Fostering Conflict Resolution Skills through Collaborative Oral Tasks in an EFL Classroom

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Abstract

Bearing in mind the complex social issues currently emerging in educational environments, especially in public schools, EFL settings are considered ideal to reflect upon conflictive issues and can bring opportunities for learners to communicate their ideas and interact in the foreign language. This research aimed at examining the role of collaborative oral tasks based on conflict resolution in seventh graders’ oral interaction at a public school in Bogotá; participants were 38 students ranging in age from 12 to 14 years old. The study focused on identifying students’ skills in resolving conflicts while interacting in collaborative oral tasks, as well as interpreting the interactional patterns students co-construct when reflecting upon conflict resolution. The data for this research comprised transcribed video and audio recordings of students’ interactions when working on tasks based on conflict issues, field notes and artifacts, which were qualitatively analyzed under the framework of a research action study. Findings reported that there is students’ awareness on social conflicts when they are able to identify and propose solutions to conflicts in L2; in addition, students engaged in collaborative strategies of interaction to negotiate alternatives to resolve conflicts during tasks.

Keywords: Conflict resolution, Oral tasks, Collaborative interaction, Oral discourses.
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Chapter I

Introduction

Currently, Colombian society is facing a historical moment that is directly related to an era of post-conflict; whereby, pedagogical practices should be sensitive to these processes to contribute to understand our context and reality from a reflective and critical perspective in the EFL scenarios. Consequently, Chaux and Velásquez (2009) have stated that “[p]edagogical interventions can be developed to promote the individual competence required to develop peaceful and constructive relationships with others and confront community violence and conflicts in critical, assertive, and safe ways.” (p. 161). Hence, the EFL classroom may constitute an appropriate environment to aid these initiatives contributing from a micro level, to, probably, generate big changes in the future of Colombian society.

In accordance to these realities, educational environments in our city show that there are conflicts such as verbal and physical aggressions among students. Recent research on the EFL field (Pérez, 2013) has shown that “these social realities suggest that teachers from public schools cannot overlook social situated aspects and must assume the challenge of involving social issues analysis as part of the curriculum which can interfere with learning” (p. 185). In general, one of the main reasons these conflicts arise in the classrooms relates to inappropriate ways of communication among students, which ends in conflicts and disputes.

Research on the area of EFL has considered that when conflict appears in the classrooms, it tends to endure because students do not have the chance to interact with each other personally and rely instead on long-standing stereotypes (Tannenbaum & Renaud, 2013). However, they have also agreed on the fact that EFL classrooms are ideal scenarios to deal with intergroup conflict as they allow interaction while learners practice the language. Accordingly, it is undeniable that the short time designated for English classes in the public sector of education in
Bogotá (two hours per week) and the low exposure of students to the language in their context result in the low levels of proficiency in the language. National tests such as Saber 11 have shown that until 2013 only 6% of 11th grade students reached level B1 in the Common European Framework of Reference for Languages (CEFRL), which is the standard by which students’ proficiency levels are measured. These poor results may be due to the lack of English oral interaction because of the limitation in the number of hours to practice. In addition, to make the situation more complex, the presence of conflicts in the classroom may interfere with time on task that can be devoted to mastering the language. This is the reason why it is necessary to make a proposal to foster interactions among students that create collaborative and non-conflictive environments from an innovative and relevant perspective to the public context.

Statement of the Problem

Bearing in mind the concerns about social realities, my experience as an English teacher in Antonio García IED, a public school located in Ciudad Bolívar, and the needs analysis conducted with sixth grade students and teachers from different content areas, I formulated my research questions. The needs analysis included class observations, questionnaires and analysis of institutional documents. The results of these instruments have shown that students have difficulties when communicating assertively with peers; therefore, some conflicts within and outside the classroom arise. Most of these conflicts end in physical aggression. These situations make students to constantly miss their classes or even fail their courses.

The needs analysis has indicated that 35% of the 38 students did not attend the class because they were solving their problems at the coordinator or the principal’s office. Taking into account that English classes were held once a week for a total of 2 hours, this absence minimized even further their opportunities for in-class practice. If we consider the most recent results on
English language proficiency in Colombian public schools, 59% of students have equivalent results to those who have had no exposure to the language and are located in the -A level of the CEFRL (MEN, 2014). As a matter of fact, these situations worsen their limited exposure to the language, which can be a significant problem in the English language learning processes.

To continue, it was observed that 6 out of 10 teachers surveyed spend roughly 60% of the class time trying to solve different sorts of conflicts, as well as registering conflictive situations in the students’ record; additionally, in one of the groups, 17 out of 37 students were involved in conflicts in 2014, according to a questionnaire answered by students.

Furthermore, I reviewed the School Educational Institutional Project (PEI, its acronym in Spanish), which asserted that students should be able to solve conflicts using communication as the main effective means of achieving this. Although the PEI focuses its purpose on generating social transformation through science and technology and the students’ profile highlights conflict resolution as an innate skill of this community, the reality and the expectations of the institution of such documents clearly show a mismatch between them. Consequently, it is crucial that the EFL class contribute to improving these students’ communicative abilities and their conflict resolution skills.

At this point it is necessary to consider that conflicts in the context of Ciudad Bolívar have been part of the population history since a high percentage of displaced people have moved to Bogotá and located in this area of the city; in most cases, they face poverty and violence from illegal armed forces that operate there. According to the Defensoría del pueblo (Citizens Defense) report (2007), Ciudad Bolivar has the highest rate of poverty in Bogotá, at 26%, affecting 150,000 people.

Bearing in mind that there are some complex social issues which can affect the EFL environment of the learners in a public school in Bogota, as well as the needs regarding English
language learning, the following questions emerged to conduct this study, with the aim of achieving assertive English learning and fostering conflict resolution skills:

**Research Question**

What does the implementation of collaborative oral tasks based on conflict resolution inform us about seventh graders’ interaction in an EFL classroom?

**Related Question**

What interactional patterns are co-constructed by EFL students while developing collaborative oral tasks based on conflict resolution?

What are the effects of such interaction on their EFL learning?

**Main Objective**

To identify students’ skills in resolving conflicts while interacting in collaborative oral tasks.

**Specific Objectives**

(a) To interpret the interactional patterns students co-construct when reflecting upon conflict resolution; (b) To examine the effects of seventh graders’ interaction on their EFL learning.

**Rationale**

This research study contributes to the classroom environment to solve conflicts collaboratively, considering that conflicts prevent seventh graders to achieve their academic goals assertively. Furthermore, teachers could take advantage of time to develop classes in an appropriate and positive scenario. According to the United States Institute of Peace (USIP, 2003),
understanding conflicts in the EFL classroom “teaches us how to find non-violent, creative ways to deal with conflicts, how to build better relationships and how not to be afraid of the unknown” (p. 13). In addition, this study helps me as a teacher researcher to understand reasons for conflict and to propose a strategy to give assertive treatment to this problematic situation through English language learning with the aim of developing students’ communication skills and the use of collaborative conflict resolution activities.

Taking into account the particular context in which my teaching practices are carried out as well as the participants’ age, it is necessary to see why conflicts are emerging in the EFL classroom to understand how to deal with them. Opotow (1995) has stated that “the effect of suburban in values and behavior in adolescents accruing thereof. Adolescents prefer to run physical risks, fighting (meaning that well-earned status) before enduring social isolation, humiliation or loss of status” (p. 45). These phenomena occur in the school because as the author has mentioned, being immerse in conflicts gives the learners a social status to access social relationships. In addition, it is important to consider that at their ages (12 to 14) students are starting adolescence and face different changes that influence their academic and personal lives in different ways. As a result, interaction at school settings plays an important role allowing or limiting learners to access to knowledge, as Hruska (2004) has stated, “Children’s social interactions have such a significant impact on their access to English language” (p. 462) since these interactions take place in several circumstances inside and outside the school.

Consequently, working with collaborative oral tasks in EFL may increase students’ opportunities to interact in English and might help learners to both build understandings about conflict resolution and to promote active collaborative work among them. To achieve this aim, creating an appropriate environment for learning is a must; in fact, the educational policies in Colombia have recently recognized that, in general, the state, parents and teachers should
guarantee positive scenarios for students who may face conflictive situations, for example. The policy 1620: *Sistema Nacional de Convivencia Escolar y formación para el ejercicio de los Derechos Humanos, la Educación para la Sexualidad y la Prevención y Mitigación de la Violencia Escolar* (Organization and functioning of the national training school for coexistence and practices of the human rights, sexual education and prevention and mitigation of school violence) (MEN, 2013) seeks to promote and strengthen school life, stating that every experience that students live in educational establishments, is crucial for the development of their personalities; in accordance, teachers have the responsibility to generate pedagogical strategies to face this kind of situations and help learners to understand them as aforementioned.

Tudor (2001), for instance, has emphasized the relevance of the role of affect in the process of learning: “the social context of learning can also play an important affective role, especially the feeling of being part of a shared learning endeavor, and this is not limited to the classroom internal factors” (p. 101); hence, addressing and encouraging oral interaction in EFL learners is not easy since a great variety of teaching and learning factors are required. However, it has been proved that implementing task-based activities can be effective because they can be adapted in accordance to the levels of students in terms of complexity and difficulty. Also, “the task primary goal should reflect what learners need to do in real-life situations in the workplace (e.g. exchanging information, giving instructions, or presenting an oral report)” (Willis, as cited in González & Arias, 2009, p. 03). As a consequence, learners will be able to express themselves, share experiences, describe common situations to them and reflect upon those topics as they achieve different goals in the target language.
Chapter II

Literature Review

In this chapter I develop the main constructs of the study, namely, understanding conflict in the school context, conflict resolution strategies in the EFL classroom, collaborative oral tasks and interaction. In doing so, I discuss the construction of understanding and knowledge in groups allowing collaborative and dialogic ways of relating with others to see how these connections could contribute to foster conflict resolution in the EFL. Then, I describe the research that has been conducted in the field of EFL related to how to deal with conflict in the educational environment.

Understanding Conflict in the School Context

Undoubtedly, Conflict is inherent to social behavior; hence, special skills to deal with conflictive situations and to understand them are needed in all contexts, particularly in the educational scenario where they might emerge. Castellanos et al. (2012) have coined that conflict can be perceived differently by individuals, in conformity, “[a] conflict can be understood as a struggle, war and post-war situations. It can also be interpreted as having different opinions, perspectives or personalities.” (p.12); in accordance to this fact, there is currently a widespread awareness of the existence of school violence and conflicts of different sort that, in general, the government and especially the school cannot ignore.

This awareness of the importance of the socio-cultural reality of children and adolescents in Colombia has generated different types of policies and laws that mostly relate with conflict resolution skills in educational scenarios. As mentioned in Chapter I, the Colombian Ministry of Education has generated national policies such as the Colombian Citizenship Competences Program, which seeks to develop citizenship skills in both, public and private schools (MEN,
2011), and the law: \textit{Sistema Nacional de Convivencia Escolar y formación para el ejercicio de los Derechos Humanos, la Educación para la Sexualidad y la Prevención y Mitigación de la Violencia Escolar} (Organization and functioning of the national training school for coexistence and practices of the human rights, sexual education and prevention and mitigation of school violence), \textit{(MEN, 2013)}; on top of that, there is a district policy known as \textit{Proyecto Integral de Educación para la convivencia y la ciudadanía} (Integral Education Project for Coexistence and Citizenship), \textit{(PIECC, its acronym in Spanish, 2011-2015)} which aims to develop skills and abilities to strengthen the children’s rights through an array of initiatives arising from their interests to encourage their participation and empowerment as subjects of rights.

Furthermore, the law on Children and Adolescents (Congreso de la República, 2006) has become a main effort to guarantee the rights of children in our country. To support these initiatives by the government, there have been other local school peace initiatives described by Chaux and Velásquez (2009), which have been implemented in different school contexts in Colombia, some of the main proposals recently implemented are \textit{Jóvenes Constructores de Paz} (Young Peacebuilders) from the International Center for Education and Human Development CINDE (its acronym in Spanish), Hermes Project (Cámara de comercio de Bogotá, 2009), among others. Particularly, the latter is being currently implemented in Colegio Antonio García IED.

Considering the factors involved in conflicts, some scholars in different countries, Fernández (1998), Funes (2000) and Fernández, Villaoslada and Funes, (2002) have broadly studied the concept of conflict in the educational area, logically concerning and proposing policy areas to prevent and address school conflict situations. These scholars have suggested strategies for teachers to achieve positive results when dealing with conflict in the classroom. There are a vast number of factors affecting conflict issues; the age of students, sociological, cultural and
educational opportunities offered by the environment itself, are some of them; for this reason it is relevant to recognize this kind of concepts to assertively deal with them into the classroom.

Understanding conflict in school context allows directives and teachers to consider social factors to enrich the learning-teaching process; as noted previously it is important to comprehend this concept to allow students to reflect upon these realities in the target language. Therefore, conflict can be the result of different social and intrapersonal dynamics and taking into account how individuals perceive it, conflicts can manifest themselves in different forms, which can range from considering that something is not right or it is unfair, going through verbal attacks up to physical disputes, which derive in violent behaviors. Learners perceive conflicts in different manners, Castellanos et al. (2002) and Chaux and Velásquez (2008) have explained that children may be involved in conflictive situations if they feel that something is not right or if something they value has been stolen or damaged, when someone is foolish, or when they do not receive their fair share. However, there are other conflictive situations that usually involve discrimination and power relationships between children of different ages, social status, religion differences and even gang presence in the sector.

Funes (2000) has claimed that there is a strong tendency to consider that conflict is a negative fact. He has further asserted that the reasons are supported by the fact that:

First, it is automatically associated with violence, the elimination or cancellation of a party and because there is the idea that dealing with conflict involves the investment of long time - probably inherently limited in educational scope - and at the same time, it will go through a time of great tension and even suffering. (p. 92)
However, conflict can be transformed into a positive element that enriches the parties, since it requires the use of certain skills and procedures such as mediation. Torrego (2005) has also studied conflict in the educational scope and agrees that “conflict is inevitable among people, but it does not mean that its natural consequence is violence ... it becomes a positive factor enabling the evolution and transformation of relations towards a better understanding, respect and even collaboration” (p. 11), which means that it can be also an opportunity for the individuals to think about their own behavior because manifestations of conflict, such as physical aggression are often common in children and adolescents when they live in violent contexts; nevertheless, every time the conflict appears it can represent a chance to understand and reflect upon their reality.

The most common manifestations of conflict in school environments have been characterized by Enrique Chaux. His main interest of study is centered on conflictive issues in Colombia, focusing in policies and strategies on the educational field; in fact, this author has contributed to the development of programs such the Colombian Citizenship Competences Program. He has also found that physical and verbal aggression, as well as theft, possession of weapons, insecurity and intimidation (which should not be only related to bullying), are some phenomena that constantly raise conflicts in students from schools in Bogotá. Chaux & Velásquez (2008) have pointed out that students in Bogotá have a major range of conflictive situations such as possession of weapons, insecurity and intimidation in comparison with El Salvador, and this situation is worrying taking into account that El Salvador is one of the countries with the greatest problems of gangs and youth violence in the Americas (p. 32). For this reason, he recommends to take actions at school that contribute to develop the skills needed to
interact peacefully with others; for instance, it is essential to learn to respond to attacks assertively using strategies such as active listening, mediation and negotiation.

One of the concepts related to conflict which has gained strength in recent years in the school context is *bullying*, which, as explained by Chaux, does not always have to do with all forms of intimidation, but with peer victimization; nevertheless, it is a common term in schools, both of public and private sectors, and it is usually related to conflicts different from peer victimization. In that sense, (Chaux & Velásquez, 2008) have asserted that bullying is a repeated and systematic aggression against students who usually have no way to defend themselves and in which an imbalance of power occurs (p. 24); indeed, there are some specific behaviors related to this common sort of aggression among students, mainly in adolescents, which is the population treated in this study. In relation to the age of students and the moment in which conflicts are more common, studies “have considered relational aggression within a developmental context. Relational aggression has been shown to occur between girls of all ages, but is most salient during adolescence” (Owens et al., 2005 as cited by Kotze, 2008), as a matter of fact, this phenomena can be affecting students at different levels of education.

Accordingly, Aguirre (2012) has explained that there are three main elements that feature bullying: “[A] repeated aggression…, meant to hurt or control another person… and a marked by imbalance of power, frequently related to differences in physical size… or cognitive abilities” (p. 22), however, it is necessary to make the caveat that the present proposal addresses different strategies that can be used to prevent different types of conflict which can be associated or not with bullying; i.e., that this study did not focus on bullying phenomenon per se. Undoubtedly, I agree with these scholars (Chaux & Velázquez, 2009; Aguirre, 2012; Rodríguez, 2014) on the fact that interventions with students should be done in the early years to generate awareness on
this phenomena, and to prevent assertively conflicts of all sorts; it is a fact that students at early ages tend to legitimize aggression as part of their social behavior, as stated by (Rodríguez, 2014):

“during the early years children can form their beliefs about the legitimacy of aggression, accommodating their views to their behavior, and by adopting their peers' ideas with respect to aggression, later their personal beliefs become important factors that together with environmental regulations, influence their behavior” (p. 14).

For this reason, understanding conflict since the classrooms in early levels will allow learners to express their ideas to regulate their decisions within conflictive situations, although conflicts may occur occasionally and cannot involve violence or serious damage, initially, they could escalate into violence, and then it will be more difficult to treat them.

**Conflict Resolution Strategies in the EFL Classroom**

Within conflict resolution programs that contribute to a curriculum where conflict resolution is considered, generally what is sought is that students develop social and emotional skills enabling them to handle conflicts constructively; Rodríguez (2014) has claimed that such programs seek to avoid school failure, bullying situations, and intrapersonal violence. Alzáte, (2000) has stated that the purpose of conflict resolution is to reduce violence and improve coexistence between all members within a community towards a more simple and beneficial adaptation to them. This author explains that conflict resolution theory generates: a) Relations and social norms, b) Understanding of the conflict, c) Communication, d) Affirmation e) Self-esteem and confidence, f) Tolerance and diversity and g) Cooperation and participation. Most of these aspects of conflict resolution are pertinent for the development of this implementation,
bearing in mind that it involves interactions among students, tolerance and confidence to express themselves.

Funes (2000), Castellanos et al. (2002), Chaux and Velásquez (2008), and Silva, (2008) have stated that conflict is a natural phenomenon that occurs in any context, it is a fact that occurs in all societies in the same range as disagreements; this affirmation is done taking into account that conflict is an aspect that has accompanied human history along the years, as a matter of fact it requires a social change that involves changing the dynamics of communities. In accordance, (Ridao, 2007) has shown that the interest in conflict resolution is not only given from political perspectives, since in educational contexts, both schools and higher education institutions are aware this concern. This is the reason why it is found that in their curricula conflict resolution has been considered as an alternative to be tackled within the educational context and there is an emphasis on different alternatives for conflict resolution, an example of these can be the programs and laws implemented by the government in Colombia (see chapter I).

One of the most widely used methods is mediation; in some countries this method (mediation) has more tradition, so they have also created academic programs teaching these alternatives such as the next twelve skills in conflict resolution suggested by Ridao (2007):

1. Win / Win: you try to change the conflict to be cooperative.


3. Generate empathic connections.

4. Assertiveness.

5. Cooperate to answer to the difference in opinions of others.

7. Willingness to resolve conflicts.

8. Prioritize and define differences and common needs.

9. Fix differences creatively and in groups.

10. Negotiation: Sign with the difference, empathetic with the person, identify and classify needs, not positions, emphasize the points they have in common, and seek creative options using clear agreements.

11. Mediation: Attend parties present in conflict to seek solutions.

12. Evaluate the problem or conflict in a comprehensive manner, and view it from various perspectives.

One of the strategies for conflict resolution work is the development of skills, among which are: citizenship skills: cognitive, emotional, integrative, communication skills; as described in the previous section, different institutions have focused on peace issues which have tackled conflict in the world and in Colombia addressing the previous strategies. In the case of EFL and its relationship with conflict resolution projects, The United States Institute of Peace (USIP) has developed a guide on conflict resolution as a resource for students and educators to help learners to develop the needed skills to negotiate the world and being effective and responsible individuals. The USIP has promoted a book to deal with conflict resolution in the EFL classroom, which will be described later. Elsewhere, an institution named Fundación para la Reconciliación (Reconciliation Foundation), which is supported by the organization Save the Children, visited four schools in Ciudad Bolívar locality in Bogota, including the institution
where this study was conducted, during 2010 and 2011. Its proposal aimed to promote the ethics of care, mediation, reconciliation and strategies for conflict transformation affecting the educational communities. According to these institutions, it was relevant to implement knowledge and skills involved in changing the realities of the actors that are part of the educational community through the design of different strategies to build peace in these schools. Although this is a great contribution for the institution, unfortunately it was not implemented with the whole community, so the impact was not completed.

As perceived in the previous contributions on the area of the development of conflict concepts and strategies, few of them connect this issue with the language learning processes; moreover they suggest different activities to be applied in environments not related with the classroom itself. Nevertheless, some scholars have attempted to achieve social skills in Colombian context, in these cases connecting social issues with the English language classroom, which later can be connected to conflict resolution. Pérez (2013) has portrayed a concern that has been relevant the last years related to communicative skills; therefore, the study proposes cooperative learning (CL) as an alternative to provide tools in EFL classrooms and to foster communicative skills in the students.

Accordingly, the English as a second/foreign language (ESL/EFL) classroom has been considered as an ideal setting to deal with intergroup conflict. Different researchers in international contexts have proposed in their studies an approach for managing conflict by promoting interpersonal tolerance between students who have experienced intergroup conflict through effective communicative activities in English to share different experiences with respect (Tannenbaum, & Renaud, 2013). The results of this study, for instance, gave the researchers the
opportunity “to learn a valuable lesson: how bridging the misconceptions about one another through positive interactions is one way to achieve peaceful and respectful co-existence” (p. 31).

Another important resource for managing conflict in the EFL classroom is a guide designed by the USIP. This is a teachers’ guide on conflict resolution as a resource for students and educators to help students develop the skills necessary to negotiate the world and to be effective, responsible individuals. This resource develops concepts as trust building, conflict, prejudice awareness and reduction, communication, and conflict management. Each section is focused on one segment of conflict resolution. The USIP has explained that the guide is designed to be flexible, allowing educators to use activities as they see fit. According to this organization, “the approach to conflict resolution used in this guide assumes that by first developing empathy, individuals will be open to listening to the thoughts, opinions, and experiences of people who are different from them” (p. 5). The activities can be adapted or changed according to each context and are relevant to this study because they describe how the basis of learning English as a Foreign Language develops effective communication skills, which is also the foundation of conflict resolution.

**Collaborative Oral Tasks and Interaction**

Different authors have attempted to give definitions of what a task is in the English-language environment; among the most prominent scholars the reader may recognize Bygate *et al.* (2001); Ellis (2003); Lee (2000); Nunan (1989); Willis (1996), among others. It is evident that the discussion about the elements and features of tasks has been enriched throughout many decades; the first discussions debated that tasks involved the use of language at any level, in contrast, some scholars mentioned above have asserted that tasks may relate to different kind of exercises or activities (terms which have been also controversial when defining a task) that
involve paying attention more to meaning rather than to form; however, some recent discussions on the topic highlight the fact that they allow students to communicate and interact among them using the target language. Willis (1996) has pointed out that “tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23) explaining that the emphasis should be done on communication and meaning rather than on producing language forms properly; whereas Ellis (2003) prefers to summarize those definitions by explaining that “[t]asks are activities that call for primarily meaning-focused language use” (p. 3), in addition, he addresses some dimensions a task can involve such as: a) the scope of a task, b) perspective from which a task is viewed, c) authenticity, d) language skills required, e) cognitive processes and f) the outcome of a task (p. 8).

An important fact related to tasks in this study is that they are flexible and ideal to work with students in different levels, especially with beginners, as a matter of fact, Lee (2000) and Nunan (1989) have mentioned that tasks involve learners allowing them to interact in the target language; therefore, the obtainable goal is achieved by the interaction among participants which make tasks naturally collaborative. Furthermore, Ellis (2003) has clarified that even though tasks may address different language skills, most authors agree that tasks are directed at oral skills asserting that “materials for the task may also involve some reading and, if a planning stage is involved, learners may also be required to write, but the assumption is that the task itself is performed orally” (p. 7), it is evident that he recognizes that learners may require other skills and teachers should consider them into the material and planning design of the task, hence some activities developed on the pedagogical intervention follow this statement acknowledging that the other skills are important and necessary to perform the oral skill (see chapter IV).
Table 1. *A framework to describing tasks (Ellis, 2003)*

<table>
<thead>
<tr>
<th>Design feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goal</td>
<td>The general purpose of the task, e.g. to practise the ability to describe objects concisely; to provide an opportunity for the use of relative clauses.</td>
</tr>
<tr>
<td>2. Input</td>
<td>The verbal or non-verbal information supplied by the task, e.g. pictures; a map; written text.</td>
</tr>
<tr>
<td>3. Conditions</td>
<td>The way in which the information is presented, e.g. split vs. shared information, or the way in which it is to be used, e.g. converging vs. diverging.</td>
</tr>
<tr>
<td>4. Procedures</td>
<td>The methodological procedures to be followed in performing the task, e.g. group vs. pair work; planning time vs. no planning time.</td>
</tr>
<tr>
<td>5. Predicted outcomes:</td>
<td>The 'product' that results from completing the task, e.g. a completed table; a route drawn in on a map; a list of differences between two pictures. The predicted product can be 'open', i.e. allow for several possibilities or 'closed', i.e. allow for only one 'correct' solution.</td>
</tr>
<tr>
<td>Product</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The linguistic and cognitive processes the task is hypothesized to generate.</td>
</tr>
</tbody>
</table>

According to Ellis, there are multiple benefits to performing Task Based Learning TBL and it has resulted an interesting approach in language teaching; first of all, it enables teachers to see if students are developing the activity to communicate in an L2 or the target language, students are more likely to develop intrinsic motivation for accomplishing the activities, and it facilitates learning through the simultaneous development of interactional competence in L2.

Recent research in the educational environment has focused on collaborative work, bearing in mind that *learning* is seen as “a social process and knowledge as jointly constructed phenomenon” (Lyle, 2008, p. 279), this idea is supported based on a socio-cultural perspective which took into account some Vygotskian theories that make emphasis on the idea that human beings construct their understanding and knowledge in dialogic ways with others. These conceptions of learning and the construction of knowledge are relevant for this study because they emphasize in the interaction, which is one of the purposes of the study, to achieve assertive ways of interacting and communicating to deal with conflict in the EFL.
Different researchers in Colombia as Mora (2009), Montenegro (2011) and Parga (2011) have highlighted the importance of peer interaction when learning because it is an opportunity for experimenting different dynamics in the classroom, they argue that when students work in groups they can also develop social competences and can accomplish better results than when working individually because they are able to participate, contribute and construct knowledge by helping each other. Since the perspective of Lyle (2008) and Bertucci et al (2010) to work with peers can facilitate understanding if the distribution of the students, for instance, leaders, in specific tasks is relevant to “assign roles in cooperative group work thus facilitating peer scaffolding” (Parga, 2011, p. 21) because this kind of features brings a positive impact to scaffolding processes. Therefore, collaboration “allows students to have a socially situated learning experience which can have a more positive and meaningful effect on learners” (Carreño, 2014, p. 214).

When defining collaborative tasks it is evident that cooperation is brought to collation, therefore, according to Kozar (2010), it is necessary to establish the difference between collaborative work and cooperative work to better achieve results when suggesting practical activities to promote real collaboration in English as a Second Language (ESL) classroom, as a matter of fact, she points out that “cooperation can be achieved if all participants do their assigned parts separately and bring their results to the table; collaboration, in contrast, implies direct interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others’ perspectives” (2010, p.17), for this reason, for her collaboration it is not easy to achieve, but it is useful because somehow it is more connected with meaningful processes and “places more structural, interpersonal, and cognitive demands on individuals than more passive cooperative activities do” (p. 25).
When we talk about collaboration, undoubtedly, it is necessary to tackle communication and interaction, something that has caught the attention of the scholars is that “schools and classrooms are full of talk, but little collaborative talk between learners” (Lyle, 2008, p. 280); acknowledging the importance of interaction in the process of learning language collaboratively when talking, Englander (2002) explains that “[i]nteraction involves not just expressing one’s own ideas, but comprehending those of others” (P.09) and “[u]sing communicative tasks in the classroom is preferred because they involve the learners in comprehending, manipulating, producing, or interacting in the target language while attention is principally focused on meaning rather than form” (Nunan, 1989, as cited by Englander, 2002), therefore, interaction and collaboration among students can complement the affective factors when learning language and at the same time when negotiating meaning, which is relevant here when talking about conflict resolution.

State of the Art

This section discusses some studies which result pertinent for this research proposal since they provide theoretical, pedagogical and methodological considerations that may be relevant for this study. Descriptions of the studies that have been conducted in the field of EFL related to conflict resolution in the educational environment are discussed. Accordingly, the construction of understandings and knowledge in groups allowing collaborative and dialogic ways of interaction among peers is presented to examine how these connections could contribute to foster conflict resolution in the EFL.

Recent research in the educational environment has focused on collaborative work, bearing in mind that learning is seen as “a social process and knowledge as jointly constructed phenomenon” (Lyle, 2008, p. 279), such theories are developed under the gaze of a socio-cultural
perspective which considered Vygostskian theories emphasizing the idea that human beings construct their understanding and knowledge in dialogic ways with others. These conceptions of learning and the construction of knowledge are relevant for this study because they emphasize learners’ interaction, which is one of the purposes of the study, to achieve assertive ways of interacting and communicating to deal with conflict resolution in the EFL context.

Different researchers in Colombia such as Mora (2009), Montenegro (2012), González (2014) and Carreño (2014) have highlighted the importance of peer interaction in EFL scenarios because it is an opportunity for experimenting different dynamics in the classroom. In the qualitative studies of those authors, whose instruments of data collection were mostly audio recordings, field notes and individual conferences, it was found that when students work in groups they are able to develop social competences and can accomplish better results than working individually because they can participate, contribute and construct knowledge by helping each other. Moreover, those students at different ages participated in collaborative tasks and progressively built closer relationships and their sense of belonging to the group progressively increased. Consequently, the objectives and interests of these studies help to enrich the theoretical constructs of my project in relation to the interaction and collaborative work.

Accordingly, in his study conducted in a public school in Bogotá, Parga (2011) aimed to determine how the application of cooperative learning structures of interaction affect the development of students’ oral communication skills, particularly their oral presentation skills in EFL. The main objective of this research was to identify the oral communication strategies most frequently used by students when taking part in structured cooperative group work in the EFL classroom. To accomplish with the needs and special features of his research community the author used “the action research (AR) model proposed by Cohen and Manion, 2003” (p. 23); the research population consisted of thirty-eight 8th graders (20 girls and 18 boys) in the morning
shift at a public school. This study is relevant for my inquiry because of its commonalities in terms of age and context of the population treated, and points out that the application of cooperative learning structures of interaction in an EFL classroom could be helpful for learners to enhance and develop oral presentation skills.

The main findings of this research study were characterized by students gaining awareness of the crucial factors involved in effective oral communication and the importance of reporting information accurately for well-informed opinions and decisions. In addition, learners’ improved in the oral communication processes and contributed significantly to a better classroom social environment for learning. In accordance with these findings, but especially in the data analysis it is possible to appreciate that students worked cooperatively, reported facts accurately, kept their speech fluency and argued and supported ideas. However, its pedagogical intervention did not tackle students reflecting upon conflict issues and the tasks did not contain this aspect *per se*; this fact clearly led the reader to consider why it is important to develop tasks based on conflict resolution to effectively decrease communication problems.

Considering the EFL Colombian context, particularly public sectors in Bogota, Pérez (2013) carried out a qualitative research study which confronts issues of verbal and physical aggressions among tenth graders with their literacy practices. This study aimed to answer what EFL students’ written reflections reveal about their social awareness when inquiring about social and physical aggressions at a public school. The instructional design was framed through a pedagogical intervention in which participants worked collaboratively to reflect upon social issues in their English language classes. The main constructs that supported this project were social awareness, social issues, literacy and inquiry. The research design was framed in a qualitative, descriptive, and interpretative perspective as well as an inquiry approach. The
participants were a coeducational group of 40 tenth graders at a public school in Bogotá, whose ages ranged between 16 and 20.

The project provides useful information about ways to determine students’ insights about conflicts in the classroom taking into account their reflections. Despite the fact that it does not focus on collaboration in terms of patterns of interaction, the findings demonstrated that inquiry along with writing about social issues in English allowed students to develop rationality and sensitivity towards violent acts. Furthermore, inquiry about their social problems encouraged students to work collaboratively, to reflect about their social conditions and to apply the use of the English language in contextualized situations.

Another relevant study which focuses on oral interaction processes in EFL, and additionally, considers task-based learning approach on its pedagogical intervention is the one conducted by González and Arias (2009) in Córdoba, Colombia. The authors conducted their study in a public school, and it was based on action research methods. The participants were 35 students from eighth grade, ranging in age from 12 to 14 years old. The researchers found that task-based activities helped the students comprehend and manipulate information as well as interact meaningfully and spontaneously exploring personal interests; Moreover, they characterized some interactional patterns during oral interactions; nevertheless, there is a lack of social aspects learners’ reflections regarding the implementation of the tasks, which reveals a gap, which in the case of this project, will potentially develop during the implementation, specifically in regards to conflict resolution skills.

In regards to the speaking skills needed to encourage oral interaction, articles that deal with task-based teaching and collaboration were included. Contreras (2013) developed a qualitative study to analyze the effect of the collaborative and self-directed speaking tasks on speaking fluency. Participants were ten university students from a local university in Sincelejo,
Sucre, and that according to the author, reported insecurity in the speaking activities. Their ages ranged between 20 and 21 years old. The pedagogical strategy focused on the use of collaborative tasks as a way to improve fluency in English and monitor their own learning. The findings show that participants expressed their motivation towards the activities and the quantitative results evidenced an improvement in their speaking fluency.

At the international level some studies have also discussed the effect of collaborative tasks and interaction when learning a foreign language. Edstrom (2014), for example, documented a descriptive investigation to explore the SLA context, focusing specifically on the distribution of participation among learners, the frequency and nature of the LREs (Language Related Episodes) they produce to answer (a) how participation is distributed among learners of Spanish as a Foreign Language while drafting a written script in a triad? (b) To what extent these language learners engage in LREs while collaboratively drafting a written script in triads? And (c) What patterns of interaction characterize triadic group work during this task?; its pedagogical considerations included patterns of interaction that characterize triadic exchanges to characterize the nature of learners' interactions rather than attempts to establish a link between their performance and learning.

To develop her study, Edstrom worked with 21 students (7 males, 14 females) from three sections of a third semester Spanish course at a mid-sized public university in the United States. The data were gathered from learners' conversations while they drafted a role play script during class when they imagined themselves in a hospital in the Dominican Republic after suffering an accident or becoming ill while on vacation. The findings of this study reported no evidence to indicate that triads are superior or inferior but do affirm the importance of true collaboration in group interaction. In addition, these participants almost exclusive used their first language in carrying out the task. As mentioned on the discussion of previous studies, this one does not
consider conflict resolution or social realities of the learners; on the contrary, the topic for working the role play was completely detached from students’ reality. However, the theoretical constructs in relation with peer interaction and collaborative work provide important considerations to the proposal.

In a study carried out in Malaysia, Bharun, Zakaria, & Hasim (2014) explored EFL how learners interacted during task completion using two different communication task types, specifically, jigsaw and decision making. The main interest of the researchers was the dynamics of learner interaction and the kind of oral discourse generated by the participants. This was a qualitative study in which data comprised transcriptions of recordings of learner interactions working on given tasks. Participants were eighteen EFL adult learners from a public university aged between 20 and 22 years old who shared the same L1 which was Malay language. The findings of this study revealed that these students attempted task completion collaboratively, and the collaborative interaction was characterized by argumentative episodes. Moreover, the study showed that students engaged more during decision making tasks that during jigsaw task types. These findings are highly relevant for this research in terms of its pedagogical implications, although its context and participants are quite different, because the tasks based on conflict resolution developed for the implementation also tackled this type of tasks: jigsaw and decision making, and they can be more effective in decision making task completion according to these findings.

Nadeem (2013) conducted a study in which the results present the importance of theatrical techniques in the teaching of literature to enhance communications skills. It shows how that role play contributed to better understanding of texts and that the participants were more communicative, seemed encouraged and motivated in an experimental group. The study was conducted with M.A English students divided into controlled and experimental groups, 50 each,
by giving them role play/drama/performance (theatrical technique) of different situations taken from G.B. Shaw’s ‘Arms and the Man’, followed by a written test/assignment on the situations presented. This research suggests that teachers may use theatrical techniques of teaching, therefore, one of the goals of its implementation was “to generate friendly environment, deep understanding of literature and enhancement of language skills; courses may be focused through role play to achieve better results in the learning of English language skills through literature at tertiary level” (p. 09). This study contributes to this research proposal as it addresses the development of communication skills and more friendly and comfortable learning environments for learners in the SLA process, since some role plays are implemented during the pedagogical intervention when students represent some common situations they have faced in their realities.

To conclude, it is evident that just few studies have considered social issues and reflections upon realities that may contain conflictive scenarios in the EFL classroom. Recently in Bogotá, just two studies tackled this sort of issues, Parga (2011) and Pérez (2013). Additionally, none of the studies discussed included collaborative oral tasks based on conflict resolution. The next study addresses conflict resolution strategies inside and outside the classroom. Castellanos, Galán and Sánchez (2012) reflect upon the fact that “teachers’ multiple tasks in Colombia involve not only dealing with teaching and learning-related issues but also coping with socio-cultural aspects that affect our children” (p.61). They consider that conflict inside and outside the classroom is one issue that demands special attention from teachers.

The study aimed to reduce conflict inside and outside the classroom by the use of conflict resolution strategies. The project included as participants, teachers of pre-school and elementary school in the morning and afternoon shifts of two schools in Bogotá, Colombia, namely, José Asunción Silva and Aquileo Parra schools. The researchers organized a series of meetings and activities that took place between August 2012 and December 2013. For gathering data of this
study, they collected feedback from the teachers in both schools and teachers’ voices through surveys about their perceptions on conflict. They also conducted a group interview. They found on teachers’ voices and reflections that “they stated that conflict implies pedagogical actions in class using specific strategies like the ones they received during the training sessions. However, these pedagogical actions need to be continuous” (p. 70). These statements and reflections are relevant because they propose to generate changes in the curriculum and to include the use of strategies to resolve conflicts in general even though the study was thought to be applied in the EFL context.
Chapter III

Research Design

In this chapter, the research design will be outlined to provide the readers with the general tenets that led to the methodological design of this research study, which has been conducted under the framework of a qualitative approach bearing in mind the nature of the objectives that support it. Essentially, a definition of the type of study implemented is presented; furthermore, a description of the context, participants, data collection instruments, ethical issues and role of the researcher in the study are portrayed.

Research Approach and Type of Study

This research study seeks to describe oral interactions in the EFL classroom when students develop tasks related to conflict resolution in the framework of collaborative work; therefore, a qualitative action research study is appropriate. Accordingly, this research proposal, carried out in a public school in Bogotá, aims to develop the objectives under the lens of the qualitative research approach since the personal meanings of individuals’ experiences are analyzed. Recently, different scholars such as Burns (1999); Denzin and Lincoln (2005); and Ritchie and Lewis (2003) have concurred that the qualitative research perspective provides studies with descriptions and interpretations of natural social contexts; therefore, adopting this approach allows the researcher to interpret meanings of the research contexts to make sense of human behavior which may result in unexpected findings.

Likewise, Denzin and Lincoln have pointed out that “[q]ualitative research is a situated activity that locates the observer in the world; it consists of a set of interpretive, material practices that make the world visible” (as cited in Creswell, 2007, p. 3). Consequently, the data collection
tools in regards to oral interaction, collaboration, and conflict resolution among the students include observations, students’ artifacts, video, and audio recordings analysis. These instruments are essential resources to analyze the nature of social behavior in regards to conflict at this public school and its incidence in the language learning process.

In accordance to the aforementioned perspectives of qualitative research, the type of study proposed to answer the questions is action research. Its principles allow the researcher to deal with understanding, changing, and innovating classroom processes by collecting information so that teacher-researchers inquire about learning problems and reflect upon their pedagogical practices. According to Kemmis and Mac Taggart (1988), action research is an ongoing process of reflecting, redesigning and rethinking to improve pedagogical practice in each step; therefore:

The linking of the terms action and research highlights the essential feature of the method: trying out ideas in practice as means of improvement and as means of increasing knowledge about the curriculum, teaching and learning. Action research provides a way of working which links theory and practice into the whole ideas in action. (p.81)

Figure 1. Action Research Model (Kemmis and Mac Taggart 1988)
In more recent studies, Burns (2010) has explained that action research “is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’…AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (p. 2). For this reason, the spiral or cycle of movements between action and research (Kemmis and McTaggart, 1988; Burns, 1999) are followed to plan, act, observe and reflect upon the research process, figure 1 displays this model. Even though this model has been criticized because it seems to follow a fixed sequence of procedures, it is currently used by different teacher-researchers because the model is flexible as it offers possibilities to implement changes in their practices, and the process of building interpretations from data leads to the construction of theories and knowledge (Burns, 1999, p. 32).

**Context**

This action research was conducted at Colegio Antonio García I.E.D, a public school located in Ciudad Bolívar locality, specifically in Sotavento neighborhood. As most of the public schools in Bogotá, it works with two shifts: morning and afternoon, at the moment it serves a total of 2564 students. Most of the students belong to 1 and 2 social strata and come from different neighborhoods such as Las Quintas del Sur, San Joaquín, La Estrella, El Divino Niño and El Lucero, among others. According to the Defensoría del Pueblo [Citizens Defense] report (2007), Ciudad Bolívar has the highest rate of poverty in Bogotá, at 26%, affecting 150,000 people; as a consequence several conflicts in the context have been part of the population history.

The school recognizes these factors and has established in its PEI the goal of fostering social transformation processes through science and technology (Antonio García IED, 2008-2015) which allows the curriculum to be generated, negotiated and constructed by all members of the school community. Antonio García IED is a new school since it was founded in 2008 and it
has adopted the curriculum organization by cycles proposed by Secretaría de Educación Distrital (Secretaty of Education, SED its acronym in Spanish); also, in agreement with Corporación Universitaria Uniminuto, 10th and 11th graders take subjects of first semester of undergraduate programs like Systems Engineering and Technical Drawing.

It is important to note that in relation to English language learning, neither the vision or the mission of school include the issue of bilingualism, nor the programs in agreement with the university consider this topic. English classes are held during 2 hours per week in one block. The current English syllabus of the school is in general grammar-based and the resources for teaching this subject are limited. Students do not use a text book during the classes. Since 2008 the school’s grades are grouped in 6 cycles, each one including several grades (Secretaría de Educación Distrital, SED, 2015). The organization by cycles includes specific English content for each cycle; for instance, in cycle three (5th, 6th and 7th grade), the development axes comprise inquiry and experimentation. Moreover, the cycle tackles social interaction through short conversations in English, which are vital to the development of this study.

Participants

This research study was carried out with 38 seventh graders in the morning shift, which was composed by 22 girls and 16 boys. These students were aged between 12 and 14 years old and were willing to actively participate in their English classes. Despite their limited exposure to the language and the fact that the school works a grammar-based curriculum, their interest in learning and experimenting with the language was imminent.

Participants were selected using the non-probabilistic convenience sampling; this method for selecting people was applied because of the ease of their volunteering as well as their
availability and easy access to the context, considering that they were the students that were assigned to my academic load. Furthermore, it may be argued that this selection criterion for obtaining the sample relates to the cost of locating elements of the population, the geographic distribution of the sample, and obtaining the desired data from the selected elements (Patton, 1990).

A teacher-researcher should consider some ethical issues before applying the instruments to gather data in a research study considering the participants involved, even more when video and audio recordings are going to be implemented; thus, taking into account that the participants of this study were underage, I had to inform previously the institution, the participants and their parents how the information was going to be collected and used. For this reason, some consent forms were also designed, revised, corrected and validated to inform about the objectives of this research proposal (see Appendices A, B and C). Students were required to suggest their own pseudonyms to be identified on the audio and video transcriptions; this process gave them participatory field in the project as well as awareness of the activities to be developed during the implementation.

**Instruments for Data Collection**

**Participant observation and field notes.** In order to describe interactions between participants in the EFL classroom, participant observation and observation in general is crucial in this qualitative research. Different scholars (Hopkins, 1995; Lankshear & Knobel, 2004; Merriam, 2009) have supported that observation is a sensitive and an on-going process that takes place in natural settings. It is an activity that provides the opportunity of recording behaviour as it happens, and it is crucial in qualitative research. In addition, it requires specific skills from the researcher to interpret phenomena. According to Hopkins (1995), a successful practice of
classroom observation could be achieved if the teacher is organized and plans his/her observations carefully, manages interpersonal skills, recognizes movement or transactions to gather appropriate information and provides feedback discussion (p. 79).

Taking into consideration the nature of the questions of this study, a participant observation was carried out not only to observe interaction among students while developing oral tasks but also to observe my own practice as a participant observer, particularly in the framework of action research “all teacher researchers are participants to some extent” (Lankshear & Knobel, 2004, p. 82). In this sense, it was necessary to practice and acquire the skills to manage the instruments and the gathered information, hence, before the implementation of material design and instruments such as field notes formats, and audio/transcriptions formats, those were piloted with another course in the same level for two weeks before the implementation of each activity.

A useful way of consolidating the information obtained from observations is taking notes, which is a “main tool in teacher-researcher repertoire” (Hubbard & Power, 1999, p. 83). The field notes format (Appendix D) proposed for the recording of observation in this study was organized bearing in mind that field notes can be presented in many forms, but they should include at least descriptions, direct quotations, and observer’s comments (Merriam, 2009, p. 137).

Audio and video recording: Based on the fact that this research was focused on students’ oral interactions, audio and video recording were important data collection instruments. Both audiotapes and videotapes are considered valuable tools that help teachers, particularly to find out “accurate information on patterns of interactional behaviour which may be obvious during the actual teaching process” and “to record small group interactions on different classrooms tasks”
(Lankshear & Knobel, 2004, p. 94), aspects which were overriding in gathering information for this research project.

In the case of video recordings, it is imperative to consider that they could include non-verbal data which is crucial in students’ interaction analysis of data, which constitutes a disadvantage for audio recording; however, (Hopkins, 1995) has indicated that audio recording is more available to teachers, and students familiarize more easily with them. On the other hand, even though using these techniques is highly time-consuming for what transcribing implies, this author has explained that transcriptions “allow researchers to scan particular classroom episodes relatively quickly without the need to review the whole recording” (p. 95). To make readable the gathered information it was necessary to follow an array of procedures in the transcription process, such as using conventions to explain different moments during the interactions, combining and comparing transcriptions to field notes to clarify information, and listening and watching the recordings many times, among others (see Appendix E).

**Students’ artefacts.** In this study, different kinds of artefacts were gathered. Some of them included pieces of students’ work in groups, self-assessment formats developed at the end of each unit, and a general assessment format applied at the end of the implementation. Considering that artefacts are physical pieces of students’ work and they are “concrete evidence [that] can alert researchers to useful avenues of investigation and provide additional insights into participants’ everyday lives” (Lankshear and Knobel, 2004, p. 234), these pieces of work were collected to evidence students’ growth during the implementation. In addition, these products were highly relevant to this research process since they allowed me to go deeply on learners’ reflections about collaborative work and conflict resolution through their self-assessments. As Burns (2010) has stated, artefacts serve as a source to complement the researcher’s observation;
moreover, they allow teachers to follow the learners’ progress and to evaluate if the intervention and changes implemented are working or not to accomplish the study objectives. In this action research, the students’ process was continuously analysed to improve and change aspects during the implementation.

For the process of analysing data gathered from the mentioned instruments I included names to organize and identify the data such as: Audio -transcript 27-08-2015/U1S1-group 1, specifying the name of the instrument, the date, number of unit and number of session and the number of group. Artefacts follow the same structure, but when it was individual, for the case of the activities assessment, it includes the pseudonym chosen by the student (see chapter V).

**Role of the Researcher**

My role as a teacher-researcher not only included guiding and directing students’ tasks, being a teacher-researcher in an action research study also involves reflecting upon my own practices as a member of the context; as a consequence, I not only observed the behavior of my students during the accomplishment of specific tasks, but also, I observed myself and became a member of the setting evaluating and rethinking methodologies and practices in the EFL classroom.

Burns (1999) has pointed out that “participant observation may mean adopting different levels of involvement in the research situation… the teacher is both a participant and an observer” (p. 82). In addition, Hubbard & Power (1999) have explained that a teacher-researcher needs to be skilled enough to be sensitive with the observation and at the same time “being open to our impressions living in the moment with a mindful stance” (p. 82), which is another feature of the type of study to be implemented. The perspectives mentioned above explain that in
participating in observation the researcher is considered as another valuable instrument for collecting data, which finally understands the social context participating and observing at the same time specific contexts.
CHAPTER IV

Instructional design

In this chapter, I portray the instructional design, aiming to foster conflict resolution skills through collaborative oral tasks at Antonio García School. Taking into account the social and local features of this school in regards to conflict issues, the implementation of collaborative oral tasks is presented as an alternative to give learners opportunities to interact, understand and deal with conflictive situations while they improve their abilities in the foreign language. Accordingly, I describe the curricular platform which encompasses both the pedagogical foundations and the visions and conceptions of language learning.

The pedagogical intervention conducted in this research study was divided in four units framed under the approach of task based learning (TBL henceforth) taking elements of the theories developed by Willis (1996) and Ellis (2003). 12 sessions were developed through different activities which promoted group work, students’ interaction and assertive environments that allow learners to express themselves and reflect upon conflict resolution issues; thus, different situations regarding conflict resolution were presented there. There were tasks that aimed at describing pictures and reading of short stories, among others. This intervention was conducted in view of the level and progress that students developed throughout the implementation, making the needed changes to accomplish their learning needs.

Curricular Platform

Vision of curriculum. Considering that this pedagogical intervention has the purpose of fostering conflict resolution skills while learners work on collaborative oral tasks, a framework of curriculum should include aspects of the methodological approaches used, such as TBL and
Collaborative Work, as well as the pedagogical principles that encompass learning environments directly connected to students’ contexts and needs. Different principles are described and supported on the visions explained in this chapter. Nevertheless, it is important to clarify that, making connections with the school conceptions of curriculum, they assert that the pedagogical practices should be framed within an inquiry model; however, as I reviewed the organization of the programs developed in regards to English language, in which the content is outlined just in linguistic contents without allowing for the social context and needs of the community, it is possible to see that there is a mismatch on the philosophical conception of curriculum and the way the practices are proposed to be developed.

As reported by Pineda (2001), a coherent framework of foreign language curriculum should incorporate a needs analysis of the context where it is going to be implemented, a selection of the appropriate learning experiences as well as the content, and to conduct assessment procedures to constantly review, evaluate and improve English programs. These aspects are relevant because in Colombian sectors there is a trend to follow programs of other contexts which may be not applicable to our English learning scenarios. In this sense, finding out that in the English learning program proposed by the institution there is a mismatch between the social goals and the program itself, it depicts an opportunity to improve, rethink and assess the program. As I have explained before, this intervention seeks to consider students’ contexts and needs to understand their conflicts in the English class better. In addition, a previous needs analysis was carried out to evaluate learners’ lacks. In this way, this implementation would enrich the curriculum proposed by the school to make it coherent and assertive. Besides, the organization of this implementation, which is framed bearing in mind TBL approaches, can allow us as teacher-researchers to consider that our methodologies should be characterized “as the
activities, tasks and learning experiences selected by the teacher in order to achieve learning, [this methodology] varies according to the group size, the specific needs of learners and their learning preferences” (Pineda, 2001, p. 14) so that we take into consideration more the individual needs within a learner centered approach.

**Vision of learning.** The vision of learning that fits this pedagogical intervention is the *experiential learning* developed by Tudor, (2001); this standpoint of language allows learners to use the language for communicative purposes. Tudor (2001) has explained that experiential learning is a “naturalistic form of learning or ‘picking up’ of a language that can take many forms, depending on the context in which the language is being learned and the purposes of learning” (p. 78), as it allows learners to relate their personal experiences to situations that, somehow, have connections with their real life. Therefore, this view of learning considers that communication is the means of learning, and also uses learning collaborative modes, in which the resolution of problems or the completion of tasks is involved in the use of the target language. As a matter of fact, this vision of learning is also appropriate for this research study, given that the pedagogical implementation is framed within the TBL approach and allows open approaches to course design.

Such vision complements collaborative oral tasks, which contribute to foster classroom relations and give supportive interpersonal relationships. This fact is also supported on what is proposed in the school’s PEI (Antonio García IED, 2008-2015) whose main objective is to generate changes in society. Moreover, the PEI has suggested that the students show assertive communicative skills and attitudes, and use strategies to solve conflicts. This document outlines some criteria for maintaining an adequate coexistence, in which one of the elements to succeed in this purpose is that students should “communicate assertively with the word and tone” or
“keeping a friendly and courteous communication, even though the situation could be difficult” (Antonio García IED, 2008-2015).

**Vision of language.** In this proposal, students were expected to interact among themselves by describing, analyzing and evaluating conflictive situations; therefore, language is regarded as a social action in which the students’ context is essential. Thus, as Dell Hymes has stated, language should not be studied as an abstract system, “but situated in the ‘flux and pattern of communicative events’, [so] the meaning of talk is shaped not only by the semantic system, but also by different layers of the social context” (as cited in Maybin, 2005, p. 91). For this reason, it would be relevant to tackle Tudor’s perspective of *language as a self-expression* in which the learning goals proposed consider the learners’ interests to express their ideas situated in a particular context. Accordingly, the goals of this pedagogical intervention are in accordance with this vision of language since self-expression “is a fundamental component of language use and the ‘opening up’ of a course to at least some degree of self-expression can help learners find a sense of personal meaningfulness in their language study” (Tudor, 2001, p. 69). Accordingly, they can express naturally their emotions, feeling or ideas, develop positive environments to share with peers, and create positive social relationships, simultaneously.

**Vision of classroom.** Considering the goals proposed for this pedagogical implementation and the visions which hold it, explained above, language learning in this public school would be meaningful and context situated. As a result, during the intervention learners could propose possible solutions for conflicts they face every day in the classroom and their daily life; therefore, the classroom should be seen as a space of *socialization* in which the students interact and establish their norms to do it. This process of socialization is explained by Tudor as *emergent* where “the social reality which emerges in the classroom is… complex and potentially
unpredictable” (2001, p, 128). As a result, the nature of this study based on conflict issues, is pertinent because it can work inside and outside the classroom based on the social realities that surround this context.

**Pedagogical Intervention**

In this section, I present a description of the instructional design, including a timetable of the development of the activities, the general instructional and learning objectives. In addition, the activities developed are described and related to the purpose of the research study.

**Pedagogical objectives**

- To foster positive attitudes and interaction among students through collaboration.
- To identify students’ understanding about conflict and how to deal with it.
- To explore the similarities and differences among peers by interchanging ideas orally.
- To provide students with an opportunity to become more comfortable with one another by getting to know each other better.
- To foster students’ collaboration through oral tasks that center on conflict resolution issues.

The application procedure of this pedagogical intervention is displayed on the timetable and chronogram of activities; it brings a brief explanation of the topics, description of activities and their objectives. In addition, a general design of the syllabus is presented to explain the skills worked along the implementation to be coherent with the objectives proposed in this research study. It is necessary to consider that the core of the activities and designed material were done to encourage learners’ interaction; however, the material designed also considered
the development of different skills involved in the process of language learning as reading, writing and listening activities framed on the principles of task-based learning.

This research implementation was conducted during five months of the year 2015, from the end of May to November. Four units of three sessions each were carried out from August 27th to November 11th, twelve weeks. Considering that the implementation was carried out taking into account the elements of TBL and an action research design, an assessment of the units was included during the post-task phase of each one to recognize students’ feelings regarding the tasks during these sessions; as Ellis, (2006) has stated, it has been suggested that teachers ask students how they did in the tasks because “[s]uch information will help the teacher to decide whether to use similar tasks in the future or look for a different type” (p. 37). For the case of the participants of this study, the first reflections were done in Spanish considering their English level, and keeping in mind that their assessments could contribute to generate changes, if necessary to the research study. However, at the end of the intervention, some students were willing to bring their impressions in English valuing their advances along this cycle (see appendix G).

As discussed on the literature review (see chapter II), TBL brings opportunities for beginning students to generate remarkable learning chances to consider English learning as a process. For this reason, it is important to coherently plan the lessons to achieve both linguistic and social objectives successfully. Table 2 displays the methodology in regards to tasks suggested by (Ellis, 2006), in which it is explained what options a teacher should consider when using this framework.

Table 2. Task Based leaning phases. (Ellis, 2006, p.20)
### Phase | Examples of options
--- | ---
A. Pre-task | * Framing the activity (e.g. establishing the outcome of the task)  
* Planning time  
* Doing a similar task
B. During-task | * Time pressure  
* Number of participants
C. Post-task | * Learner report  
* Consciousness-raising  
* Repeat task

In the pre-task phase, students were provided with activities such as puzzles to be organized in groups or games displayed on power point presentations to recognize vocabulary to be worked on in the readings. In accordance, Willis (1996) has stated that activities implemented during this phase allow learners to explore the topics to involve them, stimulate their interest in the activity and bring them significant exposure to the language. Throughout the during-task stage, learners studied and evaluated different situations related to conflict. In the first units they were able to describe pictures and situations to express their feelings regarding these situations and to establish connections with their reality at school. Jigsaw activities were implemented to allow the interaction, to explore the topics and to report them. As a matter of fact, this intervention explored different types of tasks such as experience sharing, creative and problem solving.

During the post-task phase students reported their activities differently, in the first unit they performed role-plays about some situations that may generate conflict in class in a descriptive manner; in the second one, they did oral presentations to socialize pieces of pieces of advice on a conflictive situation based on a short story and predicted its end bringing some general reflections. Along the third unit, they presented a report based on personal or familiar experiences regarding conflict, and in the last unit, they discussed a situation and brought
their possible solutions using the strategies suggested and learned to manage conflict. It was a significant stage for the study because at the end, a discussion with the whole group was given to explore different points of view and general reflections on others’ situations and conclusions. As claimed by Ellis, (2006) this phase affords opportunities such as “(1) to provide an opportunity for a repeated performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task” (p. 36).

As mentioned before, Table 3 presents the syllabus designed to carry out this pedagogical intervention; it also describes the objectives of each unit, the language content involved in the tasks, some conflict resolution skills to develop and the collaborative structures proposed to perform the activities.

Table 3. *Syllabus of pedagogical intervention*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Objectives</th>
<th>Language content</th>
<th>Conflict resolution skill</th>
<th>Collaborative structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Joining the classroom** | - To describe common conflict-related situations in the classroom in groups based on some pictures.  
  - To share ideas about conflictive events around school.  
  - To listen other students’ ideas.  
  -There is / There are.  
  - Present progressive.  
  - Descriptions with vocabulary about emotions  
  E.g. I am / he is sad / disappointed. | - Recognizing conflictive situations inside the classroom. | Jigsaw activity  
  Role-play |
| **Unit 2**    |                                                                           |                                                                                  |                                                                                         |                               |
| **The little turtle** | - To read a short story to identify common issues related to conflict at school.  
  - To propose possible strategies on conflictive situations.  
  -Should – Shouldn’t | - Analyzing conflictive situations and proposing possible solutions to them. | Prediction tasks.  
  Group oral presentation |
### Materials and Human Resources

This pedagogical intervention required the design of different materials to provide students with sources for language and group work. It was necessary to create materials to encourage them into collaborative work, so I created some puzzles, bingo activities, power point presentations and pedagogical guides for the development of different tasks (see Appendix F). In the case of pedagogical guides for units 3 and 4, some activities were adapted from Peace Games, (2006) and Kelso’s Choice Conflict Management Skills Program (2016), as they proposed different activities focused on conflict resolution strategies to empower children with the skills, knowledge, relationships and opportunities they need to be builders’ peacekeepers.

Human resources involved teachers and students, mainly. Different teachers and students of the institution were surveyed during the needs analysis stage. Then, the participants of the study, who were active learners in the development of the intervention, as well as the teacher who had the role of endorsing processes of group work, tolerance and respect during the classes.
For the development of this project, it was necessary to use some technological devices required to record the interventions and group work, and others to display the material resources for the implementation itself (cameras, a TV, computers and cables) were provided by the institution as every session required. Material as pedagogical guides and other electronic devices were provided by the teacher (cell phones, audio-recorders, etc).

**Timetable of the pedagogical intervention.** Table 4 describes the timetable of activities implemented in May, June, August, September, October and November; it presents some stages of the research process, as well as a description of the stages of the pedagogical intervention.
Table 4. Timetable of the pedagogical intervention

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Objectives</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I and II semester 2014</td>
<td>Application of surveys to teachers and students, observations and needs analysis.</td>
<td>To analyze the context of this study and to recognize the problematic situations students face in the EFL classroom.</td>
<td>Different surveys were conducted with teachers and students to determine perceptions and positions on conflict resolution and problems in English language learning in Antonio García School.</td>
</tr>
</tbody>
</table>
| May 30th – June 6th 2015 | Introduction of the project to the community | • To introduce the objectives and procedures of the study to parents and students. To get their permission through consent forms.  
• To inform and present to the school principal the research proposal to be implemented with the aim of getting the permission for its application in the institution. | The reasons and the benefits of the study were presented to the students and parents in a meeting, in which they were provided with the consent forms to ask them for the permission and acceptance to participate in the project. Students were also asked to provide a pseudonym to be used in the analysis of data. |
## August 27th - September 9th 2015

<table>
<thead>
<tr>
<th>Stage Pre-task</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joining the classroom</td>
<td>• To describe common conflict-related situations in the classroom in groups based on some pictures.</td>
<td></td>
</tr>
</tbody>
</table>

Students will be provided with a piece of a puzzle which has a specific color so they will find their jigsaw groups according to the color (6 members each group). The puzzle contains a picture of a classroom in which there are many students doing different kinds of activities. When students find their groups they will make the puzzle, then, they will describe each picture using present progressive, as well as there is and there are expressions (each student should provide unless two descriptions), some examples of verbs and language focus that may be used in the descriptions will be presented by the teacher previously.

<table>
<thead>
<tr>
<th>Stage During-task</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Joining the classroom | • To share ideas about conflictive events around school.  
• To describe feelings when conflict appears |

After the description students will carry out a brainstorm on each classroom situation assigned (each situation will be written behind the piece of the puzzle) and write them on the paper. Then students will form new groups to discuss the topics which will be related to conflict situations around the school. They will describe how they feel when this situation appears in class and what they do in these situations.

<table>
<thead>
<tr>
<th>Stage Post-task</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• To listen to other students’ ideas.</td>
</tr>
</tbody>
</table>

On the next session each group will present their situation descriptions through a role-play and will also bring a short reflection on the topic assigned, describing their feelings on each one. Students will explain the reasons why these situations could arise in the classroom and their implications for their academic process, producing short utterances using the expressions explained in the previous class.

## September 16th - September 30th 2015

<table>
<thead>
<tr>
<th>Stage Pre-task</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| The little turtle | • To identify others’ past experiences.  
• To recognize the vocabulary involved on the story |

On this stage students will play the game hidden pictures, in which, as they are in groups, they will try to find out an image and associate it with a verb, noun or adjective to describe it. This vocabulary will be involved in the reading to work on the next stage. The teacher gives an explanation of past simple and the way you can advise in English. With the vocabulary given students will give ideas predicting the story.

<table>
<thead>
<tr>
<th>Stage During-task</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• To read a short story to identify common issues related to conflict at school.</td>
</tr>
</tbody>
</table>

First, students and teacher (the whole group) will be reading the first part of the story, try to understand the meaning of new vocabulary and the ideas of the situation portrayed. Then, students will receive the image of a turtle with a verb written behind, so
they will get together according to the verb. In these groups they will discuss about the possible solutions to overcome this problem and prepare a presentation giving pieces of advice to the character to solve her problems and will predict the end of the story.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Post-task</th>
<th>The groups will present their posters with drawings and possible solutions as well as the pieces of advice they will give the turtle. The whole group will read the end of the story and will do some reflections about their predictions and the pieces of advice in the story itself.</th>
</tr>
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<tr>
<td>Stage</td>
<td></td>
<td>Students will bring some ideas about small and big conflicts they have faced at school; they will work in the same groups as in the first sessions; some of the ideas could be shared expressing the adjectives that described the emotions they experience when facing this situation. The teacher explains some clue vocabulary on a video, which is presented making emphasis on the pronunciation. The teacher gives directions about how to write about an experience, giving students a template to write them to be presented during the next session.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 14th – October 28th 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td>Pre-task</td>
<td>Students will watch the video (<a href="https://www.youtube.com/watch?v=RQypxz3Q0SM">https://www.youtube.com/watch?v=RQypxz3Q0SM</a>) in which three different conflictive situations with its possible solutions are presented. After watching the video, the teacher gives each student a blank card in which they will write and draw the emotions the characters faced during the conflictive events. Then students will socialize in the group some written work in which they talked about some conflictive situations they or their families have faced, they will describe the feelings regarding the situation and in groups they will compare the conflict resolution strategies and their connections with the situations they listed before. Additionally, they will bring other preferred or possible solutions to these problems; they are allowed to share in English and Spanish.</td>
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<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing problems with Kelso</td>
<td></td>
</tr>
<tr>
<td>October 14th – October 28th 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td>Activity</td>
<td>Activities</td>
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<td>---------------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Post-task</td>
<td></td>
<td>• To share and reflect upon common conflicts in their context.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-task</td>
<td>Activity</td>
<td>• To recognize conflict resolution strategies and actions.</td>
</tr>
<tr>
<td></td>
<td>It’s your choice</td>
<td>• To analyze specific problems to identify advantages and disadvantages on some situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To identify differences between regular and irregular verbs</td>
</tr>
<tr>
<td>During-task</td>
<td></td>
<td>• To listen to other students’ ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To reflect upon the possible solutions and strategies they may use when problems or conflicts appear.</td>
</tr>
</tbody>
</table>
Sample of Lesson Plan and Class Materials

**OBJECTIVES:**
- To describe common conflict-related situations in the classroom in groups based on some pictures.
- To share ideas about conflictive events around school.
- To listen other students’ ideas.

**Materials:**
- Puzzles, markers, papers, pens.

**Sessions:**
- Three sessions.

**Group size:**
- Groups from 5 to 6 students.

**LANGUAGE FOCUS**
- Present progressive
- Expressing feelings
- There is - There are

**Pre-task:**
Students will be provided with a piece of a puzzle which has a specific color so they will find their jigsaw groups according to the color (6 members each group). The puzzle contains a picture of a classroom in which there are many students doing different kind of activities. When students find their groups they will make the puzzle, then, they will describe each picture using present progressive, as well as there is and there are expressions (each student should provide unless one description), some examples of verbs and language focus that may be used in the descriptions will be presented by the teacher previously.

**During task:**
After the description students will bring a brainstorming on each classroom situation assigned and write them on the paper. Then one student of each group will tell the others about their situation and they will move until all groups socialize the situations, which will be related to conflict situations around the school. Each situation is written behind each piece so they will with different classmates.

**Post-task:**
On the next session each group will present orally their puzzle descriptions and will also bring a short reflection on the topic assigned, describing their feelings on each one. Students will explain the reasons why these situations could arise in the classroom and the implications of them on their academic process, producing short utterances using the expressions explained in the previous class.
Joining the classroom - Unit 1

1. Describe the picture, use expressions with present progressive / there is - there are.
   - There are many students in the classroom.
   - A student is dancing on a table.

2. Reflections on experts' topics (question). Write the emotions and actions you

My topic is...

How do I feel when...?

What do I do when...?
3. Write some descriptions of the picture


4. Write some comments or reflections about your experience working in groups on this activity (positive and negative aspects); and/or how did you feel, you can use Spanish or English.


NICE JOB!!

Desinged by Maira Ramirez
Images
The little turtle - Unit 2

1. Read and listen to the story

A LITTLE TURTLE IN TROUBLE

This is the story of a little turtle who liked to play alone and with her friends. She also loved to watch TV and play in the street, but the turtle didn’t have fun in school.

To this turtle, it was very difficult to stay on her seat and listen to her teacher. When her classmates took away her pencil or pushed her, she was so angry that soon she fought or insulted the children until they excluded her from their games.

The turtle was very upset. She was angry, confused and sad because she couldn’t control herself and she didn’t know how to solve the problem.

One day she met a wise old turtle that was three hundred years old and lived on the other side of town. Then she asked:

“What can I do? I hate school. I cannot be a good student. I fight with my classmates and even though I try to be a good student, I can’t.”

Then the old turtle replied:

“The solution to this problem is inside you. When you feel very upset or angry and you cannot control yourself...

TO BE CONTINUED...

Adapted from:
http://carmela.carmenlobo.blogspot.com.co/2014/03/cuento-la-tortuga-para-trabajar.html
(my own translation)
2. In groups discuss and decide what advice the old turtle can give her.

---

Grammar Corner: To give advice you can use SHOULD or SHOULDN'T.
EX:
You shouldn't yell at your classmates
You should study more for your exams

3. Write some comments or reflections about your experience working in groups on this activity (positive and negative aspects); and/or how did you feel, you can use Spanish or English

---

Designed by Malra Ramirez
Images
http://www.mycutegraphics.com/graphics/turtle/cute-turtle.html
Chapter V

Data Analysis

In this chapter, I describe the data analysis aiming to provide possible answers to the research questions proposed in the study. The data gathered for this research comprised transcribed video and audio recordings on students’ interactions when working on tasks based on conflict issues, field notes and artifacts. Data was qualitatively analyzed based on Grounded Theory, mainly using the coding stage. The analysis was complemented with Conversation Analysis Methodology; bearing in mind that this research study seeks to describe oral interactions in the EFL classroom when students develop tasks related to conflict resolution in the framework of collaborative work.

Framework of Analysis

As explained before, the preliminary data analysis combines elements from Grounded Theory and is complemented using principles of Conversation Analysis Methodology, which will be explained in this section. These approaches attempted to identify students’ skills in resolving conflicts while interacting in collaborative oral tasks, as well as to interpret the interactional patterns students co-construct when reflecting upon conflict resolution in a qualitative manner. Accordingly, field notes, artefacts and detail analysis of audio and video transcriptions of interventions and students’ interactions have been the main data collecting instruments to approach these objectives. The data were gathered during the implementation of four pedagogical units during thirteen weeks, a full period according to the school calendar which is divided into three terms. I collected, transcribed, organized and analyzed data of four units with the purpose of obtaining reliable information.
Grounded theory. To start, I selected the grounded approach for this study as it enables interpreting and theorizing about the information collected during the research process. As Charmaz (1996) has claimed, one of the essential aspects of Grounded Theory "is to let the key issues emerge rather than to force them" (p. 47), which means that categories and sub-categories should be analyzed directly from the collected information. Therefore, Grounded Theory is understood as a method of analysis that allows the researcher to build knowledge and develop theory. Accordingly, Strauss and Corbin (1990) have coined that the analysis of the data begins with coding, which consists of examining, comparing, conceptualizing and categorizing data through three stages: Open coding, axial coding and selective coding (p. 58). Nevertheless, in this study, I guided the analysis through the stages proposed by Charmaz (2006), which are quite similar; however the phases implemented in the study suggest asking analytical questions during the analysis process. As a matter of fact, two phases are suggested: initial coding and focused coding, with which, according to her, the researchers will be able to define what is happening in data guiding their learning ensuing analysis (p. 46).

Initial coding. Through this phase, researchers explore different theoretical possibilities and it is closely connected to data. It is crucial to evaluate the actions in the information and consider the gaps the data might have since it is part of the analytic process. Consequently, this is a detailed process in which the information is studied and described line by line. Charmaz (2006) has recommended using gerunds in this stage to code considering that “coding with gerunds helps you detect processes and stick to the data” (Glaser, 1978 as cited by Charmaz, 2006). Moreover, coding is suggested to be done taking into account some sub-stages to be more precise in the identification of the categories which are described as Word-by-word Coding, Line-by-line Coding, incident-to-incident coding and in Vivo Codes to make this process richer.
I developed this phase using Atlas Ti as a tool to identify, describe and organize the codes found in field notes, audio/video transcriptions and artifacts. I started to look for patterns that contributed to answer the research questions proposed. As a result, the coding process was carried out using gerunds. During this process it was necessary to rename some of the codes because of their similarities to attempt to categorize the information and appropriately describe the data as Figure 2 shows.

Figure 2

*Initial Coding Process. Field Notes Sample-Unit2.*

**Focused coding.** This phase consists on synthesizing and explaining larger segments of data to specify the information found on it, therefore focused coding “means using the most significant and/or frequent earlier codes to sift through large amounts of data” (Charmaz, 2006, p. 57). It also encompasses axial coding proposed by Strauss and Corbin (1990) to relate categories to sub-categories and the theoretical coding to conceptualize each category.

This process has been developed finding commonalities on the instruments, particularly students’ artefacts, field notes and video transcriptions. As a result of the axial coding the
category emerged: Students’ Awareness on Social Conflicts. It is composed by four sub-categories which are describing conflictive situations in L2, relating conflict to characteristics of personalities, and proposing possible solutions to conflict and lexical choice related to conflict.

**Conversation analysis methodology.** It is relevant to clarify that taking into account the nature of this study and its interest in students’ interactions during collaborative work, it is necessary to use another approach that helps to characterize and understand those interventions in their conversations. Charmaz (2006) accurately indicates that Grounded theory methods may “complement other approaches to qualitative data analysis, rather than stand in opposition to them. [She] occasionally draws on excellent examples from qualitative studies whose authors do not claim grounded theory allegiance or whose writing only acknowledges specific aspects of the approach” (p.21). For that reason, after the implementation and the collection process, data in the audio and video recordings were reviewed by carefully listening to and looking at the recorded material. In some cases, samples of the recorded material were transcribed to be analyzed taking into account some elements of the Conversation Analysis (CA) methodology proposed by Seedhouse (2004).

CA is a “theoretically and methodologically distinctive approach to the study of social life” (Seedhouse, 2004, p. 206). This approach uses extracts from ordinary conversations understanding social interaction through the talk-in-interaction of participants. It does not define stages for the analysis, but introduces interactional organizations of sequence named by this scholar, *adjacency pairs*, as well as other elements which are preference, turn-taking and repair. The interest of this approach is the social acts that occur naturally in the mundane talk (Seedhouse, 2004, p. 3). It is partially connected to Ethnomethodology studies considering that it uses some of its principles such as considering human interactions based on social actions. In addition, it is essential to understand that CA has its own principles which are generic and focus
“solely on human actions which are manifested through talk” (Seedhouse, 2004, p. 13). These elements of CA are appropriate for this study because they contribute to analyze the transcripts obtained specially from students’ group work recordings, which were gathered during the complete sessions of the implementation.

In order to account for the trustworthiness of the data in this study, some alternatives were followed to guarantee that the interpretation given was as close to reality as possible. Consequently, at the end of each unit students wrote a reflection on their processes during the implementation. Some of their reflections were first written in Spanish; however, they did a general evaluation in English at the end of the final unit. In addition, I assured that the data had convergent points using triangulation of field notes, audio/video recordings and students’ artefacts to consider different perspectives on this object of the study. As Guion et al. (2002) claimed “it is important to establish the validity of qualitative studies through the triangulation" (p. 3) to find commonalities and interpret data appropriately.

Triangulation enabled me to study the data through various perspectives, such as the process on how to identify students’ skills in resolving conflicts, the context, the mix of L1 and L2, the classroom material and how to engage students in learning spaces favoring their interaction and the learning of English. In the process of practical triangulation, the dual teacher-researcher role was performed, so the insights contributed not only in terms of data gathering, but also in the description of emerging patterns.

**Findings**

As mentioned previously, the categories emerged after transcribing and organizing data provided in field notes, students’ artefacts and audio-video transcriptions aiming to answer the questions of the research study. Three categories emerged during this process of the axial coding
in which it was necessary to organize the codes to make connections and find commonalities among them; Table 5 displays the relation among the categories and the research questions and objectives of this study.

Table 5.

*Categories and sub-categories of the research study.*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Category</th>
<th>Sub-categories</th>
</tr>
</thead>
</table>
| -What does the implementation of collaborative oral tasks based on conflict resolution inform us about seventh graders’ interaction in an EFL classroom? | Students’ awareness of social conflicts | - Identifying conflictive situations.  
- Reflecting upon conflictive situations  
- Proposing possible solutions to conflict |
| Related Questions | Category | Sub-categories |
| -What interactional patterns are co-constructed by EFL students while developing collaborative oral tasks based on conflict resolution?  
-What are the effects of such interaction on their EFL learning? | Students’ engagement in collaborative strategies | - Students’ leading tasks  
- Collaborative interactions |

**Students’ awareness of social conflicts.** This first category emerged from the students’ work on different tasks based on conflict resolution; throughout the implementation, students demonstrated recognition of behaviors that relate to conflict in the classroom and other settings. Peer interaction allowed them to generate discussions and negotiate possible solutions to conflictive situations. Therefore, according to the findings of this research study, it was possible to find that there was *students’ awareness of social conflicts.* The concept of awareness has been directly connected to the one of consciousness; some scholars have asserted that “consciousness is understood as the connection between emotions and social interactions” (Selman, 2011, as
cited by Pérez, 2013), which means, that in the first category students were able to recognize conflictive situations, describe them, establish connections and propose possible solutions to conflict without being directly exposed to them. Figure 3 displays this category with its three sub-categories: Identifying conflictive situations, reflecting upon conflictive situations and proposing possible solutions to conflict with the codes that will be explained with excerpts of the data gathered.

Figure 3.

First category, sub-categories and codes.

**Identifying conflictive situations.** Through the data collection process it was possible to appreciate that students analyzed pictures and stories reflecting upon social behaviors in the school setting. The first excerpt shows that students expressed their thoughts and described situations which were common to their context, but at the same time, they produced short utterances in regards to how good or bad the actions of the students in the situations proposed on the tasks were. The process of identifying conflictive situations and to be aware of them emerged from learners’ descriptions; they gave personal opinions regarding conflictive situations and
expressed their feelings during the interactions throughout the intervention; in some cases they relate characteristics of personalities to conflictive situations and as it will be explained in this chapter, by examining their interactions it was possible to find that they use specific lexical choices to refer to conflictive situations.

4. **RICHARD**: Desordenado

5. **LORE**: Todos estaban gritando

6. **SANTI**: Muy loco

7. **TEACHER**: Ok muy loco...

8. **BRAYAN**: Niños gritando

9. **HOLMAN**: Profe! Fighting

8 **RICHARD**: There are some students playing in the classroom.

9 **TEACHER**: Some students playing in the classroom, ok very good, what else?

10 (a student rising her hand) Ok Danna! Go ahead.

11 **DANNA**: ehhh... There are boys... mmm is fighting in the classroom.

12 **TEACHER**: ok... there are students

13 **DANNA**: boys

14 **TEACHER**: ahhh good, boys fighting

15 **DANNA**: yes, there are boys fighting in the classroom.

16 **DANNA**: very bad teacher!
As shown above, students were bringing general descriptions to some situations from the beginning of the implementation. In this group interaction led by the teacher, different students were willing to participate by giving descriptions of the picture in L1 and L2, after the group work in the during-task stage, which is evident from lines 4 to 9. While from lines 11 to 16, a student gives the description and says that the situation is bad, being able to express her own opinion about this situation. Accordingly, at the beginning of the implementation students were sharing their ideas about the picture of the puzzle and brought their personal opinions. It was interesting to appreciate that they were asked to give general descriptions of a picture (see figure 6), but instead they first focused on the actions of the characters in the picture describing their behaviours related to conflict.

Figure 4.

*Students’ group work giving descriptions related to conflict at a classroom*

The process of awareness started when students generated reflections upon common situations of the school context; in the session three of unit one in a jigsaw task, they were asked to perform a role-play (see chapter IV), in this activity students first discussed their feelings and
actions when different situations related to conflict appeared. This task allowed them to explain their feelings becoming reflective learners, in the next excerpt, group 2 shared their feelings when a student interrupts the class. From a CA perspective, the students’ turn-taking in the next excerpt allows the reader to interpret that it brings language learning opportunities regarding vocabulary related to emotions and feelings.

1 MICHELLE: Entonces ¿cómo nos sentimos nosotros cuando interrumpen la clase?
2 RICHARD: Nos sentimos
3 JOHAN: fastidiado, me fastidia, uishh que estrés
4 RICHARD: /jealous/
5 MICHELLE: je-a-lo-us
6 MICHELLE: ehhh angry
7 RICHARD: nooo rabioso, no
8 MICHELLE: yo sí, a veces
9 RICHARD: y este: frustrado
10 MICHELLE: frustrado?
11 DANNY: frustrated
12 RICHARD: I feel paranoic
13 DANNIEL: ¿y disgustado?
14 RICHARD: ¿en dónde dice disgustado? Ahhh sí
15 MICHELLE: mirela acá: disgusted
16 RICHARD: Michelle se siente agresiva

(Audio-Transcript 02-09-2015/U1S2-group 2. sic)

In this example, students sometimes clarify and discuss the meaning of the feelings related to the situation "a student interrupting the class," in lines 7 to 11, there is a clarification of the meaning of the word ‘frustrated’ in English, since students were watching a picture with faces
and the moods in English, nevertheless they do not discuss why Richard says jealous in line 4, however, there is a clarification of the pronunciation. However, what is meaningful in this excerpt is that students are expressing their feelings while learning specific vocabulary in English as they take active turns into the conversation, as Kääntä et al. (2013) explain “[l]anguage learning is thus viewed as co-constructed and jointly accomplished by interactants in situated, social interaction [because CA] provides empirical evidence of the various interactional practices interactants perform in ‘doing learning’” (p. 342).

This category also represents how students tend to socially appropriate concepts on conflict issues when they describe and analyze this kind of situations reflecting upon them. For this reason, it was found that there was a specific lexical choice related to conflict and it was an emerging code when students described conflictive issues. In the excerpts, students used *bullying* in English and in Spanish to describe a conflictive situation, especially when it was a situation in which someone was bothering others as portrayed from lines 49 to 57.

38 SOL: *le hicieron* **bullying**

39 TEACHER: ¿*Le hicieron* bullying? ¿*Y por eso está así*?...

    (Video-Transcript 02-09-2015/U1/S2-Whole group. sic)

49. ANDRES: *Tiger está molestando a Winnie Pooh*

50. TEACHER: *y entonces cómo es molestar*

51. (PAUSE)

52. MICHELLE: *Bother*

53. TEACHER: *Ok very good! It can be a verb... NEXT*

54. SAMUEL: **Bullying**

55. JERÓNIMO: *Aggressive*

56. TEACHER: ¿*Bullying*? ¿*Qué es bullying para ustedes*?
57. JOHAN: Molestar
58. BRAYAN: Fight
59. JERÓNIMO: Bother
60. YICED: Push
61. TEACHER: What does it mean, Yiced?
62. DANNA: Podría ser de un tigre que le hace mucho *bullying* a una tortuga y ella se esconde en el caparazón y se va con el oso.
63. TEACHER: Ok great, vamos a ver cuándo leamos. Next picture.
64. SANTIAGO: Aggressive
65. SANTI: Fight
66. JOHAN: Fighting

(Video-Transcript 30-09-2015/U2/S1-Whole group. sic)

As presented in the excerpts, in the first instance, the word bullying is used as a synonym of ‘bother’; according to Papadopoulos *et al* (2014), bullying “constitutes a social phenomenon that takes place mainly in the school environment all over the world” (p. 66) and due to the frequent use of the word in media, students appropriate this word to use it among their discourses in the classroom referring to different situations. For Chaux and Velásquez (2008), this word refers to a repeated and systematic attack against a student who usually has no way to defend themselves and in which an imbalance of power takes place; nevertheless, students use it to refer to other situations. For instance, they apparently attached another meaning to the word by making up another term, burling, as the next excerpt exemplifies, a learner appropriates and uses the word burling when he does not receive a price for participating, acknowledging that it is not a conflict *per se*, but a funny situation:

*On the next picture they start to shout words but it is not possible to understand, so the teacher says that they have to raise their hands and they start by saying (describing the picture) “Tiger and Winnie Pooh”*
“tiger and a bear” Danna says “happy”, others say “friends”, Richard says “Tiger fights with Winnie Pooh” Danna “molest”, Michelle “bother”, so the teacher replies “very good Michelle, it’s bother” some students says “Ohh noo. No se vale” but Michelle’s group is clapping their hands. Then Richard says “Noo, eso burling in the class”. When the activity finished some students say “Ay nooo profe”, afterwards the teacher says that the winners are group number 4 and explains that despite this fact, all the groups have points for this class.

(Field-notes 02-10-2015/U2S2. sic)

Reflecting upon conflictive situations. In regards to this subcategory it was found that students became reflective actors as they explained reasons of conflict from their own point of view; in addition, they narrated some conflictive experiences related to conflict. One of the first reflections students gave leads us to interpret that they were able to relate conflictive situations to characteristics of personalities. As a matter of fact, students were not just describing situations that might constitute conflicts within the school community; they were also connecting characteristics of appearance to conflictive issues. Additionally, students were labeling a sad girl as Emo, explaining that she could be like that because she probably was hurt or bullied by others; this reflection was given until I encouraged students to go beyond their descriptions and explain why they said that on their previous work as shown in this excerpt:

22 JERÓNIMO: (13:30) There are an emo /jirl/ in the classroom.

26 TEACHER: There are or there is?

27 JERÓNIMO: There is

28 TEACHER: Very good, there is an emo girl in the classroom.

29 TEACHER: ¿Qué significa que haya una niña emo? Muchos escribieron eso y no entiendo.
30 MICHELLE: Triste

31 TEACHER: ¿Cómo se siente la niña emo? Michelle, the emo girl, how is she?

31 HOLMAN: Ahhh ya la vi, mire

32 MICHELLE: (stands and points out a picture of emotions on the board) Miserable

33 TEACHER: Miserable, she feels miserable?

34 TEACHER: Ehh, ¿por qué será que la niña está triste?, ¿ustedes qué piensan?, ¿qué le pudo haber pasado?

35 STUDENTS: Me, me (they were willing to participate)

36 MICHELLE: Triste porque el novio la dejó. (laughs)

37 TEACHER: Please! Raise your hands ¿qué le pasó Sol?

38 SOL: Le hicieron bullying

39 TEACHER: ¿Le hicieron bullying? Y por eso está así...

40 DANNY: Teacher, pero es que ella no está triste, tiene como rabia.

41 SANTIAGO: Es bipolar

(Vide Transcript 02-09-2015/U1/S2-Whole group. sic)

This example allows us to perceive the management students have about these topics and the multiple interpretations that can emerge when they are engaged on reflecting tasks; as Pérez (2013) found in his study, the activities as the ones developed in this implementation as encouraging collaborative learning tasks as well as reading texts that focus on social and ethical issues are familiar to students’ context and may have students reflecting upon them (p.196). In
order to encourage these students in collaborative oral tasks, it was necessary to provide them with different literacy activities before the discussions took place, so they had the chance of writing others’ experiences to then socialize with their peers. Regarding this aspect, there were relevant advances in regards to their literacy skills. As explained before, in the first unit, they wrote simple sentences to describe situations; however, in unit 3, they were asked to write some real situations related to conflict following some structures to facilitate the narrating process to later discuss the feelings they faced as figure 5 displays;

![Image](Figure 5. Students group work giving descriptions related to conflict at a classroom (Artefact 14-10-2015/U3S1-Michelle)).

Sometimes the participants gave reasons related to the activities they developed daily at school, attempting to explain some reasons for specific behaviours as shown in lines 39 and 40, although they did not relate directly to the subject dealt with in the task:
38. TEACHER: You are going to write your phrase and color on your notebook to remember your piece for the next class! Right? Posiblemente esa frase contiene algunas de las situaciones presentes en la imagen, ustedes me van ayudar a averiguar por qué los estudiantes estaban así

39. HOLMAN: Porque no los ocuparon, porque la profe se fue al baño

40. JERÓNIMO: Porque no desayunaron

41. SANTIAGO: Porque les dieron mucho azúcar

(Video-Transcript 27-08-2015/U1S1-all students. sic)

**Discussing possible solutions to conflict.** According to different authors concerned about how to manage social issues in the classroom settings, the aspect of social awareness should constitute the core of the activities developed in the school. Selman (2011), for example, proposed in his project activities such as caring for and educating communities by working in group activities such as classroom meetings in which students deal with disagreements. In the case of this activity based on a story in unit 2, students were able to predict what the story was about by watching different pictures to acquire vocabulary. Some of the students predicted elements of the story by giving a solution to each situation as shown in the next transcription. Furthermore, they gave pieces of advice on behavior to avoid conflictive situations.

*Linda raises her hand and says “se trata de una Tortuga que se encuentra con Tiger y Winnie Pooh y le hacen matoneo a la tortuga”, then Wilches says ”se trata de una tortuga, que ella es muy tímida y la molestaban, y cuando la molestaban ella se escondía en el caparazón de ella y al final estando ahí se relajaba”, Richard: “era de Winnie Pooh que estaba jugando en el parque cuando llego Tiger y empezó a molestarlo, luego él salió corriendo y empezó a molestar a la tortuguita, entonces a la tortuga le dio miedo y se metió en el caparazón y entonces Winnie Pooh trató de salvarla” then Julian interrups and says “y al final meditaba” then Richard continues and makes movements with his hands to explain to their classmates “Winnie Pooh se acerca y trata de sacarla del caparazón y se hacen amigos”*

(Video-transcription 30-09-2015/U1/S1. sic)
One of the aspects that better exemplifies students awareness on social conflicts was advising to avoid or to manage conflictive situations, in this sub-category it was interesting to figure out that among the skills to resolve conflicts (Ridao 2007), students preferred skills such as generating empathetic connections and managing emotions; in units 2 and 3 students were asked to discuss and generate possible solutions to problematic situations and they agreed with the use of empathetic relationships with others by giving pieces of advice such as “you should be friendly” or “you should calm down”, the next excerpts display some of these pieces of advice and strategies they proposed to overcome conflictive situations during a presentation; excerpt A shows some of these strategies, and excerpt B represents how a student went beyond reflecting upon a situation they may see common at school explaining that the solution cannot be telling the teacher all the time, excerpt B line 43:

Excerpt A

43. SANTI: Ay good morning, vamos a dar los tres consejos que la anciana le da a esta tortuguita

44. DANNA: You should calm, calm down

45. EVELYIN: You should be friendly

46. LINDA: You should speak with... (inaudible)

47. TEACHER: Can you repeat?

48. LINDA: You should speak with your classmates

(Video-Transcript 07-10-2015/U2/S2-Whole group. sic)

Excerpt B

Situation 5: Students fighting around

33. TEACHER: ¿Qué quiere decir el grupo al respecto? -What was the students’ attitude?
34. MARY: They were playing and the teacher calm down, los calmó.

35. SANTIAGO: pero los separan después de media hora.

36. NINI: Pues los estudiantes no hacen nada, solo dicen Oh my God, se sorprenden, pero no hacen nada, todo termina hasta que llega la profe y los separa.

37. TEACHER: Yes the students just ignored what happened there. Siguieron derecho y fueron indiferentes, right?

38. SANTI: Yes, los niños no hacen nada, solo la profe los para.

39. TEACHER: ¿O sea que la solución es siempre decirle al profesor?

40. SOME STUDENTS: Nooo.

41. DANNY: Noo también le pueden decir al coordinador.

42. TEACHER: Mmm ¿y entonces después al rector? Mmm no sé, ¿Evelyn?

43. EVELYN: Yo diría que no siempre la solución está en el profesor, porque puede estar es en nosotros mismos, podemos controlarnos más para evitar pelear.

(Some other times students were more likely to suggest good behavior in classes and other moments as a strategy to avoid or to overcome bad moments at school, as it is shown in figure 6 and in the next excerpt:)

Figure 6.

Suggesting good behavior.)
Findings also revealed that students get involved in discussions about what strategy to use to resolve certain situations. In the first two units they were giving them according to their negotiations among the groups, in units 3 and 4 they were provided with actions and strategies in case of facing small problems and they were able to recognize the advantages and disadvantages in such situations. The next excerpts show learners’ discussion and negotiation of what strategy to use and how to develop the task in an assertive way.

7. **DANNA:** No sé, podríamos hacer esa, hablar con tus padres y calmarse, no?
8. EVELYN: No porque es que también, bueno sí, pero hagámoslo primero en una hoja borrable, no?

9. DANNA: Yo lo escribo en lápiz en mi hoja (they start copying and spelling the words to be written on the papers)

10. EVELYN: Ay miren allá la lista de los verbos

11. LINDA: Pero estos son los irregulares, no los regulares, venga y mire aquí

12. DANNA: En este sí están

13. LINDA: Pero no hay regulares

14. EVELYN: Danna mira, tomar

15. SANTI: [take]

16. DANNA: Take (correcting his pronunciation)

17. DANNA: Entonces sería: you should...

18. LINDA: No, pero ahí no está bien (interrupting Danna)

19. SANTI: Miren encontré esto

20. DANNA: ¿Tú deberías calmarte?

(Audio-Transcript 07-10-2015/U2/S2- group 1. sic)

In the last sessions of the intervention students tried to use their learnt skills about conflict and they were also able to describe advantages and disadvantages of others’ decisions when facing conflictive situations as figure 7 displays:

Figure 7.

*Recognizing advantages and disadvantages of problems*
It is necessary to recognize that there were moments in which students had problems while developing the tasks, in fact, in the first session a conflict naturally emerged in a group, however, with the help of some students of other groups and the intervention of the teacher, students’ involved in this situation chose to apologize as a strategy to overcome the situation. The use of this strategy is evident in figure 7, and it is connected to the ability of mediation (Ridao, 2007) which implies the use of some communicative strategies among the people involved in the conflict, as this excerpt shows from lines 76 to 80:

70. TEACHER: Y entonces que hacemos, su compañero está llorando

71. RICHARD: Profe yo sí vi a los dos pegándole

72. TEACHER: Thank you Richard, vuelve a tu grupo, por favor

73. SANTIAGO: (A student from another group) Andres acéptelo!
Students’ engagement in collaborative strategies. This second category reported that different patterns of collaboration emerged allowing students to negotiate ideas related to conflict and social issues to attempt mutual understanding. From this category two sub-categories came up, it was found that there were students leading the tasks and that they used some collaborative interactions negotiating ideas to better develop the tasks and using strategies to overcome problems during them. As Beatty (2003) has suggested “learners engage in discourse that provides opportunities for comprehensible input and encourages comprehensible output. Together, opportunities for comprehensible input and output help learners build vocabulary, skills and language awareness” (p. 111). Figure 8 displays this category with its two subcategories as well as the codes that will be explained with excerpts from the data collected.

Figure 8.
**Students’ leading tasks.** One of the most remarkable aspects found in the audio-recordings when students were working together along the units was that some students were actively leading the tasks, which is one of the sub-categories analyzed. It was evident that sometimes not all the members of a group were engaged in the activities; however, some students led the activities by asking them to participate, encouraging their peers into the accomplishment of the task. In addition, they were clarifying and correcting their partners’ mistakes or making questions to them, which since the CA perspective is named turn-taking, as evident in the next group work transcription:

40. **BRAYAN:** Entonces sería everybody par- ti- ci- pa- te... oo no students participate in maths class. Ole entonces escriba usted que usted se entiende su letra, escriba s-t-u-d-e-n-t-s. Abajo escriba esto, everybody participate... ¿Cómo sería mejor? Students participate o everybody participate

41. **KATTIE:** Ahí sería students participate of math class

42. **BRAYAN:** Ahora busquen empecemos en el dictionary
43. CAROLINA: listo

44. KATTIE: Listo busquemos: atención por favor

45. SEBASTIAN: Attention

46. BRAYAN: Listo Julian escriba entonces, usted empieza diciendo ATTENTION PLEASE

47. BRAYAN: [please-please] (spelling his classmate so that he can write the word correctly)

48. JASON: ¿cómo se dice niño?

49. BRAYAN: ¿Niño? Mmm este... boy

50. JASON: ¿y niños?

51. BRAYAN: Boys

52. BRAYAN: Continuemos, entonces los niños están en clase de matemáticas, otro sería los estudiantes están en clase de matemáticas.

(Audio-Transcript 09-09-2015/U2S3-group 3. sic)

In this excerpt Brayan has the role of the student leading the task, this role has been considered in other research studies as the teacher-like identity, in which some students take the control of the learning activities when the teacher is not around. In regards to the feature of turn-taking, it is interesting how Brayan promotes participation and students respond assertively to his questions, engaging collaboratively in the task when others validate and respond to his questions to accomplish the task, from lines 42 to 52 students have the chance of being able to participate in these conversational threads simultaneously.

As the interventions developed I could realize that when students led the activities, most of them took their role initiating the tasks with questions to catch their classmates’ attention as in this excerpt in which Michelle tried to be engaged in the activity reading the instruction of the activity in line 2; and in line 4 she keeps her attention on the task even though Richard was doing something different:
2. MICHELLE: Bueno y entonces ¿qué le vamos a hacer? Bueno escriban, digo escribamos (laughs), (she starts reading the instruction of the activity) “In groups discuss and decide what advice the old turtle can give her.”, entonces ¡Richard! ¿Por qué no viene en vez de estar maquillando ese muñeco?

3. RICHARD: Ayy pero me quedó bonito

4. MICHELLE: Entonces podemos decir... ¿qué consejo le puede dar la tortuga grande a la tortuga pequeña?

(Audio-Transcript 07-10-2015/U2/S2-Group 2. sic)

Something significant regarding collaborative learning was that this kind of interactions allowed active participation among the students; as seen in the next excerpt of the same group working together as they prepared a role-play, more students were engaged on the activity and actually, more of them were leading the task clarifying information as Linda in line 44 or Johan in lines 46 and 48. Even Richard, that in the previous excerpt seemed not interested in the task, was giving ideas to overcome problems during the activity (line 45). He was also motivated to represent common roles which were connected to the reality of the classes asking Michelle to develop a specific role from lines 49 to 53:

40. MICHELLE: ¡Bueno bueno entonces empecemos! ¡Linda! Usted va a decir: why aren’t you happy? Así: why aren’t you happy?, y entonces le dice eso a la emo, o gótica, a esa mejor dicho

41. RICHARD: Yo qué digo

42. MICHELLE: ¿Usted cuál es?

43. RICHARD: ¿Entonces yo qué digo Michelle?
Discussing interaction, Oxford (1997), Kääntä et al (2013) and Beatty (2003) have agreed on the fact that interaction promotes willingness to communicate, understood as the learners’ intention to interact with others. These scholars have explained that tasks which promote interaction engage students’ motivation and interest in learning the target language. In accordance, as I analyzed data, it was surprising for me to see the active participation of students that almost never participated in classes unless I asked them; some of their participation emerged during the whole group discussions, and some others on the group work. What is significant here is not only the willingness to participate, but also the reflection and discussions about terms
related to social situations as conflicts in different settings. As shown in the next excerpt, Yubeli and her group were practicing conflict resolution strategies, and she seldom participated before the intervention. In this excerpt she was also leading the task:

4. YUBELI: Miren primero practiquemosla, ¿esta cómo se llama?
5. SOME STUDENTS: Apologize
6. ANDRES: Apologize es esta (matching the pictures to the verbs)
7. LORE: Ignore it, es esta
8. YUBELI: y aquí, dice cool off
9. ANDRES: (laughing) cool off suena muy chistoso.

(Audio-Transcript 21-10-2015/U4/S1-group1. sic)

The next two excerpts exemplify the same phenomenon, in these cases Jason, Valentina and Kattie were taking active roles in the group work, although they were not leading the tasks they were active participants in the activities validating the help they received from other classmates and, as in line 84, Jason was giving short utterances directly in English which is highly significant to this research study:

73. JASON: ¿Cuántas vamos?
74. JERÓNIMO: Todavía faltan
75. VALENTINA: Yo quiero hacer una
76. VALENTINA: Yo quiero hacer una
77. JASON: Están gritando en clase
78. VALENTINA: Ay una niña emo, jeje
79. JERÓNIMO: Hay animales en clase
80. RICHARD: Hay una rana, un pájaro, un perro
81. MICHELLE: Richard vaya para su grupo!! (She sounds annoyed)

82. JERÓNIMO: There are

83. MICHELLE: No, there is porque es una sola niña

84. JASON: There is a girl in the classroom

85. BRAYAN: ¿Es una sola niña o varias? Ahhh si, entonces es girl, there is an emo girl

(Audio-Transcript 27-08-2015/U1S1-group 1. sic)

22. TEACHER: Yes both are posible! Uyy JASON, escuchemos (a student who almost never participates)

23. JASON: Se estaban robando la manzana

24. TEACHER: Did you write it in English?

25. DIFFERENT STUDENTS: Apple, stealing...

26. KATTIE: there is a student... mmm student gotic

27. TEACHER: mmm a gothic student, ¿what is gothic?

28. RICHARD: Gótico

(Vide-Transcript 27-08-2015/U1S1-all students. sic)

Collaborative interactions. This last sub-category emerged from the fact that students used different strategies to accomplish their tasks; therefore, learners were actively engaged in this intervention through participating, asking and generating ideas related to conflict to learn English. Some of the most common collaborative strategies that emerged were requesting peers or teacher’s clarification, and negotiating strategies to understand and reflect upon conflictive issues. From the data gathered, it is possible to appreciate that seventh graders engaged in their interactions and discourses to seek learning opportunities and to socialize different ideas about their experiences; as Beatty (2003) has pointed out “together, opportunities for comprehensible
input and output help learners build vocabulary, skills and language awareness” (p. 112), which is also connected to the specific objectives of the research study: (a) To interpret the interactional patterns students co-construct when reflecting upon conflict resolution; (b) To examine the effects of seventh graders’ interaction in their EFL learning.

The next samples of data explain that learners discussed strategies to develop the tasks giving ideas to better resolve them as in lines 5 to 8 excerpt A and lines 60-61 excerpt B:

**Excerpt A**

1. DANNA: *Sería como there are some students playing, /playing/, seria playing in the classroom*

2. ANDRES: * Exacto*

3. DANNA: *Entonces seria eso, están jugando en el salón de clases*

4. *(Teacher interrupts the activity to give instructions and explains how many sentences they should do)*

5. DANNA: *Por qué no las ingeniamos nosotros entre todos (while the teacher is talking)*

6. SANTI: *Sí! ideémoslas entre todos con esas mismas frases*

7. DANNA: *No, o sea ideémoslas todos nosotros*

8. DANNA: *Bueno ya tenemos una la de: There are some students playing in the classroom*

9. LORE: *Los niños están jugando en el salón*

10. DANNA: *Sí, esa ya la tengo, hagamos otra y los demás van buscando en el diccionario.*

(Audio-Transcript 27-08-2015/U1S1-group 2. sic)

**Excerpt B**

56. BRIGHIT: *AHH listo está re fácil*
57. BRAYAN: ahí, después de dar la palabra usted dice ATTENTION PLEASE! Y ahí nosotros nos reímos y decimos: JAJAJA STUPID

58. JULIAN: ¿Estúpido?

59. SEBASTIAN and BRAYAN: nooo: bobo (laughs)

60. CAROLINA: ya tenemos varias cosas ¿por qué no hacemos una prueba?

61. BRAYAN: ¿y si terminamos primero el dialogo?

(Audio-Transcript 09-09-2015/U1S3-group 3. sic)

Considering the social perspective from which this study was proposed, it was possible to perceive that students needed to scaffold their learning, thus, some students required peer clarification, and in other cases the whole group requested teacher’s explanations and clarifications to make sure that the activities were being developed appropriately, “scaffolding describes a situation in which a learner interacts with someone who can guide, support, and shape his or her learning” (Ellis, 1998 as cited in Beatty, 2003) which leads us to see that they were interested in accurately express their ideas in English. Particularly, students were paying attention to pronunciation, creating together strategies as repeating together some words as they did in this group work:

21. DANNA: Entonces, repitamos todos, este Share and take turns, todos

22. ALL: Share and take turns

23. EVELYN: Share and take -cool- sí?

24. DANNA: No, otra vez todos, share and take turns

25. DANNA: Repeat (laughs)

26. EVELYN: este, make a deal

27. DANNA: Repeat! (Make a deal)

28 ALL: make a deal (laughs)....
In these examples they were using different ways to relate to others when requesting peer clarification because among them they asked in L1, as presented in lines 43 to 44 of the last excerpt; however, the same group requested the teacher in L2, as seen in line 99 of the next excerpt, making evident that there is a differentiation in the conversations between the learner and peers and the conversation between the learner and a teacher. It is important to clarify that these issues on the interaction are evident and they have been broadly studied; nevertheless, what is relevant here is that what learners are attempting is the understanding of conflict resolution strategies.

92. DANNA: Listo ahora leamos, dice Orlando’s problem
93. YICED: Orlando se molestó
94. DANNA: ¿o molesto?
95. BRAYAN: se molestó porque está en pasado, -ed
96. YICED: because... Hay que subrayar el pasado, irregular con verde y regular con rojo
97. BRAYAN: este es irregular, este regular y este regular, red
98. DANNA: Los de verde son los irregulares, teacher, ¿cómo se dice “ya” in English?
99. BRAYAN: Teacher! -How do you say “ya” in English?

Regarding the second objective, I found that in each assessment students were expressing their feelings about the tasks and their improvement. They expressed that there were advances in relation with the group work and in relation to their English performances; it was interesting to
see this process because, in fact, students were valuing collaborative oral tasks, expressing their feelings during them and highlighting their advances regarding language learning as portrayed in figures 9, 10, and 11. In figure 9 a student expresses in L2 and L1 her feelings about the task of the story of the little turtle; she also explains how she felt with the group and how they helped her to understand better the pronunciation of some words. There are other samples of the assessments on different units in which students were critical and explained that not all the members of the group work actively (see Appendix G). All these comments were relevant because this assessment process allowed me to make changes in the implementation, taking into account it was an action research study.

Figure 9.

*Assessing group work*

![Assessing group work](Artefact 09-09-2015/U1S3)

Figure 10 represents an assessment of the implementation in which students sum up their feelings during the twelve sessions; in this part a student consigned important insights related to
the activities in which she explains they were creative and not boring; as mentioned this assessment process is relevant because it tells me a lot about the methodology used and its impact on learners’ impressions. In addition, she listed the topics worked along the implementation reflecting upon the difficulties faced.

Figure 10.

*Valuing collaborative tasks.*
Finally, in figure 11 I could perceive that students find useful the pieces of advice and strategies worked to overcome conflict or problems on the daily life. It is significantly important because even though students were able to propose solutions to conflict and explain reasons to them, in this research study it was not possible to see if they actually used these strategies in their daily lives; however, this student explains that she could “put in practice” certain strategies when a problem raised.

Figure 11.

Conflict resolution experience.

Chapter VI

Conclusions and Pedagogical Implications

Conclusions

This qualitative action research study was carried out with the intention of giving an answer to what the implementation of collaborative oral tasks based on conflict resolution informs us about seventh graders’ interaction in an EFL classroom; what interactional patterns students co-construct while developing collaborative oral tasks based on conflict resolution and what are the effects of such interaction on their EFL learning. In general, the results of this study revealed two main categories in which it was possible to find that there was students’ awareness of social conflicts and learners’ engagement in collaborative strategies and students leading tasks
to accomplish their common objectives through the improvement of their language learning abilities. Throughout the data analysis it was suggested that collaborative oral tasks allowed seventh graders to go through a negotiation process and construction of meaning in relation to conflict in English.

The data gathered allowed me to see that students’ awareness of social conflicts was given when they expressed their own ideas about conflict identifying it; learners consigned bringing descriptions to conflictive situations, discussed and proposed possible solutions to conflict in the target language. In addition, it was found that students tend to socially appropriate concepts on conflict when they describe and analyze conflictive situations reflecting upon them; these facts are directly connected to the main objective of the research study, to identify students’ skills in resolving conflicts while interacting in collaborative oral tasks.

It was interesting to see that students tended to propose strategies and pieces of advice to overcome conflictive situations referring to conflict resolution skills such as generating empathetic connections and managing emotions based on their experiences, it was evident that students felt comfortable narrating experiences related to these situations. In this sense, these participants gained confidence to express their ideas in English, even though they explained that it was a difficult process and they paid special attention to pronunciation, but the topics were familiar to them.

At the end of the intervention students became more skilled in regards to the analysis of conflictive issues and were able to identify advantages and disadvantages on conflicts; it was evident that seventh graders recognized that when necessary you have to apologize or breathe before acting, this skill was evident when conflictive situations raised in their tasks and they got engaged in a communication process with their peers. This aspect is relevant because it can be the starting point to recognize students as peace builders since “the capacity to deal constructively
and peacefully with conflicts is one of the most important citizenship competencies in order to prevent violence in the Colombian society. This capacity requires several specific competencies that can be promoted through educational programs, such as the capacity to take the perspective of others and to understand their points of view” (Chaux and Velásquez, 2008).

Regarding the specific objectives to interpret the interactional patterns students co-construct when reflecting upon conflict resolution and to examine the effects of seventh graders’ interaction on their EFL learning, the second category reported that different patterns of collaboration emerged allowing students to negotiate ideas related to conflict and social issues to attempt mutual understanding in L2. One of the patterns of interaction that stood out was when some students led the tasks and encouraged their partners’ participation to develop the activities. This pattern of interaction allowed students to discuss about what words can be used to give and advice, or what is the best strategy to solve a conflict. In some cases this pattern also motivated other students to take the role and to participate in the activity even though they did not seem interesting.

In the data analysis process, it was possible to see that students needed to scaffold their learning, thus, some students required peer clarification, and in other cases the whole group requested teacher’s explanations to make sure that the activities were being developed appropriately, through the analysis of these interactional patterns the study unveiled that they helped to build task situations that potentially helped them to resolve different kinds of conflicts that could emerge among the students of conflicts with the task per se.

**Pedagogical Implications**

This research study was relevant to my teaching experience as an English teacher because it challenged me in different ways to change my practices to develop new scenarios of
participation and socialization to sensitize students towards social issues that may affect them. In regards to the knowledge about conflict, it was also necessary to get in contact with many educational policies I did not know, and to understand that including issues related to conflict resolution into the language learning curriculum brings also opportunities for teachers to understand how to deal with these situations in the school setting.

The pedagogical implementation demanded me to improve certain abilities to design material that contributed to the English learning curriculum appropriately and to accomplish the purpose of the study regarding collaborative oral tasks and conflict resolution; the material created involved students to work differently in the classes, as it was the case of the puzzle in unit 1 or the edition of stories and design of games in power point presentations in unit 2, as well as the adaptation of material into the English learning context in the case of units 3 and 4. As explained in chapter V, the material and the activities implemented in the intervention generated a positive impact on students, as some reported they were creative and not boring. In the research process a project that aims to encourage learners’ interaction and collaborative work brings invaluable insights to think about regarding the teaching-learning experience; however, during the analysis, it demands too much time to transcribe and carefully analyze students’ interventions.

To English teachers in public sectors, it is important to generate in students group work skills to tolerate and relate with peers with different opinions and levels; the organization of the classroom changed completely because it was considered as a space of socialization and students reported to feel more comfortable developing the tasks in this way.

Further Research

The results of this study leads us to consider issues of importance at a time where educational practices are changing and adapting to the needs of particular contexts, especially in
the area of TEFL, especially when Colombia is facing a peace process and a post-conflict era. In this implementation, tasks allowed to create situations that potentially served to resolve conflicts in the context of education for peace. In the case of these students, it was possible to see that they identified and recognized the needed skills to resolve conflicts; however, it was not possible for me to see if they actively used them when a conflictive situation came up in their contexts. Some students manifested that this kind of activities generated impact, so they tried to apply the learned skills into practice, but it was not possible to see what kind of strategy learners used. In addition, different projects on the area of TEFL have been developed aiming to generate reflections in regards to social issues, but few included conflict resolution skills directly to the English teaching curriculum, it would be interesting to see in a long term the impact of the implementations according to the contexts, particularly in the public sectors.
References


http://www.unicef.org/lac/Proyecto_Hermes_Colombia_Spanish.pdf


Ministerio de Educación Nacional MEN. (2013). *Organización y funcionamiento del sistema nacional de convivencia escolar y formación para el ejercicio de los derechos humanos, la educación para la sexualidad y la prevención y mitigación de la violencia escolar* [Organization and functioning of the national training school for coexistence and practices of the human rights, sexual education and prevention and mitigation of school violence]. Colombia: MEN


Bogotá, Mayo __ de 2015

Señor rector
Carlos Eduardo Camacho Silva
Atento saludo,

Como es de su conocimiento, actualmente estoy cursando la Maestría en Lingüística aplicada a la Enseñanza del Inglés como lengua extranjera en la Universidad Distrital Francisco José de Caldas y como requisito para obtener tal título debo realizar un proyecto de investigación aplicado en el aula con los estudiantes que tengo a mi cargo. Por lo tanto informo que en la clase de inglés con los estudiantes de grado séptimo se desarrollará un proyecto de investigación que busca fortalecer la resolución de conflictos dentro de la clase a través de trabajo colaborativo y desarrollo de actividades orales en clase de inglés. Tales actividades propenden por el mejoramiento del nivel de inglés por medio de la interacción entre los estudiantes en el espacio de esta clase.

Este proyecto, además, tiene como finalidad disminuir los conflictos que con frecuencia se presentan dentro de las clases y que desembocan en eventos violentos, situación que con frecuencia limita los momentos de aprendizaje de los estudiantes en diferentes clases. En este sentido este proyecto además contribuye activamente al PEI del colegio y a las propuestas del manual de convivencia.

El proceso de aplicación de la propuesta y recolección de datos de desarrollaré durante el segundo semestre del año en curso. Durante el desarrollo de propuesta se contemplan la recopilación de audio y video grabaciones de mis clases de inglés, así como el desarrollo de diarios de campo, encuestas a docentes y estudiantes. Dicha recopilación de información estará a mi cargo y la información obtenida será utilizada eventualmente para documentar y realizar análisis del trabajo de investigación.

Teniendo en cuenta tal información solicito a usted autorización para que los datos recogidos y proporcionados por estudiantes y docentes sean usados y socializados en mi investigación. Dentro del mismo se garantizará el anonimato e integridad de estudiantes y de la institución misma; por tanto, los nombres de los estudiantes serán protegidos usando seudónimos.

De antemano agradezco su colaboración

Cordialmente,

Maira Liliana Ramírez Cortés
Docente SED
Candidata a Magister en Lingüística Aplicada en la enseñanza del Inglés

Yo ____________________________________________, rector del Colegio Antonio García IED, autorizo a la docente Maira Liliana Ramírez C para que realice su proyecto de investigación con grado séptimo JM.
Aplicado estudiante:

En la clase de inglés se desarrollará un proyecto de investigación que busca fortalecer la resolución de conflictos dentro de la clase a través de trabajo colaborativo y desarrollo de actividades orales en inglés, dicho proyecto estará bajo mi dirección y por tanto algunas clases de inglés serán grabadas y monitoreadas para obtener los datos necesarios para el análisis de los mismos, por tanto solicito tu ayuda participación.

Teniendo en cuenta lo anterior: Yo _______________________________ estudiante del curso ____ deseo participar en el proyecto de investigación a cargo de la profesora Maira Ramírez C de la jornada mañana, para de esta forma contribuir al mejoramiento de la comunidad a partir del trabajo colaborativo realizado con mis compañeros, mientras practicamos el inglés a través de la interacción oral. Propongo el siguiente pseudónimo __________________ para proteger mi identidad en el proceso de recolección de información.
Appendix C

Parents’ Consent Form

Bogotá, Mayo ___ de 2015

Estimado padre de familia

Por medio de la presente le informo que en la clase de inglés a mi cargo con los estudiantes de grado séptimo se desarrollará un proyecto de investigación que busca fortalecer la resolución de conflictos dentro la clase a través de trabajo colaborativo y desarrollo de actividades orales en clase de inglés. Tales actividades propenden por el mejoramiento del nivel de inglés por medio de la interacción entre los estudiantes en el espacio de esta clase.

Este proyecto, además, tiene como finalidad disminuir los conflictos que con frecuencia se presentan dentro de las clases y que desembocan en situaciones violentas tanto dentro como fuera de la institución, situación que con frecuencia limita los momentos de aprendizaje de los estudiantes en diferentes clases. En este sentido este proyecto además contribuye activamente al PEI del colegio y a las propuestas del manual de convivencia.

El proceso de aplicación de la propuesta y recolección de datos de desarrollará durante el segundo semestre del año en curso. Dicho proceso contempla la recopilación audio y video grabaciones, desarrollo de diarios de campo, trabajos de los estudiantes, así como encuestas a docentes y estudiantes. Esta información será utilizada eventualmente para documentar y realizar análisis del trabajo de investigación realizado en la Maestría en Lingüística aplicada a la Enseñanza del Inglés en la Universidad Distrital Francisco José de Caldas.

Teniendo en cuenta tal información solicito a usted autorización para que los datos recogidos y proporcionados por estudiantes sean usados y socializados en mi investigación.

Se garantiza:
• Proteger la identidad de su hijo.
• Confidencialidad con la información - que usted considere que lo puede afectar.
• Que se le responderá cualquier duda o inquietud que le genere el proyecto.

De antemano agradezco su colaboración

Cordialmente,

Maira Liliana Ramírez Cortés
Docente SED
Candidata a Magister en Lingüística Aplicada en la enseñanza del Inglés como lengua Extranjera

Yo ____________________________, CERTIFICO que a los ____ días del mes de ________ de 2015 he sido informado(a) sobre el objetivo del proyecto de investigación arriba referenciado. Conozco el procedimiento que se va a realizar y me han informado acerca de la confidencialidad y uso que se dará a la información que se suministre. Por tanto como padre de familia y/o acudiente del estudiante ____________________________ del grado _____ autorizo su participación en el proyecto de investigación a cargo de la docente Maira Liliana Ramírez Cortés de la jornada mañana.
Appendix D

Field Notes Format

<table>
<thead>
<tr>
<th>School: Antonio García IED</th>
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<tr>
<td>OBSERVER: Maira Liliana Ramírez Cortes</td>
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</tbody>
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### Research Question
- What does the implementation of collaborative oral tasks based on conflict resolution inform us about seventh graders’ interaction in an EFL classroom?

### Related Questions
- What interactional patterns are co-constructed by EFL students while developing collaborative oral tasks based on conflict resolution?
- What are the effects of such interaction on their EFL learning?

### Main Objective
- To identify students’ skills in resolving conflicts while interacting in collaborative oral tasks.

### Specific Objectives
- To interpret the interactional patterns students co-construct when reflecting upon conflict resolution.
- To examine the effects of seventh graders’ interaction on their EFL learning.

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<th>ACTIVITY</th>
<th>NOTES (observations)</th>
<th>Comments</th>
<th>Emerging patterns</th>
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Appendix E

Video and Audio Transcriptions Format

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<thead>
<tr>
<th>School: Antonio Garcia IED</th>
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<tr>
<td>OBSERVER: Maira Liliana Ramírez Cortes</td>
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</table>
APPENDIX F

Materials design
APPENDIX G

Students’ assessment of the units
2. In groups discuss and decide what advice the old turtle can give her.

- You should excuse your classmates.
- You should be what Betsey puts in your school.

Grammar Corner: To give advice you can use SHOULD or SHOULDN'T.

EX:
- You shouldn't tell your classmates.
- You should study more for your exams.

3. Write some comments or reflections about your experience working in groups on this activity (positive and negative aspects); and/or how did you feel, you can use Spanish or English.

Me gusta que estuvies en mi grupo. Intentamos y repasamos la Act. Vital. Algunas Aplamos pero todos lo hicimos. Algunas intercambiones se liberaron por una clase y hubo un compañero que hablaba mucho y desconcentraba un poco.

http://www.mycutegraphics.com/graphics/turtle/cute-turtle.html

APPENDIX H
Artefacts

My topic is... A student damages the school staff

How do I feel when...?
- Paranoid
- Engaged
- Disgusted
- Frustrated
- Negative, disbelieving

What do I do when...?
- Tell the teacher

My topic is... A classmate interrupts the class

How do I feel when...?
- Jealous, Enraged
- Negative, frustrated, paranoid
- Disgusted, Aggressive
- Indifferent, Obstinate

What do I do when...?
- Shout him up
- Tell the teacher
- Leave the classroom
- Yell the silence

My topic is... A classmate borrowing things without permission

How do I feel when...?
- I feel disgusted

What do I do when...?
- Yo le hablo y le digo que por que me coge eso sin permiso
3. Write some descriptions of the picture

* There are some students playing in the classroom.
* There is a boy playing with a dog.
* There is a girl playing in the classroom.
* There are some students fighting in the classroom.
* There is a student biting the chair.
* There are some boys playing in the classroom.
* There is an argument in the classroom.
* There is an angry boy.
* There is a bird in the classroom.
* There is a teacher scared.
* There is a boy eating the shoe.
A Little Turtle In Trouble

You should apologize to your classmates.

A little turtle in Trouble

- You shouldn’t be aggressive.
- You should speak Passive.
- You should effort very to understand the class.

The end

2. In groups discuss and decide what advice the old turtle can give her.

* You should apology to your classmates.
* You should count a teacher.
* You shouldn’t yell and hit a your classmates.

Grammar Corner: To give advice you can use SHOULD or SHOULDN’T.

Eh:
You shouldn’t yell to your classmates.
You should study more for your exams.
CONFLICT RESOLUTION THROUGH COLLABORATIVE ORAL TASKS

LAST YEAR WHEN VALERIA...  

She had a conflict...  

AT THAT TIME I had valeria...  

The floor hitting...  

Then Valeria to see that girl she reacted hit hitting...  

They separated and came after the classmate...  

ORLANDO'S PROBLEM

Activity: 1. Read each situation.  
2. Underline regular and irregular verbs in past.

Orlando had a conflict with a classmate. Orlando bothered because his classmate was saying bad things about him behind his back. Orlando went home and played basketball before deciding to do anything about it.

Advantages on Orlando’s actions  

+ They didn’t fight  
- Orlando walked away.

Disadvantages on Orlando’s actions  

Because  

Classmate said bad things about Orlando...
APPENDIX I

Photographs
Alejandra and a classmate had a disagreement. Alejandra was upset because a classmate didn’t want to help in a group project for mathematics. She talked with her brother about it and decided to take initiative to talk about it in class.

### Advantages on Alejandra’s actions

- Make a deal
- Go to another game
- Share and take turns
- Tell them to stop
- Stay away
- Ignore it

### Disadvantages on Alejandra’s actions

- Wait for cool off
- Tell them to stop

It's your choice

*Paste one or two possible solutions to this problem*
APPENDIX J

Data analysis

<table>
<thead>
<tr>
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</tr>
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</table>

**OBSERVER: Maira Liliana Ramírez Cortes**

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<tr>
<th>ACTIVITY</th>
<th>Transcriptions 020915-102</th>
<th>OPEN CODING</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 1 – Session 3</strong></td>
<td><strong>Joining the classroom</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. TEACHER: Ok, people the time is over. Where is the yellow group?  
2. Ok! Yellow group, tell me some situations, strange situations - algunas situaciones- please, we finished! (talking to other group that is still) - las situaciones que más les hayan llamado la atención. ¿Quién quiere empezar?  
3. YELLOW GROUP: (silence)  
4. TEACHER: hello...yellow group  
5. RICHARD: There are some students playing in the classroom.  
6. TEACHER: Some students playing in the classroom, ok very good, what else? Strange situations, different situations. (a student is rising her hand) Ok Danna! Go ahead.  
7. DANNY: ehhh... There are boys... mmhm is fighting in the classroom.  
8. TEACHER: ok... there are students  
9. DANNY: boys  
10. TEACHER: ahh good, boys fighting  
11. DANNY: yes, there are boys fighting in the classroom.  
12. TEACHER: ok, we are describing the picture, ustedes estaban describiendo muchas cosas que 19 pasaban en el classroom, right? Ok Danny.  
13. DANNY: there is a student playing with a dog  
14. TEACHER: Ok Danny, very good, OMG can you imagine? A dog in the classroom  
15. SANTIAGO: there are students happy  
16. TEACHER: Ok right, happy students, that’s nice!  
17. TEACHER: ok Mr JERÓNIMO. (sees a student rising his hands)  
18. STUDENTS: Laughs (included JERÓNIMO)  
19. JERÓNIMO: There are an emo /jirl/ in the classroom.  
20. TEACHER: there are or there is?  
21. JERÓNIMO: there is |  |

- Responding in the target language  
- Labeling people for their appearance

# of Students: 36
22. TEACHER: very good, there is an emo girl in the classroom.
23. ¿Qué significa que haya una niña emo? Muchos escribieron eso y no entiendo.
24. MICHELLE: triste
25. TEACHER: ¿Cómo se siente la niña emo? Michelle, the emo girl, how is she?
26. HOLMAN: ahhh ya la vi, mire
27. MICHELLE: (stands and points out a picture of emotions on the board) Miserable
28. TEACHER: Miserable, she feels miserable?
29. Ehh, ¿por qué será que la niña está triste?, ¿ustedes que piensan?, ¿qué le pudo haber pasado? A ver MICHELLE: triste porque el novio la dejó. (laughs)
30. Teacher. Please! Raise your hands ¿qué le pasó Sol?
31. SOL: le hicieron bullying
32. TEACHER: ¿Le hicieron bullying? Y por eso está así… Ok Holman
33. HOLMAN: There is a /jirl/ interrupting class
34. TEACHER: Girl
35. HOLMAN: /Jirl/
36. DANNY: pero profe!
37. TEACHER: wait, please.
38. HOLMAN: there is a girl interrupting class
39. TEACHER: a girl interrupting class, ja!... Danny
40. DANNY: Teacher, pero es que ella no está triste, tiene como rabia.
41. SANTIAGO: Es bipolar
42. TEACHER: entonces que le puso haber pasado a alguien que este triste o tenga rabia in the classroom.
43. XXX: le pegaron
44. MICHELLE: Se le burlan
45. TEACHER: OK! Se le burlan, le hacen bullying
46. ANDRES: le pegan
47. TEACHER: Ok ¿ustedes qué harían si eso pasa?, ¿ustedes que harían en ese caso? ¿qué podemos hacer nosotros para ayudarla?
48. JERÓNIMO: Hacerla sentir bien
49. DANNA: Hablar
50. TEACHER: hacerla sentir bien cómo?
51. DANNA: respetándola
52. TEACHER: very good! Ya veremos qué más podemos hacer para ayudarla, ok Mary?
53. MARY: there is an agressive boy
54. TEACHER: ok! An agressive boy… mmm ¿por qué será que ese niño está agresivo?
55. DANNA: Porque lo hicieron enojar
56. TEACHER: ¿Qué podemos hacer en ese caso?
57. BRAYAN: calmarlo, porque después termina en pelea
58. SOL: Darle agua
59. TEACHER: OK give him some water
60. **TEACHER:** Ok, great, look at the board... Do you see here and in some places of the walls the emotions of feelings vocabulary?

61. **SOME STUDENTS:** yes

62. **TEACHER:** cómo expresamos nuestro sentir? For example, I feel cold... ¿cómo me siento?

63. **RICHARD:** FRÍA...

64. **TEACHER:** Very good, so you have to express your fellings saying I feel and the mood that you practice...