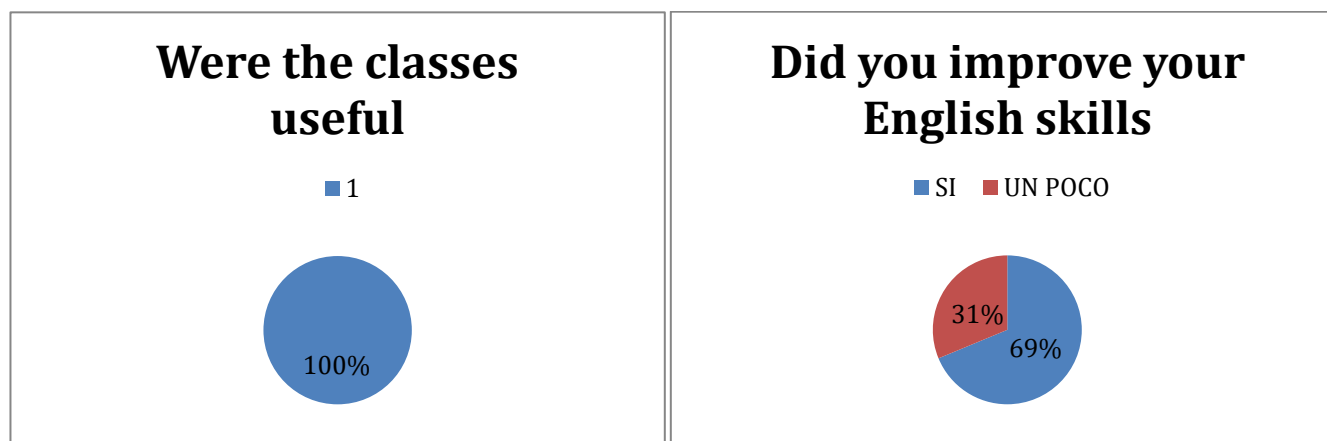


Figure.1 11 Tabulation of fifth session

In the figure 10 it is possible to identify the impact of the methodology used in this research on students of tenth grade of the public school Las Villas where according to the sample chosen the 100% percent of students found the five classes useful for them. Likewise, in order to reinforce the learning of the English language, the 69% of the sample accepted their English improved too. It is important to highlight that the remaining percentage (31%) is not a negative answer, on the contrary, students accepted by themselves their skills have gradually increased, mentioning difficulties overcome. Therefore, it is possible to infer everybody improved their English skills during the didactic

unit implemented due to the exposition to the topics in the English language which are related to their interests and daily life allows a better comprehension of the L2.

The following codification process exposed in Table 8 explores the most common answers given by the population in question number two of the last lesson (fifth) where firstly into the category Action (actions to face a conflict), it is possible to observe how the conflict resolution (CR) is the most predominant code like as the concept of comprehension of the context (CC). Secondly, into the category Reflection (perspectives toward the conflict) the use of the reason (RA) is the predominant code for the sample chosen.

CATEGORIAS	ACTION	CODIGOS	REFLECTION	CODIGOS
	manejar y solucionar situaciones	CR	Mejor punto de vista	RA
	manejar y solucionar problemas	CR	forma distinta de ver las cosas	RA
	bueno para un momento de la vida	CC	pensar de una mejor manera	RA
	puedo usarlo en mi vida	CC	nuevas palabras, reflexionar y aprender de manera cognitiva	RA
	los temas son usuales a nuestra cotidianidad	CC		
	hago nuevas cosas y de diferentes maneras	CR		
	esencial para nuestro desarrollo-paciencia	CR		
	controlar mi ira-solucionar sin los golpes	CR		
	aprendimos a mediar y ayudar otros	CR		
	hemos podido ponerlas en practica	CR		
	nos ponen en situaciones q debemos dar respuesta	CR		

table. 8 Codification of fifth session

All the analysis shown previously has allowed to explore each answer in detail, being codified with the intention of simplify the information collected. Furthermore, all those codes are exposed below contrasting each other, showing the obtained process and delimitating more the information and making more comprehensible the results. This is seen like the summary of the implementation.

Definicion conflicto	Reaccion conflicto		Tipo conflicto	Lenguaje	Actitud	M. de solucion	Reaccion conflicto	
VF	VF	DG	interper	VBD	PA	DG	CR	RA
VP	VP	EV			RA	ASER	CC	
VP					AA	NEUTR		
PRB								

table. 9 Overall analyses

The Table 9 explains how before the implementation students considered the conflict as violence (physical and psychological) as well as problems. Although most of their reactions were divided in violence, and the use of the dialogue and avoiding, their attitudes to conflict might have become more negotiating after the implementation of the didactic unit. This can be presented because they did not have clarity about the concept of negotiation, mediation and assertiveness. after the didactic unit their uses are clearer as well as the strategies for encompass these concepts.

This allowed not just to reinforce the use of dialogue as a reaction to conflict, but also to promote assertiveness, neutrality and reasoning to understand the context and display an alternative reaction.

Micro view

As it was mention before the second kind of results is exposed as a micro view where 4 individuals were selected in order to do traceability in the process. The students chosen were: Tatiana, Pablo, Bertha and Heidy.

Student	Conflict style	Initial Reaction	attitude per lesson					was useful the DU/ Final reaction	skills improved
Tatiana	collaborating	Hablar y evitar situaciones peores	PA	AA	CA	NAT	PA	si, aprendo a manejar y solucionar conflictos	mas o menos
Pablo	avoiding	salir del lugar no pelear	PA	AA	CA	PA	PA	si, una forma distinta de ver las cosas	si,
Bertha	competing	golpear e insultar	PA	AA	RA	NA	RA	si, aprendí a controlar mi ira y solucionar sin golpes	si
Heidy	accommodating	obligo a comprender mi punto de vista	PA	AA	AA	PA	PA	si, es diferente, gusta y ayuda a comprender	si

table. 10 Traceability

The Table 10 shows 4 individuals, each one of them with their own conflict style and their progress during the didactic unit. Tatiana is a collaborative person, at the beginning she uses the dialogue and avoids the conflict. At the end she does not avoid conflicts, instead of that she faces them.

Pablo is an avoiding person, at the beginning he would leave the place and avoid the conflict, during the process he was able to see the conflicts in another way, showing positive, collaborative and assertive attitudes.

The case of Bertha is the most relevant of all, she has a competing style and at the beginning she uses to face the conflicts fighting and being offensive. Their attitudes during the lessons were positive, assertive, rational and negative. At the end the contrast is higher because she reports an intention to control her anger and avoid the fighting. Finally, the last case is Heidi, whose style is accommodating. She manages an accommodating style, at the beginning she confesses she force others to thing in the same as her. After showing positive and assertive attitudes she explains how the didactic unit helped to comprehend others.

Finally, part of the field notes (see appendix 7) are analyzed with a focus on what the researcher observed in terms of communicative competence development. Therefore, it is exposed below how the communicative competence was expressed and how the attitudes emerged

Field note 4

“Before to start with the game a student had not understood because he was talking while I was explaining. As a consequence, his way to refer to me was ‘ Hey ñero que toca hacer’. Immediately I switched up his slang with another appellative closer to his context and told him: ‘what did you say?’ Ñero? Well you could say something like... hey Bro! what is the activity for? And I could explain to you again, consider it is an informal expression used in the streets and with your friends but for academic context it is not acceptable.” The message was understood and taken with pleasure by him.

Here it is exposed the use of the language in the social dimension, the sociolinguistic competence where a linguistic marker is presented which is the use and choice of address form.

Hey ñero que toca hacer? Hey bro what is the activity for? = informal style

Although he continued using that expression his attitude was positive and not aggressive as it was at the beginning.

“For the next activity it was possible to identify some expressions they would use into their impolitely when I ask to one girl “why did you choose him” she told me “porque son unas gonorreas”, another girl selected one peer and say “ porque usted es una perra” and her classmate ask her “ perra? Perrisima”.

Another guys used expressions like, “pues peguelo” or “jum! Este si es mas gallo, se va parando de una y como fue”. So, I took advantage of the situations and addressed them as follows.

‘Guys, consider the way you use your language can create a negative atmosphere, do you remember the question number 5 of the questionnaire done where most of you agree that the language create conflicts? Well, this is a clear example where involuntarily we could create a conflict. Students agree with me avoiding vulgar expressions for the rest of the class.’

In the simples above it was possible to identify how in the speech the ritual insult was used (sociolinguistic competence).

Although the attitude among them was passive, it was necessary to interfere in order to avoided misunderstandings and possible conflicts. Students avoid the use of vulgar expressions in the class showing a rational attitude.

Field Note 5

“The work with the flashcards (Appendix 6) caused misunderstanding in terms of grammar due to the word order, because some students forget to locate first the subject although they worked and did their better effort that was necessary to remain the use of conjunctions in order to facilitate the activity(but, because). All the time they reflected the importance of assertiveness although they mentioned another alternatives for the situations given (I would let her, I would not mind)

I request to some students to past in front and read what their version if the situation given (how they organized it) and motivate them promising a prize for next class, 8 students came and read their versions practicing their reading skills while teacher was helping me to choose the winner.”

Here the reinforcement of the linguistic competence (grammatical) was worked while they reflected about the assertiveness, although they found difficulties giving sense and coherence to the statements worked the attitudes toward the topic and the context were positive and assertive.

Field note 6

“The emotions angry, embarrassed, sad, happy, proud and grateful Was taught, most of them were known by them, although three students showed their difficulties to pronounce the words proud and grateful. So it was necessary to clarify the phonetic transcription allowing their understanding. Even they selected other emotions to describe the situation shown in the video learnt for them like shame and hate.”

One of the sub-components which involved the linguistic competences is the phonetic competence, during the situation presented was possible identify the use and teaching of this competence emphasizing in two specific words.

Field note 7

“Everyone started to practice in each group giving roles and translating the material, some of them were still asking about what they had to do. One of the groups called me and while I was explaining the situation number 1 a girl said “like the bitch of Gabriela” immediately I corrected her suggesting it is not the way to refer to someone and I used the activity with her comment and the importance not only for respecting but also for searching someone clarify the situation, a mediator”.

Again the ritual insult is exposed, but it was a potential conflict situation, the attitude by the student was negative due to the comment done. However, the criticize was receive with an assertive attitude.

Field note 8

“During the communicative activity with the workshop (the elevator) I was mentioning who were the persons chosen through the negotiation activity when I mentioned the politician a student stated: “no, they(mmm deberian) die, they are thieves” and I ask him: “well it is not a good idea to desire their death but you are trying to say “they should die” and I explain to him the meaning of the modal verb should”.

This statement exposes the use of the pragmatic competence (discursive competence) CEF, 2001 and the arrangement of sentences in logic sequences, the example given is a sample of how a negative attitude become in a rational attitude.

To conclude this chapter, it is important to say that every case discussed showed an improvement in terms of attitudes toward the conflict resolution, giving some hints to answer the research question. The way this didactic unit was developed and the role of the communicative strategies addressed to solving conflicts can influence in the attitudes of students at the moment to face a conflict. In the same way, it becomes a meaningful learning process of the foreign language EFL field.

Chapter Six

Conclusions and pedagogical implications

This research was aimed to analyze if a didactic unit could influence the attitudes to conflict resolution. As the data analysis of the previous chapter showed was possible to identify certain influence of the didactic unit as well as apparently there was a change in the attitudes toward conflict resolution.

Likewise, the students' communicative abilities were reinforced together with their vocabulary learning and listening and speaking skills. The students' participation and motivation was evident during the process too. It demonstrates that undoubtedly the suggested curriculum by the Ministry of Education is a relevant and useful tool which many institutions can use. Moreover, the effort to implement the "Catedra de la Paz" must continue as demands the Law Decree 1038, (2015).

In particular, the following conclusions can be drawn:

1. It is possible to teach peace (conflict resolution, sustainable development, democracy) while teaching another language.
2. There was a high interest by students at the moment to work in situations closer to their reality and contextualized for them.
3. It is necessary that English classes where is used the suggested curriculum make a balance between the content based learning and the teaching of grammar.
4. Teaching pace must be carefully planned because topics tend to be sensible for the population.

The causes that guide these conclusions emerge some from facts that were evident in the analysis; firstly, students reported improvement in their skills in terms of vocabulary, pronunciation and grammar while they were learning to solve conflicts. Secondly, their attitudes at the end were addressed to the collaboration to others and probably became more aware of the importance of avoiding conflicts.

Relevant findings:

There were two relevant findings in this study. Firstly, students are conscious and recognize the importance of learning how to solve conflicts and find this kind of activities useful and necessary because even the hardest attitudes can be molded. It is true that changing our attitudes is not easy and it cannot be done immediately just with some lessons. However, students were able to reflect on their attitudes.

Secondly, although some of them reported having aggressive and competing attitudes at the beginning of the didactic unit and at the end, they reported compromising and assertive attitudes and observed that they were eager to collaborate with others. That means that they are receptive to this kind of activities and that is a first step. These conclusions are caused by the information reported in the last lesson as well as the compromise given by them at the moment to do the activities planned.

This study confirms Osorio's (2017) findings about the previous knowledge students have about conflicts. The fact that they conceptualized conflicts as 'problems' implies that there is an option to see them either as a physical or a psychological phenomenon that can be, by definition, puzzled out. Indeed, they reported a wide a range of reactions to conflicts ranging from violence, avoidance and dialogue (see Leonel's quotation below). However, conflicts can also be conceived as 'problems without solution' (see Ginna's claim below). For the particulars of this project, some comments about the impact of the didactic unit are remarkable (see Danna's opinion below).

- **Leonel:** *For me, the conflict is situations which two or more people are in disagree in an idea or thinking. Sometimes people taller abuse of smallest and although there are few people they must claim for respect.*
- **Ginna:** *The conflict is a disagreement between two or more people with opinions or ideologies absolutely different. it creates aggressions or wars if concern states or countries. Hence, the dialogue is not enough.*

Danna: *My reflection is that we must try to solve problems through the dialogue and not fighting because many times we act without thinking and we can hurt others*

On the other hand, The studies presented by Sarrias, F & Trujillo, P (2017) and Lirola, (2015) are confirmed in this study because the conflict was seen as an opportunity of solving differences through the activities proposed making a new learning atmosphere for students (see Roman's quotation below). They feel more comfortable and dispose to learn and participate more in the class. As well as consider those class tend to be useful for them (see Jhoan's quotation).

- **Roman** *the class seems to me creative, is something different that just read and we socialize with our classmates. I like it, the way we see and solve problems is appropriate.*
- **Jhoan:** *it is great those kinds of lessons, we can learn to receive a critique or control a conflict even to solve conflicts.*

According to the study presentd by Prieto, A. (2017) the importance and effectiveness of using narratives was confirmed in this study too. Considering that the use of reflections in order to identify the student's attitudes was appropriate, relevant and useful providing freedom for students at the moment to express them and show through the writing their attitudes and feelings towards the lesson learnt as well as how the activities are closer to their social contexts and realities. (see Miguel and Sophia quotations below).

- **Miguel:** *Yes, because in my point of view I can solve my problems in a reasonable way, if I do that with violence it comes more violence.*
- **Sophia:** *yes, we have seen several topics which are involved in our daily life*

By Panderaga (2014) the use of technology help to improve the learning process not only on contents, but also in terms of teaching peace, although the use of technology was very limited because of institutional aspects. Some reflections highlighted the impact of the work done which was aligned with the work by the English professor (see Bertha's quotation below).

- **Bertha:** *yes, because I learnt to control my anger and I am able to solve my problems without violence./ yes, you and duolingo app are very efficient*

The study presented by Ospina & Sanchez (2017) not only was useful for this study but also confirmed, because the use of instruments (questionnaires) provide enough relevant information according to the population to study the students' profile and the changes presented during the process in terms of perceptions-attitudes and the evolution of this process (see Danna's quotation below).

- *Danna: the lessons have been useful for our development as persons, thanks to that I have more patience for face conflicts. / my English has increased a lot, I have learnt many words and grammar.*

Finally, were found similarities in the work done by Starc. M (2015) where the misinterpreted aspects used by students can be disgusting although it does not have the same impact in a foreign language (see statement below) because the use is not common and it can be sound less aggressive than the same statement said in the mother tongue.

- his way to refer to me was “ Hey ñero que toca hacer”. Immediately I switched up his slang with another appellative closer to his context and told him: ‘what did you say?’ Ñero? Well you could say something like... hey Bro! what is the activity for? And I could explain to you again

Pedagogical implications

The contribution of this research to the academic field is significant because it introduced new alternatives for conflict resolution, giving tools to use which can be found easily in every institution but requires a structured protocol such as the conflict alternative mechanisms, the emotional intelligence or institutional projects. However, it is important to design this kind of studies because there are many teachers who have not received training about teaching peace and might find difficulties in the implementation of peace lectures.

In the same way, as it has been mentioned before, one of teachers’ roles is to re-invent themselves and their methods being innovative. The fact that an undergraduate student of ELT decided to include elements of conflict resolution in his lessons reflects that commitment.

Limitations

There are some of important limitations. Firstly, the size of the sample (thirty people) and the little time the students were exposed to alternative conflict resolution strategies. Although there were relevant findings, longer exposure to the activities of the didactic unit might have produced more influential results in the students. Secondly, the researcher does not have evidence to check if the changes in the students’ discourse implies a change in their behaviors when it comes to dealing with a real conflict.

Another limitation found in this research was the students' level and the time constraints. In terms of time, an hour was not enough at times despite the researcher's careful planning. Moreover, a few lessons were interrupted by academic activities the school needed to carry out.

Further research

The implementation of didactic units is not a new aspect in the academic field and much less in the foreign language teaching field. Nevertheless, promoting conflict resolution strategies in ELT it is still a new theme which need to be developed.

It would be interesting to observe how new studies emerge where it can be evidenced another kind of strategies and methodologies which involves the English subject too but expose other results where the time allow explore the phenomena, contrasting the attitudes reflected and the behavior at the moment to dealing with a real conflict. Likewise studies where the paradigm is different could generate interesting views as well as the use of quantitative research due to the issues exposed about the teaching peace tend to be generalized and Quantitative studies could lead to exploring the attitudes to conflict in bigger populations.

Implementing didactic units focused on conflict resolution in the foreign language field in younger population could provide relevant results considering there is a great work done over this population, as well as the benefits could be higher for this kind of population.

Finally, a long process is acceptable and advantageous. If the population is studied for a long time the process and results could be meaningful and representative.

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Appendices

Appendix 1

Research Project

Field note

No.

Date

Place.

Description.

Appendix 2

INSTRUMENTO DE THOMAS KILMAN ESTILOS DE MANEJO DE CONFLICTO

INSTRUCCIONES:

Considere situaciones en que encuentre que sus deseos difieren de los de otra persona ¿Cómo responde generalmente a dichas situaciones?

En las siguientes páginas encontrará varios enunciados que describen posibles comportamientos al reaccionar ante estas diferencias. Para cada par de enunciados, favor de circular la A o B que corresponda al enunciado que sea más característico de su propio comportamiento.

En muchos casos ni el enunciado A ni el B será muy representativo de su comportamiento, pero en este caso, favor de escoger aquel que describe la reacción que más probablemente tendría usted.

1. a. En ocasiones dejo a otro que asuma la responsabilidad de resolver el problema.
b. En lugar de negociar sobre los aspectos en que no estamos de acuerdo, yo trato de enfatizar los puntos en lo que si estamos de acuerdo.
2. a. Trato de encontrar una solución en que ambos transigimos.
b. Intento manejar todos mis intereses, así como también todos los intereses de la otra persona.
3. a. Habitualmente intento alcanzar mis metas con firmeza.
b. Intento apaciguar los sentimientos de la otra persona y conservar nuestra relación.
4. a. Trato de encontrar una solución en que ambos transigimos.
b. Algunas veces sacrifico mis propios deseos por los deseos de la otra persona.
5. a. Consistentemente busco la ayuda de la otra persona para encontrar una solución.
b. Trato de hacer lo que sea necesario para evitar tensiones inútiles.
6. a. Trato de evitar crearme una situación desagradable.
b. Trato de triunfar en mi postura.
7. a. Intento posponer el asunto hasta que tenga tiempo para pensarlo.
b. Renuncio a ciertos puntos para ganar a otros.
8. a. Generalmente soy firme en la persecución de mis metas.
b. Intento expresar abiertamente todas las preocupaciones y problemas de inmediato.
9. a. Siento que no siempre vale la pena preocuparme por las diferencias.
b. Me esfuerzo por ganar mis metas.
10. a. Soy firme para lograr mis metas.
b. Intento encontrar una solución en que ambos transigimos.
11. a. De inmediato intento sacar a la luz todos los problemas.

- b. Intento apaciguar los sentimientos de la otra persona y conservar nuestra relación.
12. a. En ocasiones evito expresar opiniones que puedan crear controversia.
b. Lo dejo que conserve algo de su posición si el me deja conservar algo de la mía.
13. a. Propongo transigir.
b. Presiono para dejar bien clara mi posición.
14. a. Explico mis ideas a la otra persona y le pido que me explique las suyas.
b. Intento demostrar la lógica y beneficios de mi postura.
15. a. Me pongo en el lugar de la otra persona para comprenderlo bien.
b. Prefiero meditar concienzudamente antes de decidir que hacer.
16. a. Cedo en algunos puntos con tal de dejar satisfecha a la otra persona.
b. Defiendo con ahínco mi postura.
17. a. Usualmente persigo mis metas con firmeza.
b. Intento hacer lo que sea necesario para evitar tensiones inútiles.
18. a. Dejo que la otra persona sostenga su punto de vista si esto la hace feliz.
b. Dejo que la otra gane algunos argumentos si me permite ganar a mí algunos de los míos.
19. a. De inmediato intento sacar a la luz todos los intereses y problemas.
b. Intento posponer los problemas hasta que ha tenido tiempo de pensar.
20. a. De inmediato intento tratar nuestras diferencias.
b. Intento encontrar una justa combinación de puntos ganados y perdidos para ambos.
21. a. Al abordar las negociaciones, intento ser considerado hacia los deseos de la otra persona.
b. Siempre me inclino a tener abierta solución de problema.
22. a. Intento encontrar una postura intermedia entre su opinión y la mía.
b. Afirmo mis deseos.
23. a. Con frecuencia me interesa mucho satisfacer todos nuestros deseos.
b. En ocasiones dejo que otros asuman la responsabilidad de resolver el problema.
24. a. Si la opinión de la otra persona parece ser muy importante para él, intentaría cumplir con sus deseos.
b. Intento hacerlo transigir.
25. a. Intento mostrarle la lógica y los beneficios de mi postura.
b. Al abordar las negociaciones, intento ser considerado hacia los deseos de la otra persona.
26. a. Propongo que ambos transijamos.
b. Casi siempre me interesa satisfacer todos nuestros deseos.
27. a. En ocasiones evito asumir posturas que puedan crear controversias.
b. Dejo que la otra persona sostenga sus puntos de vista si esto lo hace feliz.

- 28. a. Usualmente persigo mis metas con firmeza.
- b. Usualmente busco la ayuda de la otra persona para encontrar una solución.
- 29. a. Propongo que ambos transijamos.
- b. Siento que no siempre vale la pena preocuparse por las diferencias.

- 30. a. Intento no lastimar los sentimientos de la otra persona.
- b. Siempre comparto el problema con la otra persona, con el fin de llegar a una solución.

Appendix 3

Corporación universitaria Minuto de Dios
Proyecto de investigación
Cuestionario

Nombre del estudiante.

Grado.

Fecha.

Temática.

Los estudiantes realizan la siguiente encuesta con el propósito de conocer la concepción que ellos tienen sobre el conflicto, así como el tipo de actitudes que toman ellos frente a una situación de conflicto.

La presente encuesta se aplicará al finalizar la unidad didáctica para así medir el impacto que tiene la misma en los estudiantes.

Instrucciones:

A continuación, usted encontrara seis preguntas de las cuales tres son abiertas y tres son cerradas. No existen respuestas correctas o incorrectas siéntase libre de responder acorde a lo que usted considera.

1 ¿Para usted, qué es conflicto?		
2 ¿Cuando usted está involucrado en una situación de conflicto, cuál es su reacción?		
3 ¿Qué tipos de conflictos usted conoce?		
	Si	No
4 ¿El lenguaje que utilizamos diariamente puede generar conflicto?		
5 Si respondió sí, puede dar ejemplos de conflictos causados por el uso del lenguaje.		
6 Si tengo la razón, defiendiendo mi posición sin importar la de los demás.		
7 Todos los conflictos tienen solución.		

Appendix 4



Bogotá

Febrero 04 de 2018

Asunto: Solicitud para autorización de trabajo de grado.

Señor/a: Willian Manrique

Director de la institución educativa las villas

Estimado Director/a:

Reciba un cordial saludo. Como estudiante de la Licenciatura en Lenguas Extranjeras de la Corporación Universitaria Minuto quisiera tener el privilegio de realizar algunas actividades propias de mi trabajo de grado Teaching peace Through a didactic unit; the attitudes toward the conflict resolution during th reinforcement of communicative competences in the English class. En su colegio. Mi proyecto se enmarca en la necesidad de promover el bilingüismo y la cátedra de la paz en la educación secundaria. En particular, se desarrollaría y pilotearía en la clase de inglés una unidad didáctica relacionada con la resolución de conflictos dentro y fuera del aula. Considero que realizar dichas actividades me beneficiarían como futuro profesional y le aportaría a los estudiantes de su institución la posibilidad de reforzar sus conocimientos de inglés y volverlos significativos para su contexto social. En particular, mi trabajo de grado demandaría realizar los siguientes procesos:

1. Observaciones (3) a los estudiantes de grado 10 de la institución con el fin de identificar cualquier aspecto de conflicto en el aula, así como tomar notas de campo.
2. Entrevistas a algunos estudiantes, así como a docentes o coordinadores con el propósito de conocer aspectos institucionales relacionados con el PEI, el modelo pedagógico y el manejo de la Cátedra de la paz en la institución.
3. Elaboración de un cuestionario con preguntas abiertas.
4. Implementación de una unidad didáctica la cual consta de 6 sesiones y en cada sesión se realizan 2 actividades.

Los procesos en mención demandarían los siguientes tiempos y espacios:

Tiempos:

- Cada observación requiere de una hora dentro del salón de clase con el grupo a trabajar.
- Cada entrevista requiere de 10 a 20 minutos.
- El cuestionario requiere de 20 a 25 minutos.
- Cada sesión de la unidad didáctica requiere de una hora y media como mínimo.

Espacios:

Cada una de las actividades en mención requiere mi presencia en las aulas de clase. Las sesiones de la unidad didáctica podrían realizarse dentro de la clase de inglés como espacio de refuerzo o algún espacio independiente de ser posible.

En términos de nivel de dominio de inglés y de edad, este proyecto requeriría la participación de estudiantes con nivel A2 entre los 14 y los 19 años de edad.

Agradezco de antemano su amable atención y colaboración.

Quedando atento a su respuesta.

Cordialmente,

Cristian David Ramírez Ramírez
ID 1073668499
Licenciatura En Idioma Extranjero Inglés
Estudiante

Vo Bo Mg JOSE ALEXAND BENITO D
Licenciatura En Idioma Extranjero Inglés
Coordinador Academico

Appendix 5




Institución Educativa Las Villas
 N.I.T. 832002443-7 DANE: 125754001019 ICES: 036202
 Resoluciones: 22476/01 - 07090/91 - 001882/96 - y 002494 de Nov. 30/01


**EL RECTOR DE LA
 INSTITUCIÓN EDUCATIVA LAS VILLAS
 SOACHA - CUNDINAMARCA**

CERTIFICA

Que el docente en formación Cristian David Ramirez Ramirez identificado con Cedula de Ciudadania cc 1073668499 estudiante de la licenciatura de Idioma Extranjero Ingles, desarrollo en nuestra institución educativa actividades correspondientes a su trabajo de grado *teaching peace through a didactic unit: the attitudes towards the conflict resolution during the veintircement of communicative competences in the english class*, en forma presencial, dentro de las aulas de clase de los grados decimo (1005^o), con el acompañamiento de la docente titular Luz Leidy Jiménez; con una duración de cinco (5) sesiones, tres (3) observaciones desde el 18 de febrero de 2019 hasta el 1 de abril del año en curso.

Actividades solicitadas por medio de oficio y que desarrollo de forma satisfactoria y responsable, dejando una buena imagen de su institución que siempre tendrá con nosotros las puertas abiertas para el trabajo académico.

Cordialmente



Lic WILLIAN MANRIQUE FLORES
Rector

"Formación de personas emprendedoras para una vida digna"

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Appendix 6

Lessons plans

Teacher's name		Class length	Date	Nr of session
Cristian David Ramirez Ramirez		1 hour 15 min	February 25 th	1
Grade	Class Level	Topic		Language Skills
tenth (1005)	Beginners (A2)	Recognizing the conflict (tolerance and discrimination)		Speaking, writing Listening
Previous lesson summary		Next lesson topic		
		Assertiveness		

Learning objective	Personal aim
Students will be able to <ul style="list-style-type: none"> Express views and opinions in English language Comprehend the concept of conflict seen as an opportunity 	To promote the development of communicative competences as well as reflection about values

Materials and Resources¹	Bibliography
<ul style="list-style-type: none"> Humans (Ss) Board and markers Students' notebook Dictionary 	http://dinamicasgrupales.com.ar https://dictionary.cambridge.org

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> Students might to be unruly in the class activities Students don't have an appropriate English level Some Ss could not participate in the activities The classroom doesn't have electronic devices such as TV a screen or video beam 	<ol style="list-style-type: none"> I must show a serious attitude in the class and promote to do activities in order, speak loudly and give orders and clear instructions To promote the use of dictionary, talking with them in English as be possible To select Ss and invite them to participate

Learner's expected output	Learner's expected comprehensible input
I disagree because I think that	

Stage	Time ²	Interacti on	<u>Detailed</u> description of Activities, Procedures, teaching techniques, Grouping, Materials, and Instructions script ³	Advisor's comments
Opening	15 min	T-Ss	Concepts map: T will write down on the board the word CONFLICT and explain to Ss they must go to the board and write what word or concept they have related to that term. In order to promote participation T will do the activity hot potato	

¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

² Set the time in not more than 10 minutes for each activity, not for the whole stage.

³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			while T says <i>hot potato</i> the person with the ball quickly tosses it to the person to the right. continue tossing the ball quickly to the person on the right until the T says stop person who holding the ball must go to the board and write his/her concept about conflict.	
Presentation⁴ Pre-(skill)⁵	15 min	T- Ss	T monitoring each group, Ss must write down in a piece of paper creating new arguments or reasons which justify their position (cat kill the rooster, rooster be alive) Ss must use some of the following expressions: <ul style="list-style-type: none"> • I think that you should die because... • I think that I should be alive because... • In my view..... 	
Guided practice While-(skill)	18 min	Ss- Ss	After to build some constructs about the topic T will read and perform to Ss the story tale “the cat and rooster” Annex 1 After that T will ask to Ss key aspects such as: what is the story about? Did the cat kill the rooster? Why? Likewise, T divide the class in two groups (20 and 20) in order to face a debate each group will have to defend a position (cat must kill him and rooster must be alive).	
Communicative Practice Post-(skill)	25 min	Ss-Ss	First moment. The class is divided in two groups; cats and roosters Randomly each cat must chose a rooster and explain why do he want to kill him/her while the rooster chosen must argue why he/she must be live. Second moment (Transition) T will ask to Ss the following questions: Is it related with the concepts exposed previously? Do you agree with the cat’s decision? After that, T will make an analogy with the real world how many times we have been cats and roosters	
Assessment	5 min		1. Ss must write down on a piece of paper a reflection about the class answering the following questions: Has been useful the class today?	
Closing	5 min		1. T ask to Ss if they have some comments, suggestions or complains about the activity done	

⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

⁵ For a skill lesson, please use pre, while, and post staging.

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
Rooster (n): /'ru:stə-/	An adult male chicken	
Potato (n) /pə'teɪ.təʊ/	A round vegetable that grows underground	

Language Analysis - Grammar

Language point (grammatical term) Context?	Meaning / use	Checking meaning (concept check questions with answers)	Form Focus on the aspects you intend to practise eg. Affirmative, negative, Y/N question and short answer.	Pronunciation Sounds, stress, linking, elision, weak or contracted forms, intonation?
Present simple and progressive	Express habits and routines, General facts Actions going on at th moment		What do you know about conflict?	

Appendix

Annex 1

The Rooster and The Cat

A cat attacked a rooster with the intention of killing him and the cat said, “you know that you are an animal that screams a lot, with your voice you wake up to everyone at night”.

The rooster defending himself said, “I do no harm to anyone, rather, I do a favor, my singing serves as an alarm for those who have to get up early”.

The cat continued to accuse the rooster, saying he was a womanizer, when other animals only have one partner. Is it my fault? “Can’t you see that our owner has put me here also to multiply mine?”.

The cat did not agree with everything, he said: enough! Enough!, you do not convince me with everything you said, and suddenly the cat threw himself on the rooster and killed him

Lesson Plan 2

Teacher's name		Class length	Date	Nr of session
Cristian David Ramirez Ramirez		1 hour 30 min	February 25 th	2
Grade	Class Level	Topic		Language Skills
tenth (1005)	Beginners (A2)	Assertiveness and giving opinions		Speaking, writing Listening
Previous lesson summary		Next lesson topic		
Recognizing the conflict				

Learning objective	Personal aim
Students will be able to Express views and opinions in English language Develop an assertive communication	To promote the development of communicative competences as well as reflection about values

Materials and Resources ⁶	Bibliography
Humans (Ss) Board and markers Students' notebook Dictionary Flashcards	https://blogsostenible.wordpress.com/2011/12/22/asertividad-para-resolver-conflictos-los-tres-pasos-de-la-tecnica-sandwich/ https://www.englishclub.com/vocabulary/fl-giving-opinions.htm

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
Students might to be unruly in the class activities Students don't have an appropriate English level Some Ss could not participate in the activities The classroom doesn't have electronic devices such as TV a screen or video beam	I must show a serious attitude in the class and promote to do activities in order, speak loudly and give orders and clear instructions To promote the use of dictionary, talking with them in English as be possible To select Ss and invite them to participate To bring my own materials

Learner's expected output	Learner's expected comprehensible input
I understand you... But I disagree because In my opinion, I believe that, I strongly believe, my view is...	Understand others Giving your proper reasons Giving solutions

⁶ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

Stage	Time ⁷	Interaction	Detailed description of Activities, Procedures, teaching techniques, Grouping, Materials, and Instructions script⁸	Advisor's comments
Opening	10 min		T will show to Ss a brief Video (Annex 1) in order to contextualize them about what is assertiveness. Transition: After that T ask them what did they notice about the two situations (passive and aggressive) and what could be a best option.	
Presentation⁹ Pre-(skill)¹⁰	20 min	T- Ss	T will talk about the 3 styles of performance of human beings in a conflict situation (passive, aggressive, and assertiveness)as well as the importance of assertiveness in the daily-life. Likewise, T will expose the sandwich method which consists firstly to understand the other's reasons I understand that you... (reason), I know you... Secondly, exposes our proper reasons (But, I disagree, in my opinion because, my view is , I could be wrong but,) thirdly, to pose a solution (I strongly believe, it would be better if we, what do you thing if , we should, I suggest that)	
Guided practice While-(skill)	18 min	Ss- Ss	Ss will organize in pairs and T give them a sentence in a flashcard (Annex 2) where they could identify the sandwich method Ss must organize two sentences (Annex 3) in order to identify how to elaborate an assertive comment	
Communicative Practice	30 min	Ss-Ss	Ss must negotiate and to come to an agreement between them through a role	

⁷ Set the time in not more than 10 minutes for each activity, not for the whole stage.

⁸ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

⁹ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

¹⁰ For a skill lesson, please use pre, while, and post staging.

Post-(skill)			<p>play.</p> <p>They will work in pairs and expose a situation given (Annex 4) where they have to come to an agreement in order to present in front of the class using some of the following expressions</p> <p>I can understand you...</p> <p>But I disagree because</p> <p>In my opinion, I believe that, I strongly believe, my view is...</p> <p>They can write down on a piece of paper and read their performance.</p>	
Assessment	10 min		<p>Ss must write down on a piece of paper a reflection about the class answering the following questions:</p> <p>Can we solve our problems being assertive? Why?</p> <p>Was useful this class for you? How?</p>	
Closing	5 min		<p>T ask to Ss if they have some comments, suggestions or complains about the activity done</p>	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
/dɪ'saɪ.sɪv /ə'sɜː.tɪv.nəs/	Decisive Assertiveness	

Language Analysis - Grammar

Language point (grammatical term) Context?	Meaning / use	Checking meaning (concept check questions with answers)	Form Focus on the aspects you intend to practise eg. Affirmative, negative, Y/N question and short answer.	Pronunciation Sounds, stress, linking, elision, weak or contracted forms, intonation?
Giving opinions				

Appendix

Annex 1



Aggressive, Assertive, Passive, and Passive Aggressive Examples

Annex 2

Situation: you come to your house after a hard day in your dancing class, your mother wants you help her to cook the lunch but you had planned to spend the afternoon relaxing because you are very tired and you tell her:
I understand you need help because you are tired and I would like to help you. But today was an exhausting day and I feel very tired. What do you think if I'm going to rest and help you later on

Annex 3

Situation: Every day when you come home from work, your parents ignore you and continue doing what they're doing. No one acknowledges you or ask you how your day was and you say:

**But I feel sad when / that at least you ask me how my day was./ I feel lonely and not valued.
/ I come home and no one seems happy to see me and / I understand you are busy, / I suggest**

Situation: You planned to meet up with your girlfriend/ boyfriend to have a nice meal at a restaurant. You get there, but she/he is late again. Every time you make plans, she/he seems to leave you waiting while she shows up 20-30 minutes after the scheduled meeting time.
It would be better if you get out earlier, / Hey dear/ I know you live far / and It makes me feel anxious./ But I feel hurt when I have to wait for you /.

Annex 3

The teacher omitted one point of the exam of one student at the moment to assess him and his score was 4.5 and the rest of class 5.0 (teacher don't want to assess again)

You are in a restaurant and the waiter forgets to include the avocado in your lunch

Your mother make you feel foolish in front of your girlfriend/boyfriend

someone made fun of your dressing style

someone made fun of your physical appearance

someone called you with a nickname and you disagree

you are doing the line up and the principal "skips the queue"

you knew a classmate found \$ 2,000 which you know are yours

you knew your best friend is unfaithful to his/her partner and you disagree

your Neighbour soaks your pet

someone said gossips about you

a classmate lost your books

someone made you bullying

your best friend was fell in love of your boyfriend/girlfriend

LESSON PLAN 3

Teacher's name		Class length	Date	Nr of session
Cristian David Ramirez Ramirez		1 hour 20 min	February 11 th	3
Grade	Class Level	Topic		Language Skills
tenth (1005)	Beginners (A2)	Our emotions and their effects		Speaking, Listening
Previous lesson summary		Next lesson topic		
Assertiveness		Mediation		

Learning objective	Personal aim
Students will be able to Use vocabulary to express emotions Comprehend the effects of their emotions	To generate awareness in the Ss about the importance to control their emotions in conflict situations

Materials and Resources ¹¹	Bibliography
Humans (Ss) Board and markers Pc-video beam dictionary	https://www.youtube.com/watch?v=YfKsO0noZTg https://www.youtube.com/watch?v=8Gb-czVUdrQ https://www.youtube.com/watch?v=s7zAGP6moHA https://www.youtube.com/watch?v=TXzPyJFlzto https://www.youtube.com/watch?v=5b7xQob35es

¹¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

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Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<p>Students might to be unruly in the class activities</p> <p>Students don't have an appropriate English level</p> <p>Some Ss could not participate in the activities</p>	<p>I must show a serious attitude in the class and promote to do activities in order, speak aloud and give orders and clear instructions</p> <p>To use several resources which allow me to be understood and motivate their participation .</p> <p>To motivate and include all students in the class (not focus on some Ss)</p>

Learner's expected output	Learner's expected comprehensible input
I felt (Angry, sad, disappointed) because...	<p>Happy, angry, nervous, surprised, bored</p> <p>How do you feel when you discuss with your mother/ father?</p>

Stage	Time ¹²	Interaction	<u>Detailed description of Activities, Procedures, teaching techniques, Grouping, Materials, and Instructions script</u> ¹³	Advisor's comments
Opening	15 min	T-Ss	<p>T will show to Ss a video (Annex 1) about the emotions (we only get what we give) getting Ss to a reflection about the impact of our actions to others and our emotions to those actions.</p> <p>Transition: T asks to some student's opinions. What kind of emotions can you identify?</p>	
Presentation¹⁴ Pre-(skill)¹⁵	20 min	T- Ss	<p>T will present to Ss the topic showing a digital poster which describe emotions expressed in a conflict and their solution (Annex 2) such as: Happy, sad, angry, grateful, proud, embarrassed.</p> <p>Transition: T ask to Ss some questions such as: How do you feel when you discuss with your mother/ father?</p>	

¹² Set the time in not more than 10 minutes for each activity, not for the whole stage.

¹³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

¹⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

¹⁵ For a skill lesson, please use pre, while, and post staging.

Guided practice While-(skill)	18 min	Ss- Ss	T will show to Ss a video (Annex 3) where are exposed common conflict situations in the classroom in order to contrast the second one. T ask to Ss what is the emotion expressed and what is the consequence (how do you feel in a similar situation?).	
Communicative Practice Post-(skill)	15 min	T-Ss	Ss make a circle and keep sit on the floor through a game “the top of the bottle choose” (Annex 4), T turn around the bottle and the person who is “chosen” by the bottle must chose firstly what’s the proper title for the situation shown (according to the previous video) and secondly to chose a conflict alternative faced to situation exposed (negative emotion). The game continues until 5 Students participate in the activity done.	
Assessment	5 min		Ss must write down on a piece of paper a reflection about the class answering the following questions: Did you learn any alternative ways to respond to a conflict in today’s class? If so, what alternative reactions would you use in your life?	
Closing	5 min		T ask to Ss if they have some comments, suggestions or complains about the activity done	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
Adj: /'greɪt.fəl/ Adj: /praʊd/	Showing or expressing thanks, specially to another person. Feeling pleasure of satisfaction	

Language Analysis - Grammar

Language point (grammatical term) Context?	Meaning / use	Checking meaning (concept check questions with answers)	Form Focus on the aspects you intend to practise eg. Affirmative, negative, Y/N question and short answer.	Pronunciation Sounds, stress, linking, elision, weak or contracted forms, intonation?
Present simple	Identifying our emotions	How do you feel in a similar situation? Angry, sad, frustrated	what could be a wise reaction?	

Appendix

Annex 1




Annex 2



Annex 3



Annex 4



- To smack the student in his face with the phone
- To catch the phone and save it
- To request to student going out to the class

Two boys fight in a classroom

A teacher smashes a boy's phone because he's chatting in class.

A boy hits another one because he doesn't win.

A girl says "no" to a boy

A boy hits a teacher because she takes his phone away.

LESSON PLAN 4

Teacher's name		Class length	Date	Nr of session
Cristian David Ramirez Ramirez		1 hour	February 18 th	4
Grade	Class Level	Topic		Language Skills
tenth (1005)	Beginners (A2)	Peer mediation		Speaking, Listening
Previous lesson summary		Next lesson topic		
Our emotions		Diversity		

Learning objective	Personal aim
Students will be able to To promote the mediation in the presence of minor conflicts	To generate awareness in the Ss about how certain problems can be mediated by themselves

Materials and Resources ¹⁶	Bibliography
Humans (Ss) Board and markers Pc-video beam dictionary	Educar desde el conflicto (guía para la mediación escolar) Binaburo Iturde

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
Students might to be unruly in the class activities Students don't have an appropriate English level Some Ss could not participate in the activities	I must show a serious attitude in the class and promote to do activities in order, speak aloud and give orders and clear instructions To use several resources which allow me to be understood and motivate their participation . To motivate and include all students in the class (not focus on some Ss)

Learner's expected output	Learner's expected comprehensible input
I deserve it	What should I do?

¹⁶ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

I have a crush on you
I think you should...

Stage	Time ¹⁷	Interaction	Detailed description of Activities, Procedures, teaching techniques, Grouping, Materials, and Instructions script¹⁸	Advisor's comments
Opening				
Presentation¹⁹ Pre-(skill)²⁰	20 min	T- Ss	T will explain about what is mediation and the importance to be mediators in presence of minor conflicts (gossips, insults, fighting attempts, argue) Likewise, T explain that a mediator requires use certain strategies such as: Parts involved must have the willingness Mediators must be neutral Listen carefully each person To create a positive atmosphere To promote solutions	
Guided practice While-(skill) and communicative Practice Post-(skill)	20 min	Ss- Ss T-Ss	Ss will develop a role play activity. They to be organized in group of three people. T will give them a situation (Annex 1) which they must perform, each person assumes a role assigned and other must be a mediator who must be listen carefully each point of view and present solutions using vocabulary given (Annex 2). Once they have finished, the mediators switch up the group and the activity star again with a new mediator and possible new solutions for the issue presented, the activity will finish with each group discussing about the solutions found	
Assessment	10 min		In a piece of paper each student must answer the following question If you face a conflict situation in your familiar or social context how could you	

¹⁷ Set the time in not more than 10 minutes for each activity, not for the whole stage.

¹⁸ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

¹⁹ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

²⁰ For a skill lesson, please use pre, while, and post staging.e

			mediate it?	
Closing	5 min			

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
Deserve: /di'zɜ:v/	to have earned or to be given something because of the way you have behaved or the qualities you have	

Language Analysis - Grammar

Language point (grammatical term) Context?	Meaning / use	Checking meaning (concept check questions with answers)	Form Focus on the aspects you intend to practise eg. Affirmative, negative, Y/N question and short answer.	Pronunciation Sounds, stress, linking, elision, weak or contracted forms, intonation?
Present simple	argue	Will you cry?	Will you cry? How can I help you?	didn't doesn't don't what's

Appendix

Annex 1

Situation number 1

The school organizes a trip to Villa de Leiva, Gina and Daniel are siblings they study in the same school but their parents can pay the trip for only one of them.

Gina claims she must go because it is her birthday. Daniel says he is the best student in his class, so he tells his parents to choose him. Both get angry and start an argument.

Gina: hi!

Daniel: hello!

Mediator: good morning!

Mediator: how can I help you?

Gina: there is a trip in the school to Villa de Leiva and I want to go there because it is my birthday, but Daniel wants to go too and my parents can pay only one ticket.

Daniel: she says it is her birthday, I say that I want to go because I am the best student in my class and I deserve it.

Gina: I deserve it because I never lose a subject you are not the only one

Daniel: but I had a birthday too and I didn't receive a trip as a gift

Gina: don't be silly, it is different now

Daniel: we always have to do whatever you want, how annoying

Vocabulary

Deserve: merecer

Trip: viaje

Silly: tonto/bobo/ridículo

So Annoying: que fastidio

Situation number 2

Juanita and Eva are friends, Juanita is in love with Carlos and she tells to Eva about her feelings. Eva feels attracted to Carlos too and starts to go with him. Juanita feels angry with Eva and argues with her.

Juanita: hello

Eva: hello

Mediator: good morning

Mediator: how can I help you?

Juanita: this woman is a hypocrite, liar and deceitful she knows I had a crush on him and she does not care and just she take it off me.

Eva: it is not my fault, I just have an opportunity and now Carlos is my friend what's the matter?

Juanita: you knew my secret and betrayed me, you was my best friend

Eva: you didn't have anything with Carlos he and I were single and it happened naturally.

Juanita: I can't trust in someone like you

Eva: forgive me, but I didn't do nothing wrong

Vocabulary

Deceitful: falso, embustero

Liar: mentiroso

To have a crush on: estar tragado/enamorado

What's the matter: cual es el problema

It is not my fault: no es mi culpa

Trust: confiar

Situation number 3

The chemistry teacher designs a workshop in which is mandatory work in groups of 3 people, Dayana and Juan have to work in the same group but they don't like. When they are doing the first task, Juan gets angry because Dayana doesn't do her part. They start an argument.

Juan: hello

Dayana: hello

Mediator: good morning

Mediator: how can I help you?

Juan: she didn't do her part, maybe she didn't want to do it, she doesn't like to do the homeworks.

Dayana: I forget it, I'm not perfect and everybody forgets things, you don't?

Juan: yes, but the task was for today. It happens when I have to work with some lazy people.

Dayana: Too bad! I prefer to be lazy and not annoying

Juan: So, do I have to lose the subject because of you are slack?

Dayana: I forgot it, will you cry?

Vocabulary

Lazy: vago

Slack: flojo

Annoying: fastidioso

Annex 2

Mediators:

How did you feel when.../ como te sentiste cuando?

Keep calm / calmense

Are you agree?/ estan de acuerdo?

I think you should.../ yo pienso que usted(es) deberian

In my opinion.../ en mi opinion

LESSON PLAN 5

Teacher's name		Class length	Date	Nr of session
Cristian David Ramirez Ramirez		1 hour 30minutes	February 18 th	4
Grade	Class Level	Topic		Language Skills
tenth (1005)	Beginners (A2)	Negotiation		Speaking, Listening
Previous lesson summary		Next lesson topic		
Peer mediation				

Learning objective	Personal aim
Students will be able to <ul style="list-style-type: none"> Identify others' needs promoting their possible solution To use negotiation as a mechanism to solve conflicts 	To generate awareness in the Ss about the importance to find out possible solutions through the use of negotiation

Materials and Resources²¹	Bibliography
<ul style="list-style-type: none"> Humans (Ss) Board and markers dictionary 	<ul style="list-style-type: none"> https://dictionary.cambridge.org https://www.teach-this.com

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
<ol style="list-style-type: none"> Students might to be unruly in the class activities Students don't have an appropriate English level Some Ss could not participate in the activities 	<ol style="list-style-type: none"> I must show a serious attitude in the class and promote to do activities in order, speak aloud and give orders and clear instructions To use several resources which allow me to be understood and motivate their participation . To motivate and include all students in the class (not focus on some Ss)

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> In my opinion must be solved ... because I consider ... must be solved because In my view... must be solved because 	

Stage	Time ²²	Interaction	Detailed description of Activities, Procedures, teaching techniques, Grouping, Materials, and Instructions script²³	Advisor's comments
Opening				
Presentation²⁴	20	T- Ss	T will present to Ss the topic "negotiation" contextualizing them	

²¹ Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

²² Set the time in not more than 10 minutes for each activity, not for the whole stage.

²³ Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

²⁴ For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

Pre-(skill)²⁵	min		with some examples of the real-life (peace agreement) s a model of language use T will read the situations with them and select a person to save. T will write down on the board the script i.e I save person number 8 because... As a model of negotiation T will use the following expressions I agree with you... I don't agree. Why don't we save person...	
Guided practice While-(skill)	20 min	Ss- Ss T-Ss	Ss will organize in groups of 4, T will give them a workshop (Annex 1) in which they must discuss about who must be solved in a dangerous situation. They have 15 minutes to discuss each them while T is monitoring the activity.	
communicative Practice Post-(skill)			T will ask to Ss about which were the eight people chosen each group must present their answers giving reasons why. T will finish the activity giving a reflection about the importance to use negotiation in conflict situations	
Assessment	10 min		Ss must answer in a piece of paper the following questions: <ul style="list-style-type: none"> • Would you use the negotiation mechanism in a conflict situation? Why? • were the five classes we had useful for your learning process? Why? • Were your English skills improved? How? 	
Closing	5 min		2. The didactic unit will be finished thanking to everybody for their participation and collaboration.	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
Politician: /,pɑː.lə'tɪʃ.ən/ Musician : /mjuː'zɪʃ.ən/ Environmentalist: /ɪnˌvaɪ.rən'men.tʃl.ɪst/	A member government Someone who is skilled in playing music. A person who is interested in environment studies	

Appendix

Annex 1

Speaking activity – Solving problems

The elevator

This speaking activity is useful for practicing negotiating, critical thinking, problem-solving, prioritizing and making preferences. The activity can also be used to practice giving opinions, agreeing and disagreeing. The class is divided into groups of four and each group is given a copy of the worksheet. The students' task is to discuss the situation on the worksheet

²⁵ For a skill lesson, please use pre, while, and post staging.e

for 15 minutes and negotiate an outcome. The situation is that there are fourteen people trapped on the 26th floor of a burning building. There is one working elevator, which holds a maximum of eight people. The elevator can only go down once. Each group has to decide which eight of the fourteen people on the worksheet they will save and why. When the time limit has been reached, each group tells the class which people they decided to save and why.

There is a fire in a hotel. Fourteen people are trapped on the 26th floor. There is one working elevator. Which holds a maximum of eight people. The elevator can only go down once. Your group has to decide which eight people you will save and why.

1. A politician- female, 41, active environmentalist
2. A journalist- female, 29, recently voted journalist of the year for exposing illegal drug trade.
3. A professional musician- female, 25, has recorded several successful albums
4. A professional football player- male, 28, a millionaire
5. A police officer- male, 31, has a six-month-old son
6. A farmer- male 51, has made two failed suicide attempts
7. A doctor- female, 44, takes care of her elderly mother
8. A company president- male, 66, wife died last year in a traffic accident
9. A lawyer- female, 38, mother of four young children
10. A cook – female, 46, takes care of her elderly mother
11. A mailman – male, 41, suffering from cancer but responding to treatment
12. A priest – male, 54 does a lot of community works
13. An accountant – male, 38, likes to raise money for charity
14. A shop assistant – female, 17, an only child.

You must start your opinions with some of the statements below

- In my opinion must be solved ... because
- I consider ... must be solved because
- In my view... must be solved because

Taken from: <https://www.teach-this.com>

Appendix 7

Field notes

Research Project

Field note

No. 1

Date: February 18th 2019

Place. Las villas public school (1005 grade)

Description.

I arrive to the school at 8 o'clock in the morning and I start to talk with the academic coordinator Mrs. Claudia who immediately brings me to the Teacher classroom, where I had the opportunity to talk very quickly with the social sciences' teacher. There she explains to me that currently Las Villas school implements the peace lectures which are attached in a cross-disciplinary way into the competences to assess per subject, as well as territorial lectures (to promote identity). Additionally, she mentions institutional aspects and the need to promote dialogue roundtables in the educative institutions.

After that, Mrs. Claudia (Coordinator) presents me to English teachers of 10th and 11th grades, while I explain what my project is about one of them says to me that they are using a portfolio created by themselves considering the suggested guidelines by the ministry of education which is a real surprise for me, it is a big coincidence due to my project is aligned with those curriculum guidelines.

I have the opportunity to meet the English teacher Luz Lady who is working with 10 graders, she gives me the opportunity to work with her and immediately we check her schedule, we define to work with the grade 1005 on Mondays since 8:10 to 9:10 in the morning. I am so grateful with her and the school.



Research Project

Field note

No. 2

Date: February 19th 2019

Place. Las villas public school (1005 grade)

Description.

The class started at 8:10 am, teacher use English language although there are certain interruptions by students so teacher have to use Spanish language, one of the students provided to his peers extra information about extracurricular terms. Teacher presented me in front of the class giving a short information about my presence there, so I started to talk about me and the present research, I explain them what will I do and how, the presentation is in English and Spanish. Student don't have questions to me a and I took advantage of the situation and apply the first instrument which was the open- ended questionnaire

The lesson started and the topic for today was bullying vocabulary; teacher indicated them to design a mind map on the board considering Bullying as a main topic, although there are many students in the classroom just a few participated writing on the board.

The terms chosen related with the term bullying were:

- | | |
|-----------------------|---------------|
| ✓ Violence | Whispering |
| ✓ Ugly | pursue |
| ✓ Stealing your money | cruel |
| ✓ Abuse | pushing |
| ✓ Sad | hitting |
| ✓ Pinching | cyberbullying |
| ✓ Nicknames | |

students used a workbook (designed by teachers) and matched some pictures according to the topic taught, students work in groups while teacher guide them.

Some students raised their hands and asked question in order to solve doubts, the class continued although there was quite noise, two students were using their cell phones and not working, teacher assessed the class with stamps and those who finished the workshop used their mobiles too.

Research Project

Field note

No. 3 (observation)

Date: February 21th 2019

Place. Las villas public school (1005 grade)

Description.

The class started at 8:20 and teacher was worried and talked with them about a conflict situation which has been presenting with the chemistry teacher due to students are not in agreement with the teacher methodology (students did not present a task), so teacher lady told them she was going to talk with chemistry teacher in order to solve the conflict presented.

Some students looked tired, sleeping and uninterested; teacher explained that the groups who are not compromised with the management of the rubbish could fail the curricular component coexistence.

After that, teacher gave me the opportunity to apply the first instrument which was the Thomas Killman questionnaire, I explained them the functionality of this questionnaire everybody helped me answering this instrument is important to highlight some student has some questions such as:

Why the questions are repeated? Or have I chose just one of them?

The questionnaires were completed in 20 minutes some students finished faster than others I collected all the questionnaires, the rest of the class was intended to a dancing practice due to they have to design a performance, some students dance while others don't



Research Project

Field note

No. 4

Date: February 25th 2019

Place. Las villas public school (1005 grade)

Description.

Today I started with my research implementation, the class started at 8:15 and as was agreed with teacher Lady I took the first hour and the second one was for her.

Following my lesson plan I started with the game “hot potato” the class was organized in a circle and everybody played, before to start with the game a student had not comprehended due to he was talking while I was explaining So, his way to refer to me was “ hey ñero que toca hacer” immediately I switched up his slang with another closer to his context and said him: what did you say? Ñero? Well you could say something like... hey Bro! what is the activity for? And I could explain you again, consider it is a informal expression used in the streets and with your friends but for academical context it is not acceptable. The message was understood and taken with pleasure. According to the time 5 students went to the board and write their perception about the conflict in one word, the mind map was designed with the following words: Bullying, sad, problems, offensive, violence, angry aggressive and nickname.

I asked them if they were able to find a relation among the words and there were not any idea, so I did the comparison between the words written and was possible identify there were a negative perception about conflict.

With the storytelling they did all effort to comprehend the story but they enjoy it, once the activity finished some students used Spanish language in order to clarify to whom did not understand at all although I request them to follow the explanation in English language there were not a coherence in the speech so Spanish language was allowed.

For the next activity was possible identify some expressions they would used into their ordinariness when I ask to one girl “why do you chose him” she say me “porque son unas gonorreas” other girl select one peer and say “ porque usted es una perra” and her classmate ask her “ perra? Perrisima” other guys used expressions like: “pues peguelo” or “ jum! Este si es mas gallo, se va parando de una y como fue”. So, I took advantage of the situations presented and clarify them in the following way:

Guys, consider the way you use your language can create a negative atmosphere, do you remember the question number 5 of the questionnaire done where most of you agree that the language create conflicts? Well, this is a clear

example where involuntarily we could create a conflict. Students agree with me avoiding vulgar expressions for the rest of the class.

However, all students are aware the importance to use the dialogue although some of them tend to be impulsive. My final reflection left a pleasant atmosphere.

Finally, was the time for a reflection which took 10 minutes

For the teacher class the class is organized in lines, the activity was focused on feelings and silence, Each student have to write on their partner's back using just the finger and doing the symbol of a letter, student could not look at the back or talk and th first person of the line had to stand up and write on the board the letter felt in the back the idea was to create a word.

Teach had to stop the activity and remaind the rules because they continued talking and making noise, teacher remained the conflict with chemistry teacher and how the lack of discipline affect all classes, immediatly they was quiet and respectful (it is highlight the importance of discipline). The activity was based on the following words: Unwanted, aggressive, disagreement, argument, participating, reaction, solution, behavior. After that teacher showed them the relationship between those words and the workshop in the workbook (topic bullying)



Research Project

Field note

No. 5

Date: March 4th 2019

Place. Las villas public school (1005 grade)

Description.

The lesson started at 8:35 am due to reading plans by the school, it was mention institutional aspects at the beginning and teacher request to students locate in the place assigned and not where they want to be.

My lesson started at 8:50 the topic was assertiveness, I started the class asking the question do you know what does it mean? (assertiveness) and some students raised their hands giving answers such as: to be assertive (although she does not idea what it is), to have reason or to be friendly. So, I started explaining the term giving examples and mentioning the 3 common behaviors of human beings in a conflict situation (passive, aggressive and assertive) as well as I taught the sandwich method (understand others' reasons, giving personal opinion and giving alternatives) some students seemed sleepy and others uninterested so I asked to some of them their opinions about the topic and how would use the method, their attitude to the topic was positive although the use of language was hard for them.

The work with the flashcards caused misunderstanding in terms of grammar due to the word order, because some students forget to locate first the subject although they worked and did their better effort was necessary to remaind the use of conjunctions in order to facilitate the activity. All the time they reflected the importance of assertiveness although they mentioned another alternatives for the situations given (I would let her, I would not mind)

I request to some students to past in front and read what was their version if the situation given (how they organized it) and motivate them promising a prize for next class, 8 students came and read their versions practicing their reading skills while teacher was helping me to chose the winner.

Time was short and was the time for reflection, they had to answer the following questions:

- Can we solve our problems being assertive? Why?
- Was useful this class for you? How?

They took 9 minutes for answering and go out to the break.



Research Project

Field note

No. 6

Date: March 11th 2019

Place. Las villas public school (1005 grade)

Description.

I started as was planned in the lesson plan, for this class was possible to use the English classroom which is higher and more comfortable for a class due to is possible to use a video beam and other learning materials. The first video showed positive emotions in students generating a positive atmosphere in the students while the second one caught their attention too and contextualized them, showing jokes, laughs and mockeries by them.

Was taught the emotions angry, embarrassed, sad, happy, proud and grateful, most of them were known by them, although three students showed their difficulties to pronounce the words proud and grateful. So was necessary to clarify the phonetic transcription allowing their understanding. Even they selected other emotions for describe the situation shown in the video learnt for them like shame and hate.

Some of them confessed that their reactions to each situation tend to be negative and impulsive and maintain their position while others consider that the dialogue is the best option, even two students mentioned the last topic seen and considered the assertiveness as an alternative to avoid a conflict.

For each situation presented was selected the best options, although the majority of their positions were negative they agreed with positive options showing the dialogue and assertiveness like the best alternative to solve those situations.

At the end of the first hour students had to answer the following questions:

Did you learn any alternative ways to respond to a conflict in today's class?

If so, what alternative reactions would you use in your life?

For the second hour was time for a karaoke activity by teacher luz lady.

Research Project

Field note

No. 7

Date: March 18th 2019

Place. Las villas public school (1005 grade)

Description.

The class started at 8:40, teacher wrote on the board the task for for next class and gave information all the activities to do due to there was a new teacher's protest.

I started my class using an ice breaker "tongue twister" in order to relax students because we had more time than usual. The topic was presented (mediation) after ask what did they know about it some students describe it like: to be in the middle of something, to be mediator in the middle of a conflict, to be positive, `positive attitude and to give opinions.

I explained that in fact mediation is an alternative way to solve minor conflicts which are not necessary negative, after giving some examples of the real life of common argues in their real lives. The requirements for mediators are given too.

Due to time is short for each session I gave them immediately the workshop to work, some of them asked what should they do, I explained the activity to perform (role play) and gave them the instructions and material.

Everyone started to practice in each group giving roles and translating the material, some of them was still asking about what they had to do. One of the groups called me and while I was explaining the situation number 1 a girl said "como la perra de la Gabriela" immediately I corrected her suggesting it is not the way to refer to someone and I used the activity with her comment and the importance not only for respecting but also for searching someone clarify the situation "a mediator".

Each group was working while I was monitoring the activity each mediator mentioned their alternatives some of them are:

The task is divided and everyone must make the part selected
Don't fight by a man, first talk and discuss about the situation
Anybody go to the trip, with the money they can buy candies.

Everybody shown a positive attitude in presence of conflict situations following the requirement mentioned previously.

At the end of the class I requested to students to answer the following question:

If you face a conflict situation in your familiar or social context how could you mediate it?

Research Project

Field note

No. 8

Date: April 1st 2019

Place. Las villas public school (1005 grade)

Description.

This is the last class, for today Teacher Lady must provide to Ss a compromise letter due to most of them lost to 1 to 15 subjects for the first period. So, while T meet with Ss one by one I do my last session “Negotiation”.

I started with a review of all the topics seen, after that the topic was taught through an analogy “ you need acquire an orange, you have just 500\$ and it cost 800\$ what would you do?) immediately, Ss identify the term of negotiation.

During the communicative activity with the workshop (the elevator) I was mentioning whose were the persons chosen through the negotiation activity when I mentioned the politician a student stated: “no, they died, they are thieves” and I ask him: “well it is not a good idea to desire their dead but you are trying to say “they must died” and I explained him the meaning of the modal verb must”

The lesson continued discussing whose must be saved. Being the doctor, the policeman, the lawyer and the soccer player chosen by students. Once the activity finished I took some minutes for talking about the process done with them thanking for their collaboration, as them as the teacher, giving a final reflection.

Appendix 8

Codes Glossary

- VF: Violencia Física
- VP: Violencia psicologica
- VM: Violencia Mixta
- VBD: Violencia Verbal Directa
- VBI: Violencia Verbal Indirecta
- PRB: Problemas
- DG: Dialogo
- EV: Evasión
- MD: Mediación
- SL: Solución
- INTERGRU: Intergrupales
- ETI: Éticos
- RELA: Relacionales
- INVE: Inventados
- INTERPER: Interpersonales
- INTERGRU: Intergrupales
- INTER: Intereses
- RA: Rational attitude
- PA: Positive attitude
- CA: Collaborative attitude
- NA: Negative attitude
- AA: Assertive attitude
- NAT: Neutral attitude
- NT: Neutrality
- ASER: Asertiveness
- PVA: Pasive attitude
- RAC: Reactive attitude
- AAGR: Aggressive attitude
- EA: Emotional attitude
- SC: Conflict resolution
- CC: Comprehension of the context
- RA: Reason