Conflict resolution strategies: insights about learners' speaking skill

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Nota de Aceptación

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Presidente del Jurado

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This project is dedicated to my loving and devoted parents whose emotional, psychological, physical and financial support helped me through this journey during the easiest and toughest moments. I will always be grateful to you for the laborious work and effort you experienced to make my life brighter and filled with love. It is my hope to give back just as much joy into your lives as you have into mine. Dear Dad, I know that when my diploma arrives you will be the first in line to hold me in your arms as we celebrate crying happy tears the achievement of almost 7 years of marvelous and diligent endeavor. I thank you from the bottom of my heart for having made the Pedagógica dream possible, which I now happily complete. My beloved mom, your enormous love and understanding has made you my forever partner-in-crime who always knew how to soothe my heart in times of need. I will always love you both and I will continue to make you proud for the woman you have raised.

Abstract

This action research project presents a pedagogical proposal that aimed to unveil what the implementation of collaborative activities based on conflict resolution strategies revealed about learners' speaking skill in an English as a Foreign Language (EFL) class in Bogota, Colombia. The participants of this study were tenth graders between the ages of 14 to 16 years old from public school *Instituto Pedagógico Nacional*. A set of data collection instruments were used throughout the intervention cycles, conducted by the pre-service teacher, to analyze the findings after triangulating the information to present conclusions, implications, limitations and further research.

Keywords: speaking skill, collaborative learning, conflict resolution strategies.

Resumen

Este proyecto de investigación acción presenta una propuesta pedagógica cuyo objetivo es develar el impacto que genera implementar actividades colaborativas basadas en estrategias de resolución de conflicto en la habilidad oral de estudiantes en una clase de inglés como lengua extranjera en Bogotá, Colombia. Los participantes de este estudio son estudiantes de décimo grado entre los 14 y 16 años del colegio público Instituto Pedagógico Nacional. Un conjunto de instrumentos de recolección de datos fue utilizado durante los ciclos de intervención, dirigidos por la educadora en formación, para analizar los hallazgos precedidos por la triangulación de la información para presentar conclusiones, implicaciones, limitaciones e investigación a futuro.

Palabras claves: habilidad oral, aprendizaje colaborativo, estrategias de resolución de conflicto.

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Chapter 1

Contextualization

Context

The school where this action research project was carried out was *Instituto Pedagógico Nacional* (**IPN**) set on calle 127 # 12A – 20, near Avenida Novena in Usaquén. As part of Bogotá, Usaquén is district one and it is on the North side of the city. Its inhabitants are a growing population of 474.186 people, who live in a 4 to 6 economic stratum. In this district, 317 neighborhoods are found, and Bella Suiza is where IPN is located. With respect to the history of the school, it was founded on March 9th, 1927, by Franzisca Radke as a place to educate women in becoming teachers. From then on, it became a semipublic school which holds more than 1322 students in elementary and high school between boys and girls.

Nowadays, the mission of the school is to lead teaching practices in formal education, special education, work-oriented education, and human development. As for its vision, IPN aims to be recognized as a high educational leader in innovation, research, and pedagogical praxis. Regarding the *Proyecto Educativo Institucional* (**PEI**), it emphasizes on *Múltiples Desarrollos y la Escuela Vigente*. Therefore, attention is given to develop learners' ethical, spiritual, cognitive, affective, and sexual dimensions by providing students the possibility to focus on different projects. At the moment, the school's principal is Mauricio Bautista.

Participants

As for the participants of this proposal, at first, they were in ninth grade, a group of 32 students between the ages of 14 to 16 years old. Currently, they are in 1002 which is made of 19 girls and 15 boys reaching 34 pupils. Most of the students live with their parents in Usaquén, Suba, and Engativá. Usually, learners arrive at school in the school bus or public transportation. Based on the survey of the students (see Appendix C), it was found that they take between an hour and thirty minutes to fifteen minutes to get to the IPN, all depending on the means of transportation. Concerning the English class, it is given once a

week; from 7 am to 8:30 am. Each class lasting one hour and thirty minutes. Currently, they are working on a school project that entails writing a story using narrative tenses.

Statement of the problem

Considering the information collected during the observation stage of this proposal, gathered with four different instruments, starting with fieldnotes (see Appendix A) written by the practitioner, then applying a survey addressed to the teacher (see Appendix B), followed by a student's survey (see Appendix C), and a diagnostic test (see Appendix D), it was disclosed that out of the four language skills framed in the process of learning a foreign language, the oral production of the participants was constrained due to interpersonal relationship issues among learners in the English class; more precisely, their willingness to participate and use English during the activities proposed by the teacher. Resulting in a class where the mother tongue was spoken the most and few apprentices partook in the class development.

Based on the observed issues and considering English to be the spoken language by preference, Colombian policies regarding education have aimed to prepare students in high school to be competent users of the language. By competent, is meant to be able to write, read, speak and understand oral English. To accomplish such goals, the *Ministerio de Educación Nacional* created *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* and its theoretical foundation lay on the Common European Framework of References for Languages (**CEFRL**). In the light of the *Estándares*, Instituto Pedagógico Nacional's English curricula for ninth and tenth grade stipulates that students should be a B1 pre-intermediate level, which calls for the four basic skills (write, read, listen and speak) to communicate at an average level but sufficient to have a conversation among themselves and with others, bearing in mind topics of interest, hobbies, and likes. More specifically, and in relation to the speaking ability when interacting, based on the CEFRL, it is hoped that an individual can "enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life" (p. 33). Nevertheless, and according to what the diagnosis revealed, through the data collection instruments abovementioned, the class dynamics and methodology were far from corresponding to what is established for a B1 proficiency level since students hardly ever communicate or interact with each other in

English. Namely, students showed resistance towards the teacher's questions involving some sort of elaborated responses that could show the apprehension of the grammar explained or topics presented. In fact, it was evident that answering to spontaneous questions related to the class content was not easy for some students whose English level was lower with respect to their classmates in terms of lexical and common expressions to answer. In addition, most of the English class is given in the L1 and so students speak Spanish. Foremost, students have a hard time expressing themselves in the target language because there is a general concern regarding some of the classmates' higher English level and fear of what others may say or do to those who are willing to participate despite of the mistakes that can be made. As a consequence, it was manifested that participants refused to give their voices due to peer conflict. Moreover, a significant number of students in the class have difficulties understanding and following simple instructions given by the teacher due to the uneven language levels.

Rationale of the study

Nowadays, globalization has placed English as the exchange language by preference, which implies that today's generations have to be immersed in a more developed and demanding society that asks education for highly qualified and prepared students whose capabilities can respond to a changing world. Hence, in Colombia, English as a Foreign Language has evolved into an interdisciplinary field. Namely, the creation and implementation of bilingual programs to equip learners with the sufficient tools to reach an advanced language level since elementary to high school and beyond.

Correspondingly, to be qualified in the foreign language calls for the dedication of the apprentices regarding their learning of the language skills that will prove effective in a variety of scenarios. These skills, just like in the native language, can be learned separately or jointly. Nonetheless, Colombian educative English programs have been arranged intentionally in schools' syllabus to present and enhance the four abilities simultaneously throughout the school life using different materials and resources for the teaching and learning of the foreign language that will strengthen their apprehension.

Therefore, being immersed in an EFL setting from which learners are supposed to be a B1 level involves a command of both receptive and productive skills. Being speaking

and writing the productive ones and listening as well as reading the receptive. As expected, a user of the language should be competent receptively and productively. Notwithstanding, the ability developed the less by the population of this study was speaking; thereupon, the urgency to focus on this productive competence. Considering the communicative aspect of the language expresses itself in the materialization of the spoken word, Hymes (1972) implied that it was imperative for the speaker to interact in a context where real speech productions arose as this process of interchange represented the use of the language.

Furthermore, such interactions can only take place with others, which means that being part of a community requires people to communicate and to socialize understanding everyone is different. In this case, a school is a setting in which many personalities, believes, world views, and stances are likely to converge. Consequently, the probability of disagreement upon a learner's opinion in this setting, is highly probable to occur. Making it important to analyze the causes of the conflict adolescents are prompt to experiment. Therefrom, it is fundamental for students to know how to respond appropriately to conflicting situations. "Consequently, interest has grown in teaching students effective and nonviolent methods of resolving conflicts. Educators have understood the value of addressing conflict by presenting resolution strategies that will lead to students' success in school and beyond" (Cohen, 2005, p.3). Thus, it has become compulsory for educational institutions to prepare their pupils to solve conflict. In particular, the IPN's *Proyecto Educativo Institucional* (2001), section six *Derechos y Deberes de los Estudiantes* (p. 97), stipulates that students should solve conflicts by means of dialogue. However, and as it was observed during the first stage of this proposal, the observation phase, different situations regarding students' behaviors and attitudes towards their peers in the English class have influenced learners' speech production. To illustrate, students answered in the survey (see Appendix C) how they prefer not to talk or participate in class to avoid being laughed at.

Considering the above, this event reflected a major issue in a foreign language learning environment since speaking, as one of the most important abilities of the language, is required for the students to communicate and use in their learning process. In addition, the English class was focused on grammar explanations and development of the book content. Which by the way, did not present any units or storylines that could help students

identify possible conflicting situations and techniques to address them. As a result, this project aimed to use English, as a mean rather than an end, to promote healthy relationships among learners, so participation and spoken interactions in a collaborative setting were promoted while strategies to solve conflicts in an EFL class were presented. Ultimately, this research project sought to fulfill IPN's PEI ideal conception of conflict resolution by means of dialogue.

Research Question

What does the implementation of collaborative activities based on conflict resolution strategies reveal about tenth graders' speaking skill at IPN?

Objectives

General

To describe what the implementation of collaborative activities based on conflict resolution strategies reveal about students' speaking skill.

Specific

- To recognize the roles of collaborative activities in the development of learners' speaking skill.
- To analyze students' responses to the implementation of conflict resolution strategies to develop speaking skills.

In this chapter, the local and institutional contextualization, the population, the statement of the problem, the background of the problem, the rationale, the research question and objectives of this proposal were presented and clarified. In the succeeding chapter, the theoretical framework that supports this research is going to be defined.

Chapter II

Theoretical Framework

This section brings to light the review and analysis of six studies that provided a broad perspective regarding the objective of this research and, also, presents an overview of what has been done in the educational field. Then, the reader will find a theoretical

framework that defines and characterizes the main constructs that guided this project; these are *speaking skill, the collaborative learning approach* and *conflict resolution strategies*.

State of Arts

The first study was conducted by Valencia, S. in 2018 and it is called *Collaborative Strategies to Enhance Oral Interaction in an EFL Classroom.* Based on the statement of the problem the research question, the researcher implemented collaborative strategies to enhance oral interaction with 41 seventh graders from an EFL class at I.E.D Rafael Bernal Jimenez. Such strategies were applied in three cycles; first, *getting together,* which promoted interaction and simultaneous interaction; second, *accepting our differences,* which focused on individual accountability and equal participation; and third, *getting closer,* which aimed to develop social skills and positive interdependence. The study's results showed that students used the three collaborative strategies proposed: positive interdependence, individual accountability and simultaneous interaction. In addition, students were able to share their thoughts, ideas and motivations. Therefore, this inquiry evidenced the need of considering students' interpersonal relationships when intending to promote their oral production and interaction. Accordingly, this research was useful, for this proposal, to gain knowledge since it presented and evidenced the benefits of fostering oral interactions in an EFL setting using collaborative strategies.

The second study that contributed to this research is *Communicative Activities to Promote Communication* by Cruz, K. (2016). The intention of this research was to identify which oral skills were developed when using communicative activities, so that seven graders were able to communicate in English. The intervention process was developed in three periods; first, *the silent period*, in which students, mostly and mainly, listened and rarely spoke; second, *the early production period* that allowed students to communicate with their peers and the teacher using language chunks; and third, *the speech emergence period* focused on students understanding instructions, carrying on short dialogues and participating in role plays. The study's results included students recognizing basic vocabulary from visual input, constructing sentences in a communicative environment, and very important to this research, students' willingness to participate without fear of being laughed at or mocked. Evidently, this inquiry helped students' interpersonal relationships to

be better with respect to their oral skills. Consequently, this research provided significant input and insights of how using communicative activities can enhance students' oral skills and interactions based on respect and understanding of errors as part of a learning process. Nonetheless, the researcher found a relation with students' avoidance to participate due to bullying issues as no resolution strategies were presented but did not address it.

Another study that supported this project is titled *Communicative Activities: A Way to Foster Collaboration and Communication* by Martinez, M. (2016). This research aimed to analyze how implementing communicative activities influenced 22 students' collaborative learning and oral communication processes at Centro de Lenguas. The implementing process took place in four phases; first, *planning*; second, *action*; third, *observation*; and fourth, *reflection*. Each phase focused on talking about specific topics, identifying vocabulary and verbs, using the language to tell short stories, asking questions using simple past, regular verbs and adjectives, and answering questions using future, past and present tenses. As for the study's results, the findings showed that students were able to interact among themselves using the target language and fulfilling goals. Likewise, the researcher highlighted how important the use of collaborative learning is to help students to be aware of the social aspect of their learning process. This research evidenced how significant collaborative learning is when intending to get students to feel comfortable with their classmates in the classroom while using the target language. Thus, this study contributed to my research project as it reflected on strengthening relationships among learners as a means to promote students' oral communication. However, the researcher did not look for the reasons why students were shy or nervous to talk when asked by the teacher, which could have been related to students' interpersonal relationships and conflicts in the classroom.

A fourth research, related to this project's aims, is called *Fostering Conflict Resolution Skills through Collaborative Oral Tasks in an EFL Classroom* by Ramírez, M. (2016). This qualitative research aimed to promote interaction among learners using English and understanding conflict resolution through active collaborative work. The pedagogical intervention was divided into four units using task-based learning and it was developed in 12 sessions, which included group work, promoting students' interaction and creating assertive settings that led students to reflect upon and express themselves about

conflict resolution issues. The study's results included students' acknowledgment of social conflicts, engagement in collaborative strategies, leading tasks to achieve objectives and going through processes of negotiation and meaning construction regarding conflict using the target language. The importance of this study lays on the findings and insights it provided when issues such as conflict resolution and collaborative strategies were addressed in an EFL class. Hence, this research was enlightening about conflict since the contributions of the students regarding this topic were exposed as it did the ways participants embrace tensions and could use that knowledge to understand how their approaching peers reflected on the group's speaking ability.

A fifth study valuable for this research is called *Cooperative Structures of Interaction in a Public School EFL Classroom in Bogotá* by Parga, F. (2011). This action-research inquiry strived to cope with students' interpersonal relationships, communication issues and conflict resulting from verbal aggressiveness, gossiping and information distortion. The researcher worked with 38 eight graders from a public school in Usme. As for the methodology, the room teacher implemented six cooperative learning structures of interaction that were focused on specific oral communication skills and sub-skills. With respect to the study's findings, the researcher pointed out how CL components like positive interdependence, team formation and structures worked better with his students. Also, negotiation and cooperation resulted in more meaningful ways of handling confrontation. Finally, students' argumentative ability was developed since the cooperative learning strategies used lead students to report facts, use arguments to convince the listener and present benefits over opinions or personal beliefs. The significance of this research to this proposal was associated with the cooperative learning approach and ways to apply it using conflict resolution strategies that aimed to enhance students' interaction and oral skills. The gap found in the inquiry was on the approach applied to address students' speaking ability, which is cooperative learning; meanwhile, this project used the collaborative language learning approach because it is student-centered, and learning is achieved by means of collaboration between groups members.

A last relevant research study is named *An investigation of conflict resolution strategies of adolescents* conducted by Ayas, T., Deniz, M., Kağan, M., & Kenç, M. F. (2010). The inquiry intended to examine adolescents' conflict resolution strategies with a

group of 430 students from different schools in Sakarya, Turkey. Among the conflict resolution styles studied, four were obtained; first, *avoidance strategy*; second, *cooperation strategy*; third, *destructive strategy*; and forth, *conditional strategy*. After a year of implementation and analysis, the research's conclusions were that conflict resolution strategies varied based on the participants' gender. For instance, girls used more cooperative and avoidance strategies, whereas boys were prone to cooperative and destructive strategies. The relevance of this study to this project was based on the theoretical framework it provided to understand adolescents' responses or strategies regarding conflict resolution. As a consequence, the research was suitable for this proposal since it considered strategies of conflict resolution to be important in an educational setting when learners' personal situations and contexts are met. On the other hand, no analyzes were done with respect to students' speaking ability being influenced by conflicts, nor how those issues affected students' developments in an EFL class.

Overall, most of the referred studies have found a problem regarding students' speaking skill, including learners' difficulties to speak in public or work in groups. However, just two inquiries center of attention were the speaking ability and conflict resolution strategies. Meanwhile, the other researches highlighted students' refusal or avoidance to participate in the English class due to the learners' concerns regarding what their classmates may say or do when mispronouncing a word or answering incorrectly. That is precisely why this proposal innovated as it integrated students' speaking skill, conflict resolution strategies in and EFL setting and the collaborative learning approach.

Theoretical Framework

In this section, as mentioned before, the theoretical framework that defines and illustrates the main constructs which guided this research project is presented. The constructs are *speaking skill, collaborative learning approach* and *conflict resolution strategies in an EFL Classroom*.

Speaking skill

Historically, speaking has been one of the most neglected skills in the language teaching field throughout history. Such deficiency can be perceived both in teaching practices and language learning since there is not a clear guide to illustrate educators when

teaching this skill. Fortunately, emergent approaches have established a new path as to how speaking can be addressed and presented to non-native speakers in a way that communication occurs. Thereupon, and considering the speaking skill to be a construct in this research the succeeding lines introduce the reader to a conceptual understanding of the speaking skill used in this study.

In accordance with Sakale (2012) and seeking to understand why speaking is one of the most unused and overlooked skills in EFL settings, the author questioned whether speaking in the foreign language ought to be focused on its linguistic or socio-pragmatic form and how these two different aspects influenced learners' oral production in an EFL class. Her research and conclusions contributed to this framework since this author's view of the speaking skill places a great deal on interaction in classes where real-life conversations happen giving learners the possibility to practice the target language. In such classes, the window of error or slips are common since fluency is promoted the most.

This understanding of speaking implied viewing language as a way to communicate by focusing on the socio-pragmatic level or *negotiating meaning*, as the author (2012) referred to, rather than on the formal, linguistic view. The comprehension of this concept and its properness to this study relayed on the principle that learners need to "work together to support enough comprehensible input and produce comprehensible output and it is through the *density of negotiation* that learners gain opportunities to attempt producing meaning and grammatical structures as well" (p. 78).

Consequently, this research did not leave aside the formal aspect of the language considering students needed to be cognizant of their productions by integrating the grammar presented in class, as the school syllabus demanded, into their spoken discourses. To that end, and as the author (2012) put it, large immersion to the foreign language or input may significantly help students become aware of the linguistic form of the language by listening to other speakers exploiting the language, and as it has been observed, repetition of chunks and utterances is common in the participants.

In reference to the construct this framework built, and following Sakale (2012), the speaking skill is conceptualized as "an interactive process of constructing meaning both its form and meaning depending on the context, the participants, their experiences, the environment and the purpose for speaking" (p. 74). On that account, this view founded the

intervention cycle of this research and guided the recollection data process since the participants were involved in classes where the target language had to be spoken during class time, so different activities were done and presented to the group.

Respecting the sub-skills that integrate the speaking skill, the author (2012) recounted two. First, there was pronunciation, in which speeches could not be complete sentences but chunks of information which allowed learners to convey meaning. Some issues have occurred when students focused too much on how to make each English sound correctly influencing *what* was said. As a result, the proposal to perceive pronunciation differently, related to what the person is trying to say or communicate in a more spontaneous and fluid manner. The second subcategory was listening. The connection this sub-skill has with the spoken language relies on its direct closeness as to how a class given in the foreign language could potentially encourage or modify students' responses when oral production is fundamental in different class activities.

Carrying on, another enrichment to this project comprehended the relation of speaking in English while taking part in collaborative tasks since this proposal implemented the collaborative learning approach and some of its principles were visible in the author's research. As she (2012) wrote, three benefits could come from creating a collaborative setting. The first one included student's finding mutually acceptable solutions when tasks were assigned while creating dialogues among group members. Secondly, learners could bond and feel more comfortable using the foreign language while achieving an established goal, and finally, making every person aware of their processes could help to create healthier speaking habits in the English class.

Lastly, Astuti (2013) assured that students employ three affective filters when speaking English or performing. First, *motivation*, which implies a better performance when the learners do well; second, *self-confidence,* related to more successful a student is when having a good self-image and self-confidence; and third, *anxiety*, which seems to influence, at low levels, the learners' disposition to receive more input and interact with others. Hence, the speaking skill is directly connected to students' emotions, sensations, experiences, and knowledge.

Considering the sub-skills that consolidate the speaking skill as a construct and the three filters learners apply when using the foreign language, this project unveiled students' responses and practice of English when participating in collaborative activities based on conflict resolution strategies as speech samples and production were required.

Collaborative Learning Approach

In accordance with Panitz (1999), collaborative learning is a classroom technique in which learners come together in groups, so individual group members' abilities and contributions are highlighted and respected. "The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members" (p. 4). The author also emphasized on how collaborative learning is student-centered rather than teacher-centered; in that scenario, a teacher can also learn from her or his students. Such relationship may give learners a sense of worthiness to what they do and say in the classroom, which can significantly encourage students' attitudes when participation is essential, especially in a collaborative setting as the one proposed in this research.

With regard to Dooly (2008), collaborative learning places learners in a more autonomous environment than the usual classroom setting. In a collaborative class, students can easily exchange, debate and negotiate ideas with their group members, which will ultimately increase apprentices' willingness to learn. Among collaborative learning characteristics, the author (2008) includes critical thinking, engagement in discussions and assuming one's own learning process. Similarly, working in small groups has shown a better attitude from the students towards the class and the content development. Another significant benefit from this approach is related to the amount of information a learner may retain after a class based on collaborative activities. Talking of the teacher's role, it is more of a helper or guider. Besides, the author (2008) also depicted significant characteristics to consider when collaborative learning is used and is expected to work effectively; including *group goals* and i*ndividual accountability*. In addition, she explained what a collaborative activity implied:

A collaborative learning task would allow for each member to be responsible for some concept necessary to complete the task. This implies that every group member

will learn their assigned concept and will be responsible for explaining and/or teaching this to other members of the group. (p. 24)

Likewise, and following Contreras & Chapetón (2017). this approach characterizes for dealing with three relevant aspects. First, there is social involvement that provides learners an opportunity to create bonds with peers and to be more active. Second, developing an interpersonal competence by means of cooperation and teamwork facilitates boosting tolerance, difference solving, reaching agreements between group members and acknowledging participants' opinions and value their contributions. And third, acquiring an active voice by dialoguing, deliberating and consenting to enhance partaking inside the school environment and the community as well (p. 3). Moreover, the grouping of the apprentices in teams nourishes a basic characteristic of humankind that is talking, which allows learning. Notwithstanding, the authors emphasized that the mere organization of students into groups does not equal meaningful learning unless there is an active and permanent involvement of the individuals in the teambuilding process (p. 9).

Based on these characteristics, this definition of collaborative learning supports this proposal since it places learning as a process in which there is cooperation and knowledge used by the students to help their peers, but also, even, to teach the teacher; implying a relation of bidirectional learning and compromise with the learners' own processes and their classmates'. Among other benefits the CL approach gave to support this framework, Rao (2019) listed a few. To illustrate, collaborative activities persuade those students who find challenging to participate in class and it promotes critical thinking skills. Similarly, this type of setting helps to develop relationships based on trust with other classmates so cooperation, group work and positive attitudes towards the class and even the teacher are modified. Lastly, the CL approach, and most importantly, assists students to develop their oral communicative skills.

In particular, some of the collaborative activities utilized during the intervention cycle were the jigsaw puzzle, pair and group discussions among others described in chapter IV. The purpose of each activity depended on the different conflicting situations presented to the groups and the possible discussions resulting from the exercises, as well as students' reflections on their processes and development during the solving of the cases or completing the tasks.

The value of this approach substantiate in constructivism as knowledge can only be created, explored and experienced through and by the learners, whose previous understandings and ideas of a concept were displayed and analyzed.

Conflict Resolution Strategies in an EFL Classroom

To begin with, the definition of conflict varies from context to context. However, this research follows Cohen (2005), as he asserted that "conflict is not only a normal part of living, it is also a necessary part. It is through the friction of forces in opposition that things change" (p. 12). Such understanding allows the possibility to view conflict as a positive and emergent element in every person's life. Besides, conflict is determinative considering how it shapes personalities, characters, subjectivities, communities, stances, world perceptions, etc., but most importantly, and as the author stated (2005), conflicts can make a person wiser and stronger (p.13). On that account, and in relation with the educational field, it changes the way students feel about the learning of a foreign language and its process. That is why it is recommended to acknowledge and leverage the positive that comes with conflict. The problem is what non-address tensions may lead to. For instance, students who are laughed at or ashamed in class while speaking English, preventing them from participating in other opportunities by making them feel unsafe about themselves and the importance of their contributions to the class.

Accordingly, presenting different resolution styles to learners in a school environment could promote positive interpersonal relationships and; therefore, enhance students' academic performance. As Cohen (2005) wrote:

> Students have always become involved in conflicts […]. Consequently, interest has grown in teaching students effective and nonviolent methods of resolving conflicts. Educators have understood the value of addressing conflict by presenting resolution strategies that will lead to students' success in school and beyond (p. 3).

Bearing this in mind, the purpose of this project to implement conflict resolution strategies as part of the class curriculum was based on the observation process, which revealed that learners' oral production was not being developed due to a general concern regarding classmates' comments when it was necessary to speak. Thus, the need to foster an environment in which learners could feel safe to participate and give their voices.

Relying on de Heredia (2005), the advantages of classes based on the theory of conflict resolution are: 1) Cooperation, 2) Communication, 3) Diversity and Tolerance, 4) Positive Expression of Emotions and 5) Conflict Resolution. Most of these aspects regarding resolution strategies in a class were useful for this project intervention cycles since collaboration was intended as students needed to work collaboratively, to respect others by sharing their opinions and to express themselves fearlessly or without shame.

With respect to resolution strategies, these were conceptualized and understood, in this research, following "Thomas-Kilmann Conflict Mode" (2008). The authors explained how an individual's behavior is placed in two basic dimensions: *assertiveness*, which attempts to satisfy the person's own concerns; and *cooperativeness,* which attempts to satisfy the other person's concerns. Based on the authors, these two dimensions of behavior help define five strategies or modes to solve conflicts. In the assertiveness dimension, there is *competing* and *avoiding*; while the cooperativeness dimension includes *accommodating* and *collaborating*. In between the dimensions, there is *compromising*.

Regarding the five strategies, Thomas & Kilmann (2008) describe *competing* as assertive and uncooperative because the individual pursues his or her concerns at the expenses of the other person. This type of strategy has been known as problematic since it promotes individualism and can lead to arguments among group members since each person's objectives are prioritized instead of the group ones. As for *collaborating*, it is both assertive and cooperative because the parties involved try to find a solution that meets their needs. This strategy is the most effective so students can learn to help others and appreciate their classmates' involvement. As a result, the implementation of the collaborative learning approach (outlined further below) in this project. With respect to *compromising*, it is both assertive and cooperative because the parties aim to find a mutually acceptable solution that partially satisfies them. By comparison, compromising does not emphasize inasmuch depth in the parties' issues as collaborating does; therefore, the people involved may decide to reach an agreement even if it does not fully meet their necessities. As for *avoiding*, it is unassertive and uncooperative due to the lack of interest from the parties to achieve either personal goals or the other person's objectives. Finally, *accommodating* is also unassertive but cooperative because it does not mean competing since the person neglects his or her own concerns to satisfy the other's needs.

In this research, the previously five conflict resolution strategies proposed by Thomas & Kilmann: *competing, avoiding, accommodating, collaborating* and *compromising* (see Figure 1) were presented to students in an EFL class through diverse collaborative activities which intended to identify students' resolution styles using a questionnaire and having students sharing personal experiences regarding conflicting situations and analyzing others that may occur or have taken place in their quotidian life. Learners were required to use the target language because communication was necessary for the proper and adequate development of the class and the understanding of the content presented.
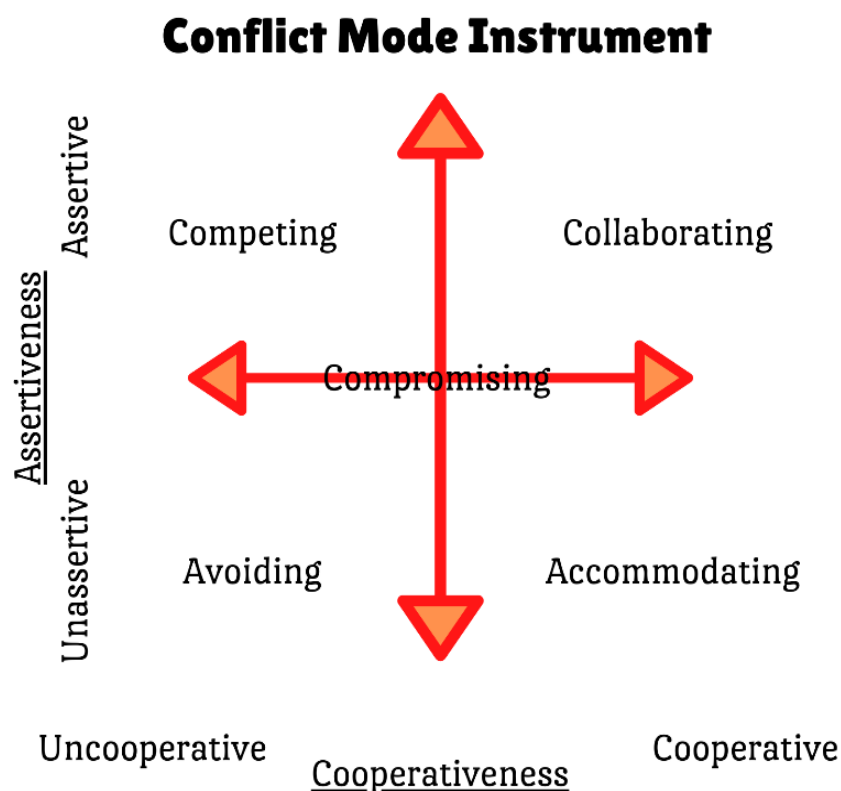
Conflict Mode Instrument

Assertiveness

Assertive

Unassertive

Competing

Collaborating

Compromising

Avoiding

Accommodating

Uncooperative

Cooperative

Cooperativeness

Figure 1. Conflict Resolution Styles. From the *TKI Profile and Interpretative Report,* by K. Thomas, 2008. Adapted.

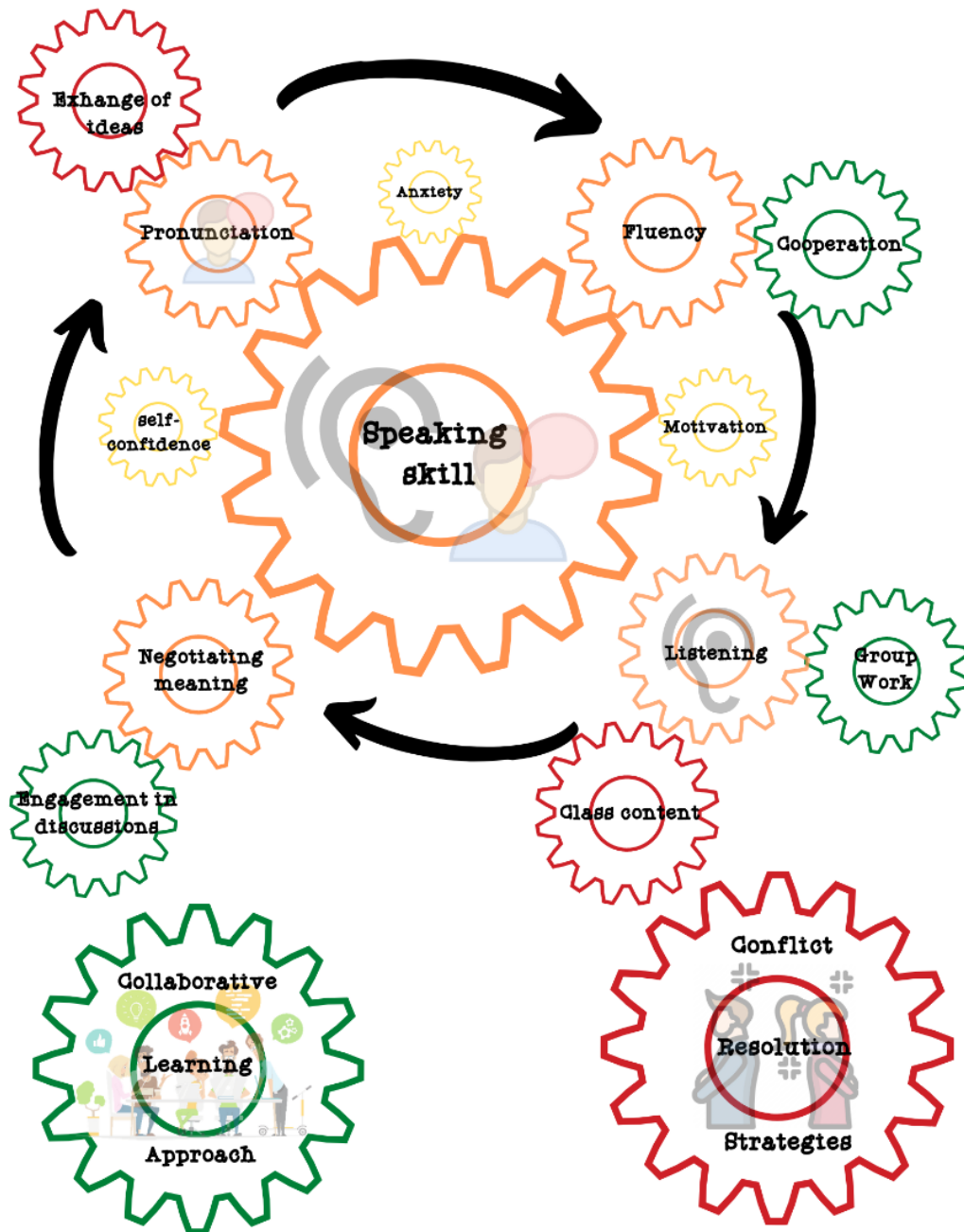The following is a visual representation of this study's constructs.

Figure 2. Visual representation of this proposal's constructs. Own source

In this chapter, the theoretical framework that supports this proposal was explained and illustrated. In the next chapter, the research design is going to be presented to clarify how this inquiry was conducted.

Chapter III

Research Design

This chapter introduces and defines the research paradigm as well as the type of study that underpinned this project. Then, the data collection instruments used will be characterized. At last, the data collection procedures are going to be depicted.

Research Paradigm

Considering the nature of this project and its objectives, it is possible to say that this is a qualitative research. Based on Phillips & Carr (2014), qualitative inquiry understands knowledge's nature as fluid and subjective based on the fact that "knowledge is enriched by multiple viewpoints and changes as these viewpoints are used to further construct knowledge base" (p. 28). The representation of those multiple perceptions is done through different sets of data gathered from multiple sources, which provide the qualitative inquiry with trustworthiness. Correspondingly, Merriam (1998), describes qualitative research to be focused on the understanding of different social phenomena where people's interactions, standpoints and world views are displayed and analyzed.

Bearing in mind both of these authors' understandings regarding qualitative research, this study is characterized by using a set of data collection instruments that helped gather information to provide an answer to the research question concerning the phenomenon that has been problematized during the observation process. This research paradigm distinguishes because of the importance of the context where the investigation took place and its participants. In particular, an educational setting requires for the teacher-researcher to consider all elements that may intervene in the students' learning processes, especially when they are learning a foreign language. In other words, qualitative research fitted this study since participants' interpersonal relationships, experiences and relations with the target language in an EFL class influencing their speaking skill were considered in the process of discovering what the implementation of collaborative activities based on conflict resolution strategies disclosed on the participants' oral production.

Type of Research

According to Burns (2009) action research is a practitioner-based research that focuses on teachers improving their pedagogical practice and students' learning. With that regard, action research correlates with the making and founding of this project since the difficulties a group of students encountered while learning a foreign language led to the proposal of disclosing the outcomes and processes of a class where collaborative activities based on conflict resolution strategies reveal about their speaking skill. In view of this type of research, Burns (2009) portrayed the four stages every researcher needs to conduct while doing action research and which are indubitably necessary to implement until the purpose of the inquiry has reached its end. These are *planning, action, observation*, and *reflection.*

In regard to *planning*, Burns (2009) characterized this phase as the process of identifying a problematic area and formulating a research question that will guide the study. Particularly, in this research, two issues were found; on one hand, students rarely spoke English in the class assigned to that purpose, and on the other hand, interpersonal relationships among learners influenced their participation and interaction in class affecting students' discourses. Hence, the succeeding questions was designed: *What does the implementation of collaborative activities based on conflict resolution strategies reveal about tenth graders' speaking skill?*

In respect to the second phase, *action*, Burns (2009) explained it as the stage in which the practitioner-teacher takes part in the setting where the research is being conducted by implementing an action plan in a specific time frame. In this case, lesson plans carefully designed and applied during a three-intervention cycle process which lasted a year and half. The first cycle began in 2019 and was meant to last approximately 5 classes; in it, learners' prior knowledge was taking into consideration when specific dispute cases were presented. During this cycle, also known as *Knowing the Classroom*, field notes and audio recordings were used to collect data, as well as students' artifacts. The second cycle, named *Do we both win?* differentiated from the first one because of the five conflict resolution strategies that were introduced in a set of activities. This cycle's information was compiled with artifacts and audio recordings. Finally, *Speaking freely*, the third cycle, required students to make use of the learning built during the two cycles, along with the

vocabulary and expressions respecting the class content to record themselves and explain how conflicting situations happening at school and beyond could be handled using as reference the five resolution strategies and the course syllabus grammar topic, which was narrative tenses.

Respecting the *observation* stage, Burns (2009) referred it as the moment where meaningful and organized resources must be used by the researcher to collect ideas, opinions and document the setting where the action is happening as a means to be informed regarding the teaching situation. In that order, surveys, questionnaires, artifacts, audio recordings, field notes, and a diagnostic test were the main sources employed to collect data during the three intervention cycles.

Last of all, Burns (2009) outlined the *reflection* stage as the moment that evaluation and description of the action based on the data compiled during the third stage is analyzed to review whether the intervention during the action phase impacted on the named issue. To that end, data was classified and scrutinized following the three constructs that defined this research. Afterwards, the information allowed to create emergent categories so the outcomes and conclusions of the study could be presented.

Data Collection Instruments

Based on the steps to conduct a qualitative research and after having selected the instruments for data collection, the succeeding process is to triangulate the information. Corresponding to Burns (2009), triangulation is:

> A combination of angles on the data that will help give more objectivity. This usually means collecting more than one type of data […] Then to compare, contrast and cross-check to see whether what you are finding through one source is backed up by other evidence. (p. 96)

To that end, this research used field notes, recordings, questionnaires, artifacts, surveys, and a diagnostic test which were implemented and triangulated to obtain trustworthiness.

In the following table, a more organized and structured information is displayed to clarify which collection instruments helped answer this research critical question after triangulating the findings.

Research objectives	Data Source #1	Data Source #2	Data Source #3	Data Source #4
To recognize the role of collaborative activities in the development of learners' speaking skill.	Students' artifacts	Field notes	Survey	
To analyze students' responses to the implementation of conflict resolution strategies to develop speaking skills.	Students' artifacts	Field notes	Audio recordings	Survey Questionnaire

Table 1- Data Collection and Triangulation Scheme

Field notes. Based on Newbury (2001), field notes are "an objective record of observations made in a particular setting" (p. 3) Likewise, the author stressed that field notes are a more organize work of note taking. At first, in this research, field notes (see Appendix A) were used to gather information about students' interactions and spoken discourses while working together in collaborative activities during class time on Tuesdays from 9:00 am to 10:30 am and Thursdays from 1:30 pm to 3:00 pm. However, during the second and third cycle, this instrument was used only on Wednesdays from 7:00 am to 8:30 am and 11:00 am to 12:30 pm since tenth graders have English class once a week (see Appendix J).

Recordings. As specified by Merriam (1998), recordings are of high value to use in a research because they help to keep preserved every word uttered for its analysis. Therefore, the worth of this instrument for this proposal lies with its usefulness to examine participants' spoken responses when working collaboratively in groups. In four occasions, learners were recorded (see Appendix F) when reflection of the diverse conflicting issues presented to them compelled a discussion by presenting the members' opinion.

Questionnaires. According to Brown (2001, p. 6) "questionnaires are any written instruments that present respondents with a series of questions or statements to which they

are to react either by writing out their answers or selecting from among existing answers" (cited in Dörnyei & Taguchi, 2009, p. 19). Namely, this instrument provided information about tenth graders' conflict resolution styles as a group of questions, conducted on March 4th, 2020 (See Appendix G) were organized to classify students' replies when dealing with conflict in divergent situations in the school scenario and in their quotidian life.

As for Dörnyei, & Taguchi (2009), a questionnaire is:

One of the most common methods of data collection in second language research […] due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable. (p. 14)

Artifacts. Premised on Phillips & Carr (2014), an artifact corresponds to every submitted or handed over work, done by students, products or other records that "shed additional light on your research question and topic" (p. 78). As planned, artifacts were collected during class time when students were working in collaborative groups discussing fictional and real-life situations and stories resembling conflicts. The artifacts assembled were related to the content developed during the intervention process (see Appendix K).

Surveys. Mathers & Hunn (1998) pointed out that surveys are functional tools to carry out research since they are resorts to collect information on behaviors and attitudes. Additionally, surveys are likely to take different forms depending on the nature of the inquiry and its participants. These are surveys that allow the researcher to study and analyze the progress of special conditions over time with the same population. In this inquiry, longitudinal surveys provided a clear view of the effects the interventions had on the tenth graders speaking skill. In the case of this proposal, three longitudinal surveys (see Appendix C) were applied. The first one on March 2019, the second on September 17th and the third on November 21st. Also, a teacher's survey was applied on April 10th, 2019 (see Appendix B).

Diagnostic test. In light of Nikolov (2016), diagnostic tests in language learning are practical sources teachers employ to recognize areas which need reinforcement. Besides, they are useful to have a record of the areas students are stronger. The applicability of the

test has pertinence for teacher-researchers who frame an action plan which ultimately seeks to overcome students' difficulties. By the time this test was applied, on March 2019 (see Appendix D), a speaking section was done as well. Its advisability to this research relayed on learners' responses since it provided a well-based evidence of the issues' participants faced when language input was expected through a set of questions related to their lifestyle and city.

Data Collection Procedures

This research project started in 2019 when participants were ninth graders. Nowadays, learners are in tenth grade. Since the observation cycle started, students were informed about the impact of the project and its significance for the practitioner-teacher. Along with it, parents were notified that their children were going to be observed, interviewed and recorded for academic production and purposes only. Therewith, students were given an inform consent (see Appendix E) which had to be handed over to the parents, so they acknowledged the implications of allowing minors to participate in this study. Necessary to clarify, no student was forced to become involved in this research nor any document was falsified for this matter. After having collected the signed inform consent (see Appendix E), the practitioner-teacher started the observation stage using field notes to have a better understanding of the class dynamics and the relation of the participants with the foreign language (see Appendix A). In order to have a broad perspective of the materials, methodology and peer relationship, the tenured answered a survey (see Appendix B). Subsequently, learners received a survey (see Appendix C) which aimed to identify preferences, likes and weaknesses ninth graders faced with respect to the foreign language.

Naturally, participants were promoted to tenth grade; therefore, parents needed to be asked again for permission to allow students to participate in this study using the same format (see Appendix E) but having modified some data about the research, including its name. The succeeding process was to formulate and apply the lesson plans designed on Tuesdays from 9:00am to 10:30am since, at first, the tenured permitted only to intervene once a week so he could do his class on Thursdays. Later on, in October, the pre-service teacher was implementing her project twice a week, including Thursdays from 1:30pm to 3:00pm. Altogether, the common instruments employed while executing the intervention

cycles were field notes, students' artifacts, audio recordings, and surveys. In particular, during the first cycle, which went from September 17th to November 5th, field notes were used to keep track of the relevant aspects of the project, the artifacts of the students were collected after classwork, the audios were recorder during the exhibitions of the groups' conflicting situations, and one survey was applied the first session of the cycle. In relation to the second cycle, it started on November 12th to March 4th, 2020; in it, two more data collection instruments were applied. Audio recording (see Appendix F) and a conflict management questionnaire (see Appendix G). At last, on March 4th, the last survey was answered by the apprentices. Its usefulness to this research interrelates with the perceptions of the tenth graders with respect to the project, their speaking skill and the work achieved through the collaborative activities as well as the content of conflict resolution strategies.

In this chapter, the research design that guided this inquiry was described emphasizing on the data collection instruments and procedures. In the next chapter, the pedagogical intervention will be portrayed.

Chapter IV

Pedagogical Intervention

This chapter presents the vision of learning, language, classroom and curriculum that upheld this pedagogical intervention. Additionally, the instructional design is explained narrative and visually in detail.

Vision of Learning

The vision of learning that fits this pedagogical intervention is experiential learning presented by Kohonen, & Bedley (1992). Considering that this proposal was about implementing a set of collaborative activities where students' interactions were required, the authors explained how the main point of learning is the individual's immediate personal experience in a given setting. Notwithstanding, experience needs to be processed consciously by reflecting on it, making learning a continuous and cycling process that combines experience, reflection, abstract conceptualization and action (p. 45). More precisely, "the process of learning is seen as the recycling of experience at deeper levels of understanding and interpretation. This view entails the idea of lifelong learning" (p.47).

Similarly, in this model, conflict resolution is the result of a learning process that involves the understanding of experience and reality and the transformation of those experiences through reflective observation; in other words, students analyze what underlies such encounters. That is why this vision of learning was appropriate for this research since learners were meant to converse their ways to solve conflicts in a constructive way and to cooperate with others as group arrangement demanded it while working towards achieving a common goal. Evidently, principles of both collaborative learning and conflict resolution strategies are dealt with in this vision of learning.

Vision of Language

With respect to this study, and as Hymes (1972) stated, the process of communication, and language use, more accurately, entangles a real speaker in a setting, different discourse productions and the speaker's real needs and interests to communicate in a context. In particular, one of the aims of this proposal was to analyze students' verbal responses as involved in a set of collaborative activities where interpersonal relationships

and interactions were essential so language exchange was experienced. Forasmuch as, every group member needed to participate and perform in an assembly by developing certain activities. As the task was fulfilled, by means of collaboration, the group learnt to work as a team considering members owned to the responsibility assigned. While seeking to complete the group's end, it was indispensable for effective communication to happen in the group as members use the target language.

Following the idea of Hymes, Tudor (2001) explored four visions of language. Nonetheless, only two will be taken to define this study's vision of language. First, the vision of language as doing things: the functional perspective indicates "means of achieving a certain number of pragmatic goals" (p. 7). In this proposal, students develop their speaking skill when involved in collaborative activities requiring learners to get familiarized with their classmates and content provided during class regarding conflict resolutions strategies.

As for the second vision, language as a self-expression, according to Tudor (2001), is a moment to "build personal relationships, express emotions and aspirations" (p.65). It also implies portraying the learner as the primarily social actor and the language as a form of social action (p. 9). These principles correlate with this research because learners were expected to interact among themselves as they analyzed and responded to diverse conflicting situations, making the EFL class a scenario where language was a social action and students' experiences and knowledge were essential. Correspondingly, this vision of language was an opportunity for students to perceive the English class as a space of growth, learning, building relationships and expressing their emotions and feelings while using the target language.

Vision of Classroom

The vision that corresponded to this proposal is the one presented by Tudor (2001) named the communicative classroom. This vision differentiates as "meaningful preparation for real world communication" (p. 112) is fostered since the target language is expected to be used for communicative purposes. More specifically, it creates spaces where students have the opportunity to practice the language regarding potential communicative situations they may encounter in the classroom and other social surroundings. Thus, the classroom

became a space where learners were introduced to a set of opposite scenarios that called for exchange of views and negotiations bearing in mind the urgency to unravel those conflicts.

Vision of Curriculum

Understanding Pineda (2001), a designed curriculum for EFL cannot be found without having considered the participants and their contexts. Put differently, a vision of curriculum must be created based on the members that are taking part in the educational process; including their backgrounds and needs, so the curriculum suffices when learners are immersed in the English class without thinking or feeling that learning a foreign language is a waste of time because it does not help them to cope or face their realities. On that account, this proposal's vision of curriculum was framed based on the weakness' students had in terms of discourse production and fear of public speaking associated to conflicts between classmates.

Instructional Design

The main purpose of this research and its pedagogical intervention was directly connected to enhance participants' speaking skill in an EFL class. In order to facilitate those exchange spaces of speech samples, a variety of activities were created on the basis of the five conflict resolution strategies, explained in Chapter II, as the dominant topic to address in class. The aim of this content was to approach students to a sensitive yet pertinent subject matter that has been affecting young and teenage learners. In the same way, it intended to give the participants an idea of the effects non-managed hostilities could have both in a person's private life and academic or professional development. Ultimately, presenting those cases was the communicative excuse for learners to talk with one another.

Likewise, the implementation of collaborative activities planned to act upon the participants' interpersonal relationships so they could understand the value of working in groups when an objective had to be accomplished and a collaborative task fulfilled. Therefore, the pertinence of the collaborative learning approach since it places learners as the main characters of their own learning process and provides a sense of duty to themselves and the group members because each student is given a role. In addition, reinforcing group work and a sense of worth between classmates aimed to impact on the participants' oral discourses by feeling confident about the value of their contributions as

the groups' environment made it possible. Some of the collaborative activities adopted during the intervention were the jigsaw puzzle, role play, the forum, cartesian plane, group discussion, and harkness-style discussion.

Presenting visually, the following table portrays in detailed this study pedagogical intervention and how each cycle was organized.

Cycles	Lesson Plans	Objectives	Grammar Content	Speaking Skill	Collaborative Activity
1 **Knowing the classroom** *2 lesson plans-6 classes.* *17th September 2019 to 5th November 2019*	**The Others and Me!**	-To discuss students' knowledge and/or understandings of what a moderator, moderation and scribe are. - To have students working in groups. - To learn the responses of students towards specific conflicting situations.	First Conditional Simple Present Future with will-going	Interactions + speakers = negotiating meaning →receive input →produce output =Chunks of information	Group Discussion The Forum Role Play
	Our Voices!	-To discuss about conflict, conflict resolution, mediation, bullying, harassment, discrimination and conflicting situations in well-known scenarios by the learners. -To work collaboratively in groups. - To share students experiences and reflect upon their peers'.	Second Conditional Past Simple Would		
Collection Instruments: Field notes, students' artifacts, audio recordings and an entrance survey.					
Cycles	Lesson Plans	Objectives	Grammar Content	Speaking Skill	Collaborative Activity
2 **Do we both win?** *2 lesson plans-5 classes* *12th November 2019 to 4th March 2020*	**It's great to meet you!**	-To recognize students' conflict resolution styles. - To create stories based on conflicting situations using narrative tenses. -To debate students conflicting stories and possible solutions.	Narrative tenses: simple past, past continuous, past perfect, past perfect continuous.	Interactions + speakers = negotiating meaning →receive input →produce output • Pronunciation • Listening • Fluency • Suprasegmental (rhythm, stress) =Chunks of information	Cartesian Plane
	Dig deeper!	-To get familiarized with the five conflict resolution styles.			Jigsaw activity
Collection Instruments: Field notes, students' artifacts, audio recordings, conflict management questionnaire and final survey.					
Cycles	Lesson Plans	Objectives	Grammar Content	Speaking Skill	Collaborative Activity
3 **Speaking freely!** *2 lesson plans -5 classes* *Not implemented due to Covid-19 Emergency*	**We should give it a try.**	-To write down a play dealing with a conflicting issue and two possible outcomes. - To portray two resolution strategies per team in each story. -To debate resolution reflected on the plays.	Narrative tenses: simple past, past continuous, past perfect, past perfect continuous.	Interactions + speakers = negotiating meaning →receive input →produce output • Listening • Pronunciation • Fluency • Suprasegmental (rhythm, stress, intonation) • Non verbals (head movement, gestures, facial expressions) Density of interactions = More elaborated discourses	Harkness-style Discussion
	This is it: let's be loud!	-To identify resolution styles' commonalities among class members. -To learn about my classmates way of dealing with conflict. ✓ To record a video (based on the 5 resolution strategies) voicing personal traits related to the students' own styles.			Jigsaw Puzzle Activity Cartesian Plane
Collection Instruments: Field notes, students' artifacts, audio recordings and final survey.					

Table 2 - Cycles of intervention

Before delving into each cycle, it is imperative to clarify that they were developed with a purpose to reach a final outcome, which was the third cycle. Particularly, the content, vocabulary, expressions, and situations introduced and worked during *Knowing the Classroom* and *Do we both win?* aimed to prepare learners to use the target language more spontaneously in a specific communicative situation.

Considering the above, the cycles of intervention characterized for dividing into 3 moments, each carefully designed for specific purposes. To begin with, the first cycle, named *Knowing the Classroom*, was a six class, two lesson plans stage. In it, prior knowledge and experiences of the participants were used and verbalized as they shared anecdotes, read about conflicting situations and got familiarized with vocabulary related to conflict. The second cycle, *Do we both win?* also took five classes, each lasting one hour and thirty minutes. During this second moment, learners' resolution styles were explored individually and the five strategies to solve conflict were presented using the jigsaw puzzle activity. Finally, the third cycle, *Speaking freely!* indicated the application of the learners' experiences from the first cycle and knowledge created during the second one in demonstrating the comprehension of the content learned in a video and reflection of the processes conducted collaboratively in the English class.

As part of the process in each lesson plan (see Appendix I), a warm-up activity was used per class to get students to loosen up and feel more comfortable with themselves. Those activities are also known as icebreakers. Likewise, collaborative activities that aimed to enhance interpersonal relationships and had students working in groups were implemented. Based on the previously stated, the collaborative activities utilized were jigsaw puzzles, harkness-style discussions, cartesian plane, group discussions, and the forum.

In particular, the jigsaw activity is a cooperative learning technique used to reduce racial conflict between children in the school. It also enhances students' motivation, fosters better learning and increases enjoyment of the learning process. As for the harkness-style discussion, it is a technique used to encourage students to reach to one another by leading towards a deeper understanding and learning process. Regarding the cartesian plane, it is divided in four sides and it considers five resolution conflict styles based on the importance

of the relationships and objectives. This plane is used in peace-building scenarios, foremost, in schools. As for the forum, it is a school-strategy implemented by a teacher in Seattle that aspires for students to join together in a space where judgment is left outside, and communication and discussion are welcome to address conflicting situations at school. Last of all, group discussion is a similar collaborative activity resembling the jigsaw puzzle as roles are assigned to students. Yet, in a group discussion a larger number of students gathered around to converse and one of the students is assigned the role of scribe, who uses the map writing assessment tool (see Appendix H) to follow the class' debate.

Cycle I. Knowing the Classroom. First of all, this cycle was named *Knowing the Classroom* because it was a stage of approaching learners, getting to know their process in the EFL class and having a broader image of their strengths and weaknesses related to the foreign language. In the same way, their prior knowledge and understandings of concepts such as conflict, conflict resolution, harassment, bullying, etc., were debated among group members as they worked in collaborative teams. In order to have students discussing, the diverse content that was introduced demanded their analysis and exchange of views.

As part of the cycle development, two lesson plans were created to cover six classes; *The Others and Me!* And *Our Voices!* (see Appendix I) In the first lesson, students were asked to write and share their interpretations of moderator and moderation. Then, each group needed to choose a moderator per team based on the characteristics they had mentioned. Reflection took place when learners agreed on a person suitable for the role of moderator base on his or her features. That activity was carried out to define which person was going to be in charge of the groups' discussions and debates. The next lesson was devoted to share some meaningful aspects of students' lives so they could learn something about their classmates. The objective of this exercise was to create bonds founded on commonalities as part of the benefits of the CL approach and some of the advantages of applying the theory of conflict resolution, described in Chapter II, in an EFL setting. Class number three was devoted to discussing six disputing situations affecting children and teenagers in the school including parents, teachers and peers. In that class, another role, a scribe, was assigned to a group member. The following class students had to make a comparison chart where they compare their own perceptions of some vocabulary related to

conflict and then read the concepts' definitions to find the differences and similarities. In that class, the jigsaw puzzle was done, and students had to exchange group to learn and teach about the definition of the other concepts. Class five was dedicated to solving a puzzle where an image in connection with hostile situations had to be put together in groups, and some questions answered. The last class was held outdoors because boys and girls needed to make a person-shape billboard (see Appendix I) where they wrote thoughts and words that described their group of female and male classmates. After finishing with the billboards, the groups shared their creations and explained why those words represented them.

Cycle II. Do we both win? This cycle is named *Do we both win?* and it was mainly and mostly dedicated to exploring participants' resolution styles when facing conflicting tensions and to get familiarized with the five conflict resolution strategies. The lesson plans were named *It's great to meet you!* and *Dig deeper*.

The cycle was divided in three lesson plans corresponding to five classes. In the first lesson, students received a sheet containing six images with a briefing of a situation. Their assignment was to choose one and to write a story based on it. As well as to provide a possible solution to the problem the character was facing. Class number two called for group work again and the socialization of seven conflicting stories happening inside and outside the school setting. In order to socialize, the jigsaw puzzle was done. Afterwards, the Cartesian Plane activity took place. The succeeding lesson was used to answer a questionnaire (see Appendix G) individually about students' conflict resolution strategies and to share their written stories, from the previous class, before answering some questions related to the them. As for class number four, the five resolution strategies were presented. Lastly, the fifth class was assigned to organize groups so learners could start discussing and selecting the characters, settings, plot, time, place, etc., of the school project. In it, learners had to include a conflicting story, as part of the raising action and climax, as well as a resolution bearing in mind one of the five resolution strategies reviewed. This last class was organized so the grade's syllabus and school-project along with the class content were combined.

Cycle 3. Speaking Freely. In the first place, this cycle was named *Speaking Freely!* because it followed an exhibit of learners' oral skills after having recycled and reused the knowledge worked during the first cycle and the resolution strategies presented in the second one. Similarly, this cycled aimed to give students an opportunity to prepare themselves for a more autonomous work with their peers in relation to the class dynamics and its future discussions. Similarly, as the previous cycles, two lesson plans were created to cover five classes; *We Should Give It a Try!* And *This Is It: Let's Be Loud.* Since these lesson plans were never applied, the succeeding lines will explain how those classes would have taken place if they had been implemented.

In the first lesson of *We Should Give It a Try!* students would have had to get together in groups to select and organize the setting, characters, based on the school project, plot, and conflicting issue best suited for each play. This class would have demanded the preparing of the dialogues, scripts and costumes each student was going to be responsible for depending on the story. Also, the ending of the play had to have two outcomes framed on the five styles to solve conflict, That is, one play would have ended with a competitive and collaborating ending so learners could appreciate the differences of solving a conflict in a stage with real characters. Subsequently, the second class would have allowed groups to perform in front of their peers and portrayed the opposing endings. During the play, only the performers would have been able to speak, and a round of questions would have proceeded after every group had acted. In the remaining thirty minutes of the class, the Harkness-style Discussion would have started as the promoter of a discussion exercise revolving around the manner used to tackle the conflicts in the plays. Concerning the *This Is It: Let's Be Loud,* one lesson would have covered three classes, which are all connected to the final artifact students would have created. The third class would have been devoted to delimiting, based on the Thomas & Kilmann conflict instrument, the five strategies to solve conflict using memo cards. Namely, five groups would have received the underpinned theory to summarize it in the cards to later do the jigsaw puzzle activity. To illustrate, a learner per group would have had to join another group with different peers to explain his or her style thoroughly. The succeeding task would have involved the gathering of five groups with different classmates whose responsibility would have been to characterize the corresponding style taking into consideration what their classmates had shared with them

during the puzzle activity. Correspondingly, session four would have been dedicated to the creation of the video expected to be cast on the final class; in it, pupils would have had to record themselves individually explaining which resolution styles they have used in the daily struggles and why have they proceed that way supporting each strategy with the knowledge acquire during the jigsaw activity in addition to sharing their thoughts with respect to this project. Finally, the fifth class would have been the presentation of the videos with the class.

In this chapter, the visions of language, learning, classroom and curriculum which helped framed this research's instructional design were depicted.

Chapter V

Data Analysis and Findings

This chapter outlines the procedures conducted to analyze the assembled data during the intervention cycles. Thereby, to illustrate the findings followed by a thorough organization leading to the categories of analysis, which will be unveiled in detail.

Procedures for Data Analysis

To begin with, given the nature of this study as a qualitative research and considering the data to nurture the categories of analysis after they were collected, thorough examination of the information was underpinned by the grounded approach. According to Merriam (1998), this approach places data as the resource and tool to design emerging categories. This process entails a deep and constant review of the findings and revision of the analysis as some new information can significantly modify what had been proposed at first hand. In particular, this project founded its categories following a careful process of organization and distribution of the data into labels which helped to define both the names of the categories and the content to support them. In other words, the categories did not emerge before the intervention frame, but after having assembled a corpus of information that could evidence the process that was carried out by the researcher in the field.

In the second place, and as participants' voices were important in the development of the categories through the data analysis followed by the involvement of the practitioner-teacher in the process of learning the foreign language with the scholars, the emic perspective lead this proposal. In view of Markee (2013), this perspective emphasizes on the perceptions of the participants as the way to start. Namely, it includes the setting where the participants are and accounting for their experiences as well. More specifically, in this project, the researcher was not only observing but also taking part in the setting where tenth graders performed and interacted assuring that meaningful data regarding their learning process with respect to the foreign language was included in the recollecting of data.

Thirdly, the information compiled during the observation stage of this study was classified bearing in mind the preferences of the students, their perspectives regarding English, the teacher's knowledge regarding the processes of the learners, and the strengths

and difficulties participants faced when learning the foreign language. The analysis of the data allowed to establish a research problem and question which guided the framework of the project. Afterwards, an following the implementation of cycles #1 *Knowing the Classroom* and #2 *Do we both win?* three binders were created using colors to differentiate the findings based on the constructs explained in Chapter II. Accordingly, the folders were named *#1 Collaborative Activities*, *#2 Conflict Resolution Strategies* and *#3 Speaking Skill*. The corresponding colors were #1 purple, #2 yellow and #3 orange. Followed by the color characterization and folder designation, evidence such as the artifacts of the students, field notes and surveys were stored in digital copies. Similarly, the audios were transcribed concerning the same patterns of distribution. As part of the analysis stage, and as detailed in the intervention table (see *Table 2 – Cycles of Intervention*), more than two data collection instruments were used per cycle to ensure trustworthiness, as Phillips & Carr (2010) highlighted when data is collected in diverse sets to provide the researcher and the inquiry with multiple perspectives. Notwithstanding, the third category is based only on a survey applied to the apprentices with respect to the project and their impressions.

Categories of Analysis

Considering the aim of this project was to unveil what the implementation of collaborative activities based on conflict resolution strategies reveal about tenth graders speaking skill, two research objectives were established. These *are to recognize the role of collaborative activities in the development of learners' speaking skill* and *to analyze students' responses to the implementation of conflict resolution strategies to develop speaking skills*. Based on these objectives, three categories emerged aiming to answer the research questions.

The first category is named *Supportive Role of Group Bounding*, which is supported in the first objective. It is divided into two subcategories, which are *Developing Social Skills with My Peers* and *Building a Comfort Circle: A Path Towards Participation*. As for the second category, it is titled *Promoting Students' Voices while Learning About Conflict*. Correspondingly, as the first category, there are two subcategories defined *Discussing Own Styles to Embrace Conflict* and *Understanding Basic Conflicting Situations: Learners'*

Perceptions. At last, the third category is named *Nurturing Learners' Impressions: Our Project*, these two categories are based on the second objective.

Aiming to illustrate visually the organization of the data, the succeeding table portrays the categories of study that emerged from the analysis of the findings.

Research Question		
What does the implementation of collaborative activities based on conflict resolution strategies reveal about tenth graders' speaking skill at IPN?		
Research Objectives		
To recognize the role of collaborative activities in the development of learners' speaking skill.	To analyze students' responses to the implementation of conflict resolution strategies to develop speaking skills.	
Categories		
Supportive Role of Group Bounding	Promoting Students' Voices while learning about Conflict.	Nurturing Learners' Impressions: Our Project.
Subcategories: • Developing Social Skills with My Peers. • Building a Comfort Circle: A Path Towards Participation.	**Subcategories:** • Discussing Own Styles to Embrace Conflict. • Understanding Basic Conflicting Situations: Learners' Perceptions.	

Table 3 - Visual Representation of the Emerging Categories

Category #1: Supportive Role of Group Bounding

This category specifies the supportive role that collaborative activities had on learners' speaking skill bearing in mind the groups' development and performance throughout the intervention cycles. At large, the participants were involved in groups that were formed seeking to promote some of the traits mentioned in Chapter II: to persuade students who find challenging to participate in class, to help develop relationships with peers based on trust and to engage in discussions.

Correspondingly, Dooly (2008) stands out that the benefits of a collaborative activity have an impact on each individual as it provides a sense of responsibility to fulfill a role so a common goal can be achieved. In addition, cooperation is intended instead of competition since it boosts relationships, creates bonds and ensures better communicative processes as learners' own perceptions are strengthen. This, ultimately is what moves

students into taking a risk by using the foreign language in a setting where they can feel motivated, respected and heard. Bearing in mind the previously stated, the use of diverse collaborative activities such as the jigsaw puzzle activity, the forum and the cartesian plane enhanced students' level of participation in the class and their willingness to use the foreign language more freely with one another and with their remaining classmates as a sense of bonding was forged among group members. In order to verify these statements, two subcategories of this category emerged. The first is *Developing Social Skills with My Peers* and second, *Building a Comfort Circle: A path towards participation*. Individually, each will be depicted with evidence.

Developing Social Skills with My Peers. This subcategory presents the different data related to the impact that collaborative activities had on tenth graders' developing their social skills while using the L2 as discussions about conflict resolution strategies took place. Understanding, first, that social skills are viewed as "the ability to appropriately and effectively interact with other people" (Romanczyk, R. G., White, S., & Gillis, J. M., 2005, p. 2, as cited by Baron, 2000). Foremost, Rao (2019) underlined that using collaborative activities assist learners into developing relationships with their equals. Thus, students have proven to that statement as evident in the succeeding fragments.
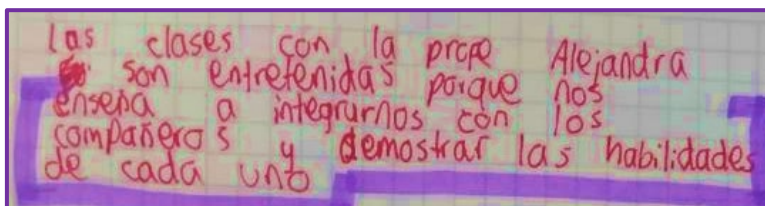
[Student's survey. First cycle: September 17th, 2019. Student #4]
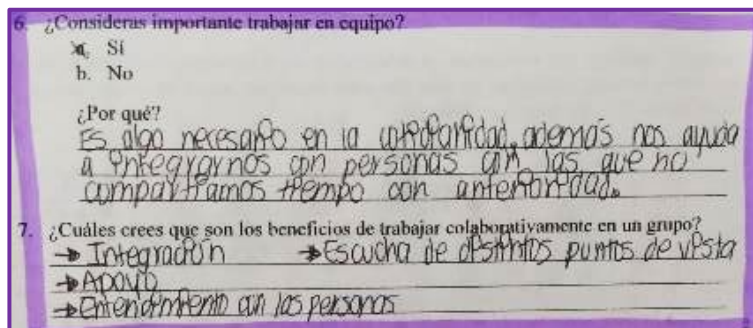
[Student's survey. Second cycle: November 21st, 2019. Student #18]

The previous evidence reflects students' points of view as they assess the worth of being involved in groups and having to make decisions based on others and selves' contributions, which entails having to interchange and explore knowledge and opinions as interaction happens. To that extent, Contreras & Chapetón (2017). first and second aspect of collaborative learning were evinced since the involvement in groups foster pupils' relationships with their peers while ensuring the participation in the teams' exercises. Also, the excerpts show that participants were able to recognize the opinions and value the contributions of the team members. Therefore, proving to the principle of either initiating basic social contact with others or strengthen previous bonds. The next passage is an example of the work done in groups as students were grouped in two large teams to organize puzzles and reach an agreement about a solution that could fixed the disputes. During this process, collective discussions with one another were visible.
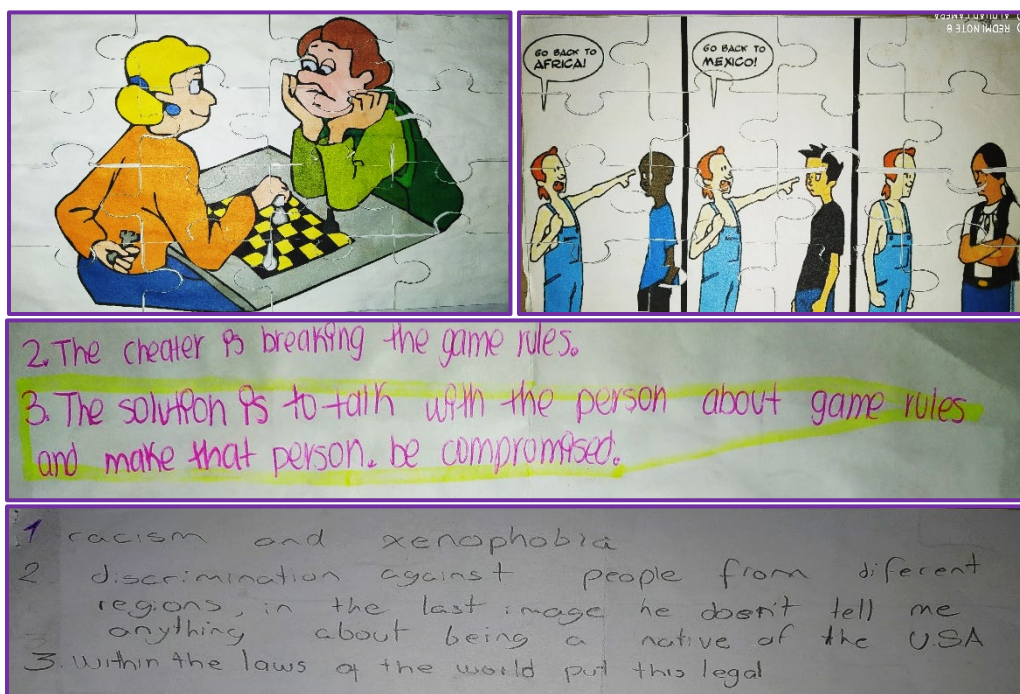
[Student's artifact. Second cycle: November 12th, 2019]

These data show the positive outcomes of creating a setting where participants can learn to work with others. Including opening to the possibility of grouping with unfamiliar classmates rather than with the usual ones. The advantages of building teams and having to discuss a topic provided students with an opportunity to exchange their visions and ideas, but also, and most importantly, to care for what the next person had to say, which relates to

the principle of Rao (2019) and the value of creating relationships with each other. As every activity necessitated tenth graders' voices, both written and spoken samples were created and showed to the rest of the class after the groups had engaged in conversation and come to terms. Therefore, data has revealed that being immersed in teams and developing interpersonal competence or social skills is sustained by the endeavor of the students.
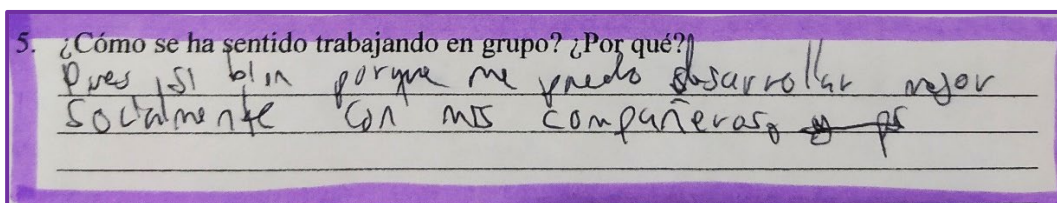
[Student's survey. Second cycle: November 21ˢᵗ, 2019. Student #7]
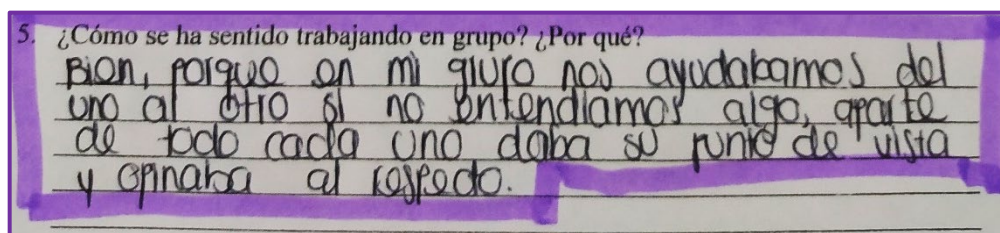
[Student's survey. Second cycle: November 21ˢᵗ, 2019. Student #9]

(…) some groups took longer to read it as part of the vocabulary was unknown for some group members and in some occasions (…) When that happened, two cases were observed. First**, the group itself tried to explain to that student what the billboard had written on and the how the story developed using the L2** (…) it is possible to say that students working together in groups may have had a positive impact regarding their interpersonal relationships, which ultimately, is one of the benefits of the collaborative learning approach and implementation of this project's collaborative activities.

[Field note #10. Second cycle: March 4ᵗʰ, 2020]

As the data illustrate, it is evident that a sense of cooperation and support was felt by the students in the groups, not only to complete the tasks assigned or display the work done during class time but to considerate and analyze the members' inquiries, as if they assumed the role of the teacher or of a guider in each team when someone was facing a problem or hesitating about his or her knowledge or understandings regarding specific or general elements of the content presented. Such dynamic modified the way students

perceived themselves and their classmates because they appeared to be more confident while speaking in the foreign language.

Building a Comfort Circle: A Path Towards Participation. This subcategory presents the evidence gathered in relation to the impact that collaborative activities had on tenth graders' building a support system which boosted the participation of group members' in their closed circles and, in most cases, with the class. Fostering pupils' participation was part of the intervention cycles since every collaborative activity promoted a debate or discussion, so even the quietest student had the alternative to speak if not in front of the entire classroom, but with the collaborative group. In respect of founding a path that enables communication among learners, Dooly (2008) framed collaborative activities as a resource which can be used as means of engaging in oral discussions and negotiating ideas; therewith, facilitating participation. On this topic, Rao (2019) also pointed out that involvement in a group may lead to interest learners who have struggled with the language and move them into taking part in the conversations. To make these statements admissible, the coming excerpts will supply evidence.
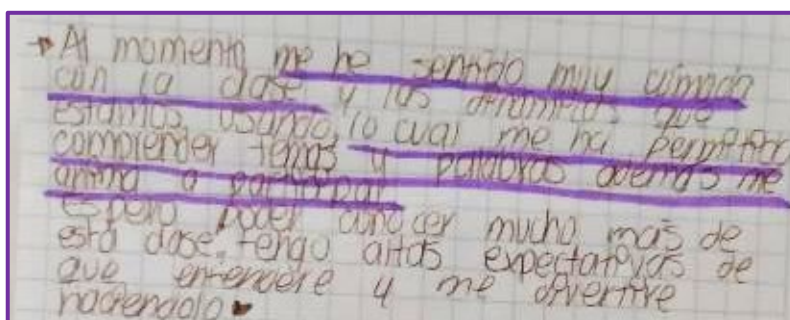
[Student's survey. First cycle: September 17th, 2019]

Something unexpected occurred when the practitioner asked the boys who wanted to present the billboard to the group and one student who had participated very little, said: **"Profe, yo quiero ir next."** (…) **He explained why those adjectives (Body-shape billboard activity), both the positive and negative, referred to women in the class, closing with "we appreciate you".** (…) Based on the process this student had had with the L2, it appeared that he **felt more comfortable and confident to share his voice** with his classmates without worrying about the grammar or syntax mistakes he could have said because his concern was to participate and to let the girls of the class know what the boys had written down about them and why they felt that way.

[Field note #7. Second cycle: November 14th, 2019]
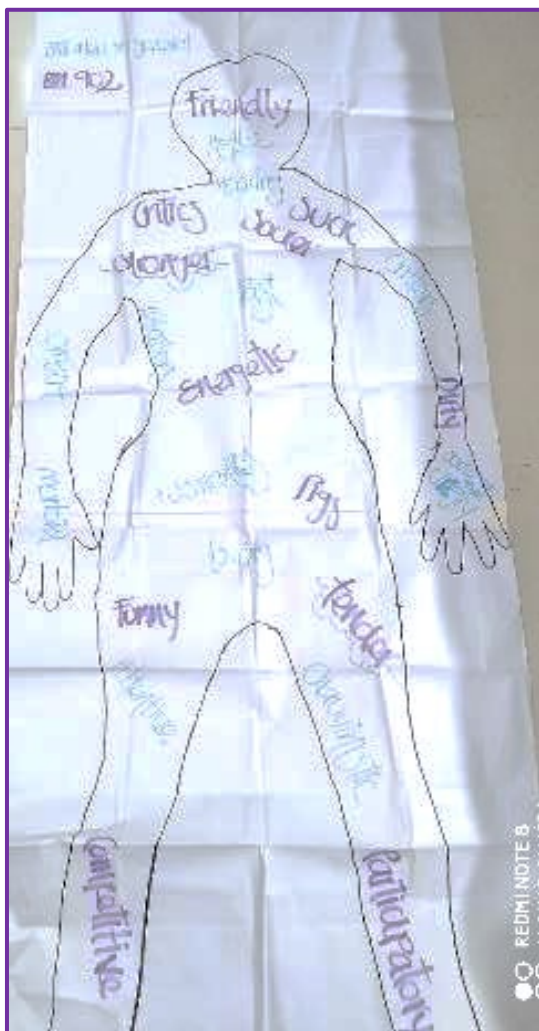
[Student's artifact: girls about boys.
Second cycle: November 14th, 2019]
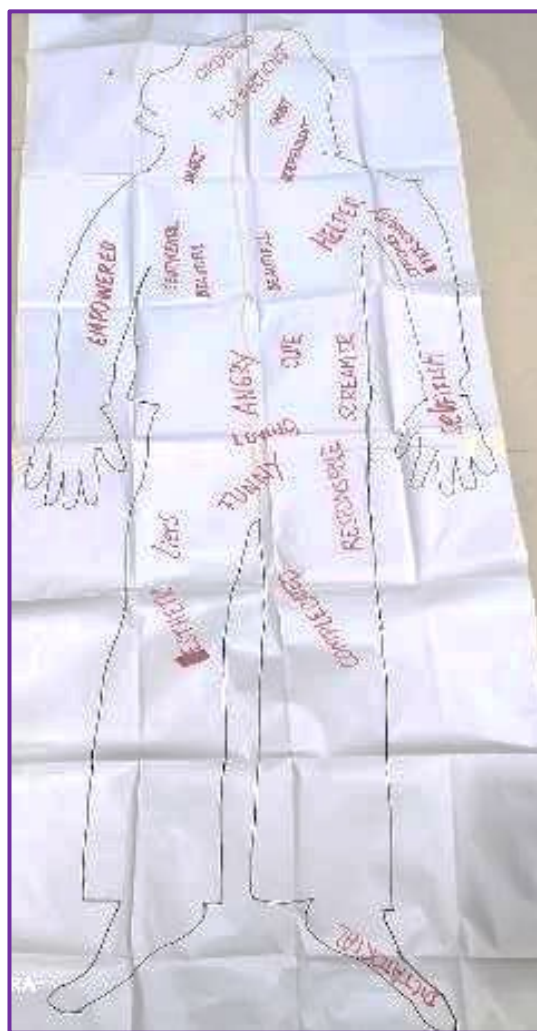
[Student's artifact: boys about girls.
Second cycle: November 14th, 2019]

Among some of the activities done throughout the cycle, it was visible that most of the groups felt comfortable with the assigned teams; therefore, their attitudes and willingness to participate were modified as they felt more relaxed to interchange their L1 and L2 as presented next. In the first excerpt, students were asked about their affiliation in terms of communication, understanding and likelihood to share their impressions with their group members, and the others explored apprentices' individual thoughts in relation to the impact teamwork had on their class performance.
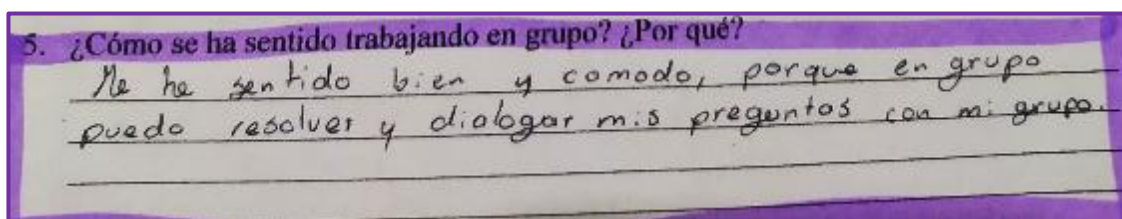
T: Hello guys, how are you?
S1: Good, teacher
T: Do you like your group?
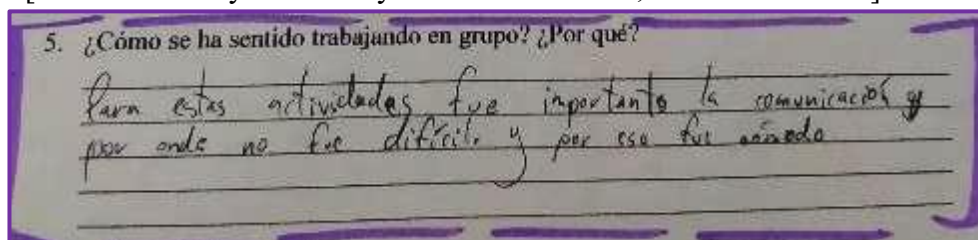
S1 - S3: Yes
S5: What?
S1: ¿qué si nos gusta el grupo que tenemos?
T: That's right!
S4: Ah, yes. They are good.
S2: Teacher, can I say in Spanish?
T: What do you want to say?
S2: Teacher, lo del group
T: Try in English first
S2: Es que no sé cómo decirlo.
T: Try!
S2: We is cool and I like
S1: We are cool Daniel!
T: Why?
S2: Teacher, because (…) we understand with us

[Field note #3. First cycle: October 17th, 2019]

[Student's survey. Second cycle: November 21st, 2019. Student #5]

[Student's survey. Second cycle: November 21st, 2019. Student #8]

As supported by evidence, students responded positive to the implementation of group dynamics while participating in collaborative activities since they either could agree or disagree about the teams' decisions while examining their possibilities to make a final judgment on the topic introduced. Also, those activities were a window of opportunity for all the group members to participate leaving aside the length of the contributions but placing emphasis on the action of giving their opinions while using the foreign language.

Category #2: Promoting Students' Voices while learning about Conflict.

First, it is decisive to elucidate how the succeeding subcategories combine two of this study's constructs; one being conflict resolution strategies and the other is the speaking skill. Namely, this category depicts how students' spoken skill was promoted as they encountered diverse conflicting situations requiring the debate of possible solutions depending on the cases. In general, as aforesaid, group work was a permanent element to perform and approach the class content, which was conflict resolution strategies. Based on this proposal's constructs, the foundations of these category rely on de Heredia (2005) theory of conflict, more precisely, on the principles of cooperation, communication, positive expression of emotions and conflict resolution.

As for the speaking skill, both Sakale (2012) and Astuti (2013) made significant contributions with respect to the way this skill has been analyzed in this project. To illustrate, the author (2012) underscored students' speech production connected to the input they receive in a setting where the foreign language is practiced and experienced the most so learners can be as immersed as possible to feel motivated. On this topic, Astuti (2013) noted *motivation* to be an affective filter that can potentially encourage students who find challenging to engage in conversations or even to give their opinions. These two remarkable bases were observed and examined carefully during the analysis of the data and will be depicted further below.

Since evidence needed to be collected to verify whether or not the previous characteristics were manifested during the implementation interval, versatile instruments were used to support these authors' statements. In relation to the first category, Cohen (2005) also distinguished managing conflict as a promoter of positive interpersonal relationship among peers in the school setting, which, in the end, correlates to de Heredia's theory. Concerning the students and their performances, de Heredia, Sakale and Astuti's fundamentals will be exposed in *Discussing Own Styles to Embrace Conflict* followed by *Understanding Basic Conflicting Situations: Learners' Perceptions* subcategory. As expected, each subcategory will be rendered with a set of data collected during cycle #1 and cycle #2.

Discussing Own Styles to Embrace Conflict. This subcategory deepens on the unique and personal manners tenth graders used to tackle conflict as personality traits were met while learning about hostilities, listening to peers discussing and, therefore, using the foreign language as a tool in the communicative process that underpinned the activities of the class. As part of its dynamics, the discussions' groups had around conflict were later presented with all the students and in most cases, groups shared the same solutions. On the subject of embracing conflict and its five styles to solve it, each participant proved to respond differently to clashes of interest, yet there were some commonalities found as displayed further down. With respect to de Heredia (2005) having classes that deal with the topic of conflict has provided fruitful outcomes in terms of group work due to cooperation enhancement, as well as to setting a path of communication with one another, which relates to being respectful and tolerant towards people's opinion along with the possibility to express one thoughts. To some extent, the author (2005) shares relevant aspects in regard to what Sakale (2012) also described as an exchange of *meaning* based on interaction. The account of this interaction lays down a path of the potential vocabulary, expressions, ideas, and verbal productions that can be framed as spontaneous discussions, also presented by her (2012) as speech connected to fluency resulting from the immersion of students in a setting where the L2 is used. To make these statements admissible, the following excerpts will supply evidence.

[Students' Questionnaire: resolution styles. Second cycle: March 4th, 2020]

This datum reflects how pupils identified their resolution styles with respect to conflict as 15 statements required to be ranged from 1 to 4 (1. rarely, 2. sometimes, 3. often and 4. always). In theory, the questionnaire provided learners an opportunity to register

their possible ways to manage hostilities based on their experiences. Broadly, the styles of collaborating and competing are used the most by the apprentices. Likewise, it was noticed that students combined two styles when it came to solve conflicting situations; these are avoiding and competing, collaborating and competing and compromising and avoiding. Out of the 30 questionnaires collected, only four participants characterized by using more than 3 resolution styles. Similarly, the succeeding fragments displayed how students reacted to unique conflicting cases following their explanation of the place each took on the Cartesian Plane, which underscored the Thomas & Kilmann's conflict instrument, check Chapter II. This activity allowed a more practical exercise for tenth graders to recognize their own resolution styles.

[Students participating in Cartesian Plane activity. Second cycle: March 4th, 2020]

In brief, these extracts disclosed two important elements; one, a broad assimilation of the strategies pupils' resort to in general terms to tackle conflict and, second, the presentation and discussion of these styles in practice based on specific situations introduced to them in the jigsaw puzzle activity. In general, as aforementioned, most students have more than one resolution style. The commonalities were avoiding, understood as a non-confrontational approach, competing as an authoritarian approach and, collaborating as the in-between style to properly address problems in order to avoid negative feelings. The strategy students are least inclined to is accommodating, which explores cooperation at risk of leaving personal needs aside.

T: Your girlfriend kisses another person
S2: Aja
T: So go, what do you do?
S1: I lose because I broke with my girlfriend, but she wins because she has my best friend, so…
T: Okay, thank you!
[…]
T: You win and she wins? How?
S4: Because I, no, she don't like stay with me and if she do so, eh, is because *no quiero estar más con ella*.
T: I don't want to be with her anymore
[…]
T: What do you do?
T: You lose and your girlfriend loses too? Why?
S7: I lose my feelings and she lose my love.
T: Why?
S8: She lose my friend, no, I lose my friend and she lose my love for her. Thank you!

[Audio Transcription #12. Second cycle: March 5th, 2020. Lines 3-8, 15-18, 37, 41,42]

This datum exemplified an activity in which participants were active and decided to take part in their learning process by giving their views with respect to some hypothetical, particular conflicting cases, but also on showing respect and tolerance towards their peers' contributions and ways to embrace conflict, which follows Contreras & Chapetón (2017) second aspect of the benefits of the CL approach as it does in relation to two of the principles of de Heredia' theory of conflict that is communication a tolerance.

The succeeding datum will delve into the discussions' participants had when distinctive conflicting cases were given to them. Ultimately, each team debated potential solutions to their problems, which reflected the principle of *negotiation of meaning* since the learners were both listening and replying to one another and the class. In addition, it was also possible to verify the integration of the course syllabus into the activities learners did and the artifacts they created along the way. This process also corresponds to Sakale (2012) since she pointed out that learners can be cognizant of the linguistic form or grammar structures consecutive an immersion with others who use the foreign language. As visible, the participants applied the grammar, conditionals, with the content worked during the semester referring to the answers they debated in groups.
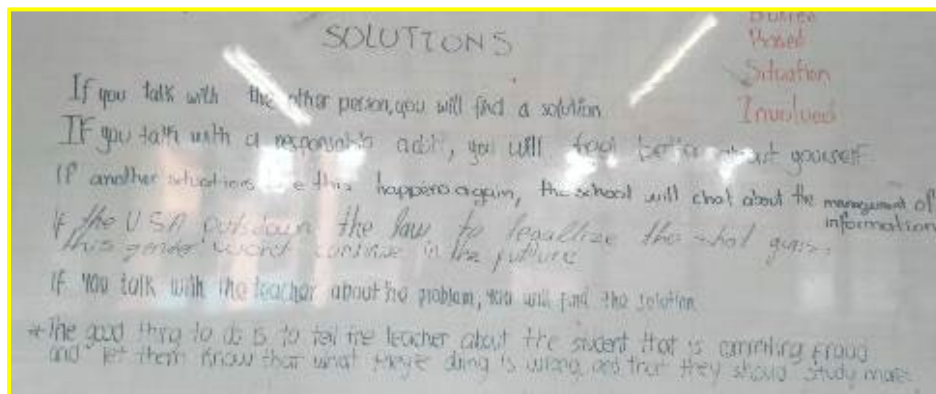
[Students' Artifacts. First cycle: September 19th, 2019]

Correspondingly, on Sakale's (2012) account, this session was one of the first were students seemed more confident and willing to participate after the class had been devoted to the presentation and discussion of the mind maps about moderation and their views and stances were requested at the end without following a script or having to explain a topic. Visibly, asking students for their contributions boosted others to participate and share their thoughts even if they were short sentences or ideas. In the end, it is highlighted that other students wanted to express themselves and add something with respect to the moderators chosen by the groups.
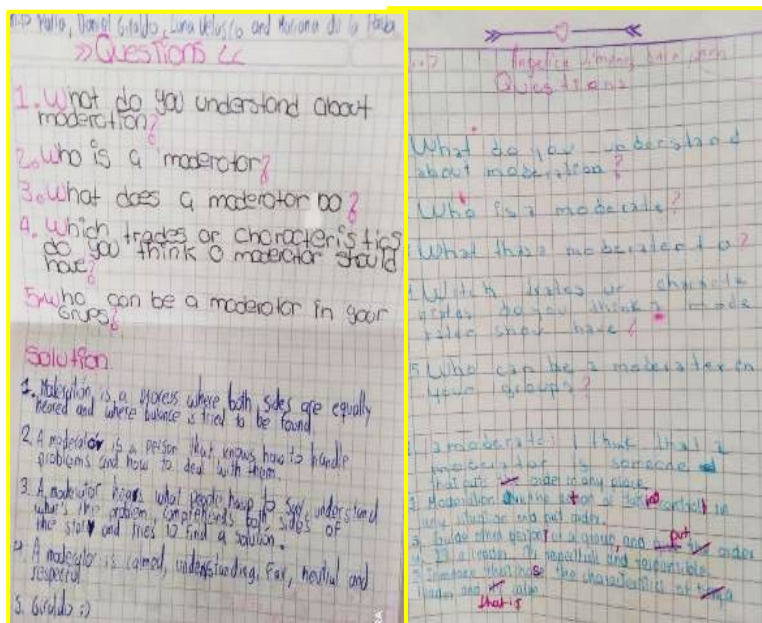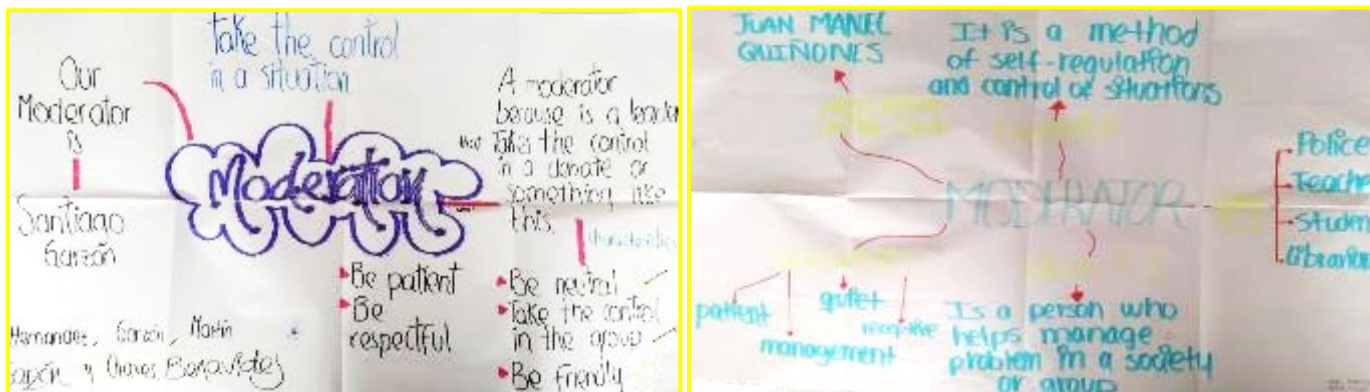

[Students' Artifacts. First cycle: September 17th, 2019]

As the Ss needed to reply if a classmate could be a good moderator, many hands were raised, and it was concluded that few of them were not okay with being moderators giving the students an opportunity to speak. When asked, one of

moderators said he did not want to be a 'moderator' because he knew that a characteristic of a good moderator was to be outgoing. Therefore, he said "**I am not very friendly, nor do I talk much with my classmates. I don't think I can be a good moderator. I am someone who likes to be alone.**"

[Field note. First cycle: September 17th, 2019]

[Students' Artifacts. First cycle: September 17th, 2019]

Moreover, as these fragments evince, participants were more responsive over discussing and participating in the class activities visible both the in the quality of their makings and the act of wanting to respond to questions asked by the practitioner-teacher. The coming excerpt exemplifies how apprentices estimated being able to dialogue as their speaking skill is utilized the most in the English class through a set of activities that included the exhibit of their artifacts with the class.
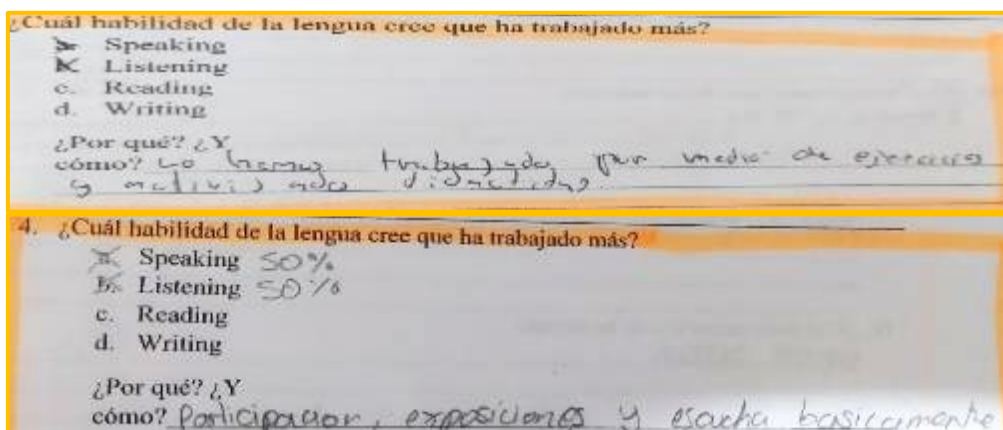
[Student's survey. Second cycle: November 21st, 2019. Students #21 - 19]

Lastly, it is clear that concentrating on classes which content is conflict gave tenth graders a meaningful input to recycle and employ a set of vocabulary, expressions and ideas in written and, most importantly, spoken forms. Furthermore, and with reference to

Astuti (2013), the filter of *motivation* and *self-confidence* were visible during the development of these activities because learners were more spontaneous when it came to give their voices and, also as de Heredia (2005) put it, to recognize different points of view as well as to respect them.

Understanding Basic Conflicting Situations: Learners' Perceptions. This subcategory lays emphasis on the way learners perceived and understood conflicting situations after receiving and dialoguing over quite a few cases that took place in different scenarios but resulted in having caused some psychical, psychological and cognitive damage. Seeing that those discussions needed to be efficient as to compare, contrast and debate divergent voices, students were always organized in groups seeking to disrupt the class dynamic of individual work and create a space where pupils had to rely on their peers so they could create knowledge together as well as to promoted their speaking skill by getting to know each other and listen to others using the L2.

To that extent, Cohen (2005) stressed the positive of managing conflict in terms of academic performance and life development. Meaning that conflict goes beyond the school's frontier as it expresses itself in human relationships and thoughts. In a class, many views are likely to be heard and exposed; nevertheless, not all are equally accepted due to personal experiences, stances, beliefs, etc., causing a friction of forces, or in this case, of opinions in a class discussion. Consequently, the teams' distribution aimed to promote such conversations so learners could indirectly experience conflict as going over the possible solutions they could provide to the problem while taking turns to speak, support or debate the other's suggestions and decide which solution fitted all their opinions. Thereby, the use of conflicting situations worked not only to stimulate brainstorming, exchanging views, chatting over the possibilities to solve those issues but also to interest learners into acknowledging real-life cases people encounter and how those impacted on their lives. These dynamics portrayed what Sakale (2012) named lifelike conversations enabling interactions where meaning is created among speakers followed by the input they share and later receive in terms of spoken production.

Considering the above, the selection and presentation of dissimilar cases about conflict, which included a set of locations and integrated multiple characters, looked for the

comprehension of the problems, the debates about specific concepts related to conflict, taking into account students' prior knowledge, and unquestionably, for the production of speech samples. In order to verify these statements, the following data will provide sufficient evidence.

[Students' Artifacts. First cycle: October 15th, 2019]
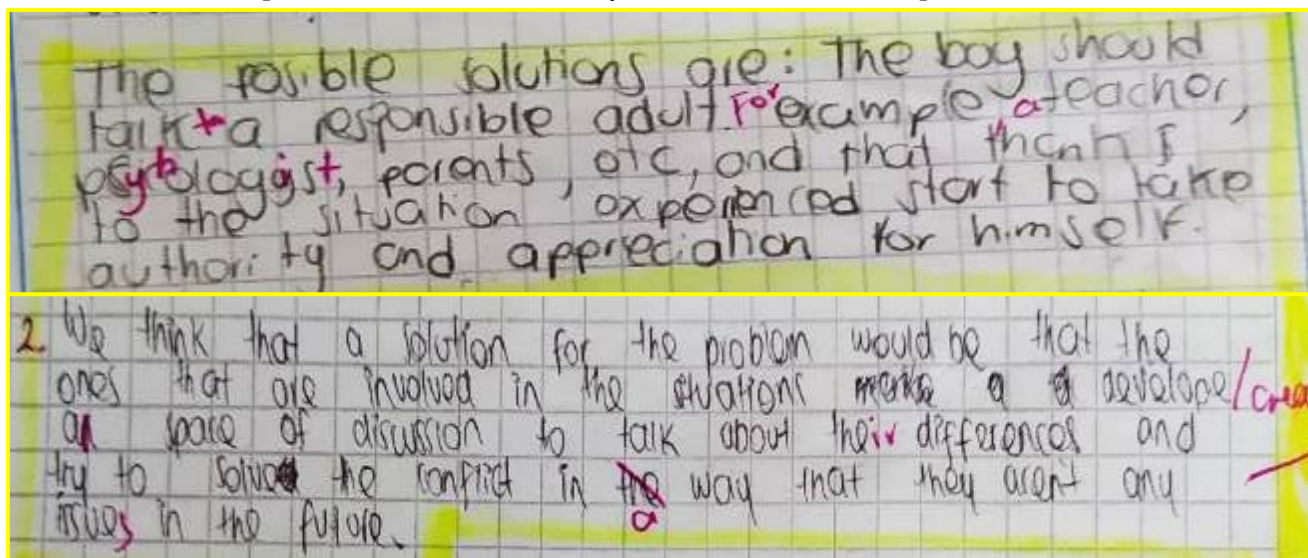
[Students' Artifacts. First cycle: October 17th, 2019]

Evidently, these excerpts reveal how participants represented creatively two school conflicting situations that affected minors after being physically and mentally abused. The common factor is the nature of the solution chosen by the groups since both agreed on finding help from a responsible adult. Significantly, this way to handle conflict resembles the strategy of collaborating, which is one of the styles identified by the tenth graders as

stated in subcategory *Discussing Own Styles to Embrace Conflict,* because aid is solicited instead acting directly against the offenders in search of retaliation or aiming to do some harm indirectly. Besides, one of the teams pointed out the value of self-esteem as a decisive element in the process of overcoming conflicting issues. In addition, the last fragment places the parties in disagreement into a compromising state in which a discussion over the issue needs to take place. In general, it can be said that the class content of conflict resolution fostered a setting for students to express their perceptions about each case.

S3: The boy is named Patrick and he gets suspended for a teen violence and hit a classmates. After one of them has called him for overweight and fat.
S4: But the next day, Patrick pulls out a firearm from a guitar case and starts shooting everywhere.
S5: In the USA, a law that legalizes gun and this means that in the USA that a law has a shot gun for free, for fun and just have it in your house. It is a kind of difficult situation because if your son, your daughter take the gun and after go to school, eh, kill someone, eh what is the meaning of this kind of law?
S6: Besides that the school starts psychological therapy for Charlie and as well as the school starts a campaign to eh, get to the people about the bad consequence of the violence. That are the those solutions for these problem.

[Audio Transcription #1. First cycle: October 17th, 2019. Lines 15 - 30]

S1: The situation where we can find a guy that has a really bad behavior that is this one. And this guy likes to bother the other people in the school on his daily routine.
S2: We think that the solution is that to resolve the problem will be that the ones that are involved in the situations develop an space of discussion to talk about the difference and try, try to solve the conflict in the way that they aren't any issues in the future.
[…]
S4: The person will find a solution. Always when you fight when you have a problem or never is go, never is with hit, you can told with that person and try to solve the problem and try to fix in the future and not be the person who could be aggressive with these person. If you talk with another person, you will find a solution.

[Audio Transcription #2. First cycle: October 17th, 2019. Lines 1-3 – 25-36]

Clearly, from these pieces of evidence is corroborated that students discussed conflicting situations and reached an agreement looking for a proper solution, one that fitted their expectations on what should be a better scenario for those involved. Noticeable to remark, they all stated to look for help or assistance to overcome the issue and change the situation status. Moreover and foremost, this activity seemed to have given learners an

occasion to speak out as they had already revised and analyzed the stories with their groups; therefore, sharing their final conclusions was a lot easier to do. Since the class content was conflict resolution, other concepts were introduced to broaden the understanding of the group and promote speech samples, as presented here below.
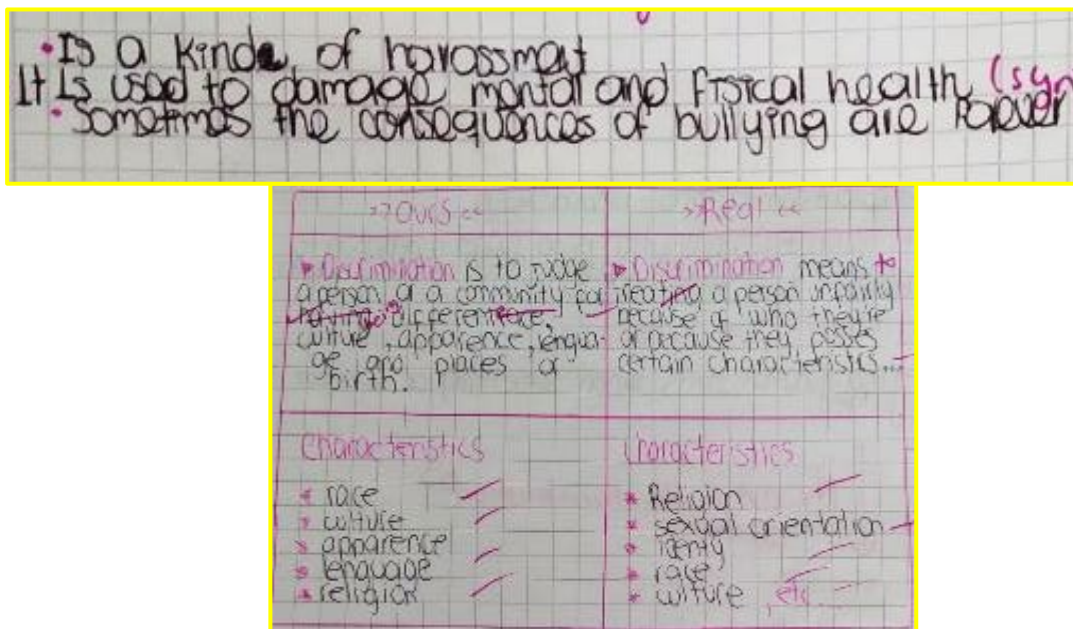
[Students' Artifacts. First cycle: September 17th, 2019]

At last, these excerpts portray at first hand the ideas or notions apprentices explored of concepts such as discrimination and bullying, which are related to the content of conflict resolution. Overall, it is possible to say that their preexisting understandings of the terms were not that different from the ones provided to them afterwards since those topics are not unfamiliar in the school environment and the English class because the different conflicting cases presented to them involved relatable lifelike stories.

Category #3: Nurturing Learners' Impressions: Our Project.

Firstly, this category depicts from the perception of the participants what this project meant to them in terms of content, activities, strengths and disadvantages in relation to the learning of a foreign language. More precisely, the impressions of the students with respect to the collaborative activities conducted during the intervention cycles (#1 and #2) and the implementation of conflict resolution strategies followed by the enhancing of the speaking skill.

Continuedly, understanding that learning a foreign language is undeniably linked to preferences, likes, abilities, attitudes, and eagerness to learn, this category examines these elements based on the responses of the participants collected during the practicum. The findings reveal that the acquisition, learning and practicing English is not an easy task for every person especially to those who have struggled during their school time to be competent users of the L2, and who may find themselves comparing to others who have had a stronger affinity with the language. In fact, it was manifest that students were aware of the unequal language levels converging in the group, as portrait further below, which impacted on their performances in the class. Similarly, taking part in the collaborative activities and presenting their artifacts to the class necessitated a certain mastery of the spoken skill inasmuch as the discussions' groups had while using the L2. Demonstrating such proficiency in an EFL classroom in terms of oral production entailed *motivation*, a filter described by Astuti (2013). This affective filter, as the author put it, has been swayed either in a negative outcome in denying themselves the occasion to speak in front of their classmates or positively resulting in tenth graders participating. Nonetheless, in some cases, participants who could not fully comprehend their peers resorted to the mother tongue while others felt encouraged to participate. Such motivation was influenced by the way students connected with one another. In other words, predisposed by their interpersonal relationships, which will prove significant in the succeeding fragments. The coming data will exhibit how tenth graders felt respecting the dynamics created as they were emerged in collaborative groups to partake in the class activities.

[Student's survey. First cycle: September 17th, 2019. Student #1]

1. ¿Cómo le ha parecido la clase de inglés?

[Student's survey. Second cycle: November 21st, 2019. Student #6, 10]

Undeniably, it can be argued that participants responded positively to the activities carried out throughout the cycles because they could work in groups and found meaningful or close relationships within the groups, which intentionally was the purpose of the collaborative activities, not only to fulfill the tasks but also to promote students' participation and motivation underpinned by the use of the foreign language among group members. The next fragments illustrate the perceptions of the group in respect of both the activities and the content of conflict resolution.

2. ¿Qué actividades le han llamado la atención?

8. ¿Qué piensas de los contenidos que se han desarrollado en la clase?

2. ¿Qué actividades le han llamado la atención?

[Student's survey. Second cycle: November 21st, 2019. Students #4, 11, 12, 13]

Briefly, these data prove that implementing a set of collaborative activities and the development of conflict resolution strategies as the class content were appealing to the students because conflict was addressed in a diverting manner to draw their attention and also to create awareness about quotidian situations that many children and teenagers experience at school with their peers, teachers and parents, which can be managed by means of conversation or asking others to intervene, as explained in category #2 (subcategory *Understanding Basic Conflicting Situations: Learners' Perceptions*).

8. ¿Qué piensas de los contenidos que se han desarrollado en la clase?
Son buenas, nos ayudan con el aprendizaje y nos aporta a la educación.

8. ¿Qué piensas de los contenidos que se han desarrollado en la clase?
Han sido muy buenos, creativos, didácticos y se entienden muy bien los temas

[Student's survey. Second cycle: November 21st, 2019. Students #20, 21]

In the excerpts presented above, students claimed to have liked and enjoyed the class content because of the way they were presented in addition to the benefits it had upon their learning process. Such assumption is underpinned by Cohen (2005) as he stated that presenting conflict resolution strategies will lead to the success of the pupils at school and outside, which in this case can be interpreted as how the management of this information and content will contribute to their lives and education since they were understood and comprehended.

1. ¿Cómo le ha parecido la clase de inglés?
la clase es divertida, interesante y excelente solo que algunas personas le quitan todo eso, y por eso le quita el interes a la clase, pero en general a mi me gusta la clase.

1. ¿Cómo le ha parecido la clase de inglés?
Me pareció que las actividades propuestas en la clase fueron muy buenas y dinámicas apesar de la mala disposición de algunos.

[Student's survey. Second cycle: November 21st, 2019. Students #4, 10, 11]

Evidently, tenth graders in this data voiced their non-conformities in regard to their classmates whose behavior had a lot to impact on the development of the class, the presentation of the artifacts and the listening to their peers explaining some topics depending on the case. Even though, it is highlighted by them that the activities were well prepared and interesting, the responses of a small group of students during some sessions definitely interfere with the learning process of those who were interested in taking part in the exercises proposed. Additionally, the management of the group itself was not an easy task especially on Thursdays afternoon because students were very talkative and lazy to participate, even when the tenured was in the class helping the practitioner-teacher and seeking to keep everyone attentive.

[Student's survey. Second cycle: November 21st, 2019. Students #5, 18, 24]

At last, these fragments show that despite of the activities and content prepared for the participants, some students struggled with the apprehension of the topics and development of the exercises due to the uneven language level characteristic of the group. Even though the placing learners in teams aimed to overcome such problematic language issues, it is complex to fit the materials and resources to the different levels of proficiency in a large group of 34 pupils.

All in all, the data collected and analyzed revealed the favorable impact that implementing collaborative activities based on conflict resolution strategies had on the spoken skill of the tenth graders in the English class. Students valued not only the quality of the activities but also of the content and how these combined were useful for their lives and educational process. On top of that, and noteworthy, these convergency of elements helped to promote the speaking skill of the learners when they had to debate, exchange ideas and exhibit their work with the entire room; giving their voices the worth long deserved over their contributions that is without a doubt a remarking aspect of an EFL class.

Chapter VI

Conclusions and Implications

This chapter brings to light the conclusions of this research, depended on the findings. It also depicts the general and specific implications this study had with respect to the educational field, the school where it was conducted and the practitioner-teacher as a researcher. At last, the limitations accounted during the research process will be exposed as well as some suggestions for further research.

Conclusions

This qualitative action research study intended to unveil what the implementation of collaborative activities based on conflict resolution strategies reveal about the speaking skill of the learners. The research question that directed this study was:

- What does the implementation of collaborative activities based on conflict resolution strategies reveal about tenth graders' speaking skill at IPN?

Seeking to provide an answer to this question, two research objectives were established, which helped to constitute this study's categories of analysis. These are:

- To recognize the role of collaborative activities in the development of learners' speaking skill.
- To analyze students' responses to the implementation of conflict resolution strategies to develop speaking skills.

In response to this question and the first objective, the data revealed that the implementation of collaborative activities had two main roles in the participants' speaking skill. In the first place, they provided support to the students aiming to develop social skills and, in the second place, they helped learners to build a path towards participation. Concerning the first role, the data showed that the class distribution in groups helped to boost learners' confidence as they were able to express themselves with their group members as part of the interacting process that lied underneath the setting of collaborative activities. Similarly, a sense of collaboration was observed in some groups as they sought to assist classmates to solve question some of them had as well as to complete the tasks assigned. As for the second role, discussions inside the groups and making decisions promoted participants into sharing their opinions and taking part in the conversations which ultimately enhanced their participation as they felt more comfortable using the foreign language with their peers. Also, it was visible that in most cases apprentices felt content with the teams they had been working on; therefore, motivated to start conversing or give feedback to the work done in the corresponding collaborative group.

With regard to the second objective, the findings disclosed that presenting and using conflict resolution strategies as part of the class content promoted the voices of the students bearing in mind discussions about conflict and approaching apprentices' perceptions with respect to hostilities. On one hand, learners were able to identify their resolution styles based on their contexts and experiences in theory and in practice. These data resulted in the exploration of the five different resolution styles learners applied in their everyday life depending on the specific case or general scenario, which proceeded speech productions. From the data it was concluded that the styles recognized and used the most by pupils were collaborating and competing. Also, it was disclosed that learners combined two styles when

it came to solve conflicting issues; these are avoiding and competing, collaborating and competing and compromising and avoiding. Lastly, only four participants characterized by using more than 3 resolution styles. Among the commonalities in terms of strategies of resolution that participants resorted to more frequently were avoiding, understood as a non-confrontational approach, competing as an authoritarian approach and, collaborating as the in-between style to properly address problems in order to avoid negative feelings. The strategy students were least inclined to is accommodating, which explores cooperation at risk of leaving personal needs aside. Relevant to highlight, another conclusion is that learners were able to integrate the syllabus grammar-topic into the makings and artifacts done in class time in addition to value the worth of exploiting the speaking skill through a set of collaborative activities and the class content. On the other hand, learners discussed significant and useful manners to approach conflict after reaching agreements based on group discussions and negotiation of ideas that resembled personal anecdotes and hypothetical solutions. After examining each case, the solutions groups reached were shared with the class exhibiting the use of the foreign language.

Lastly, it was concluded that implementing a set of collaborative activities was received positively by the group since they enjoyed working with their peers as they felt encouraged to undergo the class dynamics. Also, the presentation of the class content was appealing to the learners considering how it was rendered aiming for the groups to find solutions with reference to the problems they faced, which could resemble alike issues they may come across. Notwithstanding, apprentices pointed out that the class environment characterized on the behavior and attitudes of some class members influenced negatively on the proper evolution of the class structure. In other words, students were aware of the importance manners imply in an EFL setting. Besides, apprentices pointed out that the proper development of the class and understanding of the content presented was constrained by the dissimilar language levels suggesting a more thorough or different approach to address those issues.

Implications

Based on the nature of this research, relevant implications resulted from the process of development and implementation since elements such as the broad field of teaching and

EFL, the school were this research was conducted and the pre-service teacher delving into the ground of research converged.

In the first place, Colombian educational field with reference to the teaching of EFL has always characterized for proposing teaching and learning methodologies that are far beyond the reality of its population. Usually, laws and educative programs are adapted from abroad instead of being created here. Likewise, the standards to which children and apprentices, in general, are evaluated are too high in contrast to the real level of the learners. Such concerns must lead to the comprehension that English cannot be seen as the end to but as the means to achieve and acquire knowledge. To that end, and with respect to this project, conflict as a content-like topic ought to be taught not only in the L1 but also included in the schools curricula to be learned in the foreign language. Furthermore, understanding that teaching English entails aiming farther a grammar-centered memorization to a more complex, yet dynamic realization of the language founded on the interactions and interpersonal relationships individuals can build while integrating in groups. Finally, the EFL classroom cannot continue to be a scenario were slips or errors are not allowed. Teaching programs and educators must ensure leaners that making mistakes is a normal and necessary element of the immersion that learning a foreign language involves, which significantly relates to the addressing of conflicts in an EFL setting.

In the second place, the implications in relation to the Instituto Pedagogico Nacional constitutes three aspects: the resources in terms of class material, the Information and Communication Technologies (**ICT**) and the teachers. In respect of resources and material, the implementation of collaborative activities and the managing of conflict should reflect on the design of the material provided to the students the possibilities to debate real life situations so that learners can engage more easily in dialogues using the vocabulary, expressions, idioms and sentences disposed at their books. Also, the content should be directed to ensure students can communicate effectively. Following the ICT, it is important to mention that placing emphasis on presenting conflict resolution strategies implies a need to spend more time in settings where technological resources are available for pupils to use not only to make the class dynamics vary but also to approach students to content that can only be found and developed in digital platforms. Lastly, the human resource composed by

the educators, and in relation to the speaking skill and the resolution strategies as a multidisciplinary subject, implies rethinking the practices of the teachers in the classroom as new teaching methodologies place apprentices at the center of the learning process whose prior knowledge combined with what is new to learn in the classroom is valuable.

Last of all, the implications of the pre-service teacher as a novice researcher start with a time investment in going to the school, observing the participants, spending quality time designing instruments to collect and analyze data and coming up with a proper research question that will lead the research process and the succeeding lesson plans. This after having been through the literature and the similar inquiries conducted by other practitioner-teachers and professionals in the field. Besides the adapting original material to the needs and proficiency level of the participants to explore new content in connection with their reality and demands that seemed to be influencing their oral production.

Limitations

During the implementation of the intervention cycles, several limitations came across the research endeavor. The first limitation was the time to either go to school to observe and then give the classes to have English class weekly without interruptions. Important to highlight that at the beginning, the pre-service teacher was given only one class per week to do the intervention with the group. After a month, the tenured authorized the practicum to be twice a week as long as the curriculum was been addressed during class time. On that subject, the grammar content was a limitation because there were specific structures that had to be introduced to the students that did not correspond to the content of resolution styles.

A second limitation was the class itself because students were very talkative and sometimes did not even listened to the tenured teacher, let alone to the practitioner. In some cases, the teachers had to call on someone's name to make sure that person was paying attention. The negative of having so many students in the afternoon was also a disadvantage since they returned to class after having lunch and most of them were sleepy or lazy to do their remaining job. Moreover, there was a group of students who were reluctant to be quite when needed it and made some of their peers loud as well.

Continuedly, the structure of the classroom was not helpful because of the number of students and the chairs' arraignment as they seemed to influence on the behavior of the students specially when there were heat waves and it was almost unbearable to be in the class with the door closed or semi open. Moreover, a lot of class time was missed because the school prepared several extracurricular activities on a weekly basis and so the class was cancelled repeatedly during the two intervention cycles.

Last of all, the tenured left in the middle of the first cycle unannounced and the school did not hire another teacher to cover his spot so the group was left to me, which made even more complicated to fully develop all the lesson plans as designed because students took longer to do the activities or in some cases, I was not allowed to do the class because they had to present a test or quiz that another tenured was going to collect.

Further Research

This research fulfilled two objectives that were connected to the recognition of the role of collaborative activities and the analysis of the responses succeeding the implementation of conflict resolution strategies. These goals were established after carefully assessing the school, the participants, their context and their language proficiency bearing in mind the four language skills. Nevertheless, this study laid emphasis mostly on the spoken skill of the population. As a result, a project or even a curriculum that could integrate the implementation of these activities using conflict resolution as the main content while promoting both receptive and productive skill would be a compelling exercise to observe and take part on in an EFL setting.

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Appendices

Appendix A: Field note

Field note #4 School: Instituto Pedagógico Nacional	Grade: 902 Date: May 2nd, 2019
Teacher: Mauro Alejandro Rodríguez	Practitioner: María Alejandra Abril Duarte
Number of students: 26	Number of students with special needs: 0
OBSERVATION	**INTERPRETATION**
Ss arrived at 1:35pm and asked the practitioner whether there was going to be class or not. The student-teacher answered their questions and had Ss come inside the classroom to give the class' instructions. After most of the Ss had shown up, the practitioner greeted them and Ss were given instructions to sat down in rows because they were going to take an "exam", which was the diagnostic test. Ss responses were of shock but concerns were clarified as the grades were only going to be checked by the practitioner.	Ss seemed unwilling to follow the practitioner's instructions because the room teacher was on a sick leave and they did not want to have class. The group appeared to follow the instructions after repetition.
Ss were talkative during the diagnostic test and hesitant about what to do or answer in the test. During the test, Ss raised their hands asking the practitioner questions about vocabulary, meaning and what to do.	It was evidenced that Ss did not hear the instructions clearly stated before starting the test because they asked the student-teacher what should be placed or answered. Likewise, Ss appeared to be unfamiliar with the topics presented in the test, even though they had seen those lessons last year and at the beginning of 2019.
The quietest moment of the class was when Ss had to the listen to the audio prepared for the listening section of the diagnostic test. Playback was necessary three times because the audio did not sound aloud and there were some Ss who made sounds and disrupt the class while the group listened to it.	Ss seemed to struggle with the listening section since the audio was not to loud and Ss were too noisy. At that moment, Ss had to be silent so everyone could listen to what was been played. In addition, Ss had difficulties comprehending all the words necessary to fill in the gaps because they asked their partners what had been said.
Some Ss were asking questions about the test to the Ss who are known to have a higher English level. Ss were told by the practitioner not to talk to each other and answered what they knew not what the other person had answered. Ss were clarified about the purpose of the test, since each student's English level needed to be 'measured'.	It looked like Ss were worried about the test' grades because they did not want teacher Mauro to revise them. Similarly, it seemed like Ss were trying to obtain a higher score by copying a classmate's answers instead of answering based on their own knowledge.
During the speaking section of the diagnostic test, Ss were divided in groups of five and the recording took place outside the classroom because inside Ss' voices could not be heard. As each group came outside, different responses from Ss were taking into consideration. Among those, three incidents were highlighted. First, a male student said he did not want to answer the questions because he "did not like English nor was he good at it". In that case, persuasion was required to have the student answer the questions and participate. What changed Ss' attitude was knowing that the recordings were only going to be heard by the practitioner. Second, in a group were only female Ss were talking, the first speaker said live the way it is written and, so three other students did as well. Finally, one of the last groups came out and sat down. While at it, the practitioner told the Ss they needed to say their names when the speaking started. At that moment, a boy answered by saying his email address instead of his name causing his classmates to make fun of him. Plus, a female student said to him "¡qué bruto!" while laughing. The student's response was to apologize with the student-teacher and to answer correctly. The student was told not to worry about it and the rest of the group were told not to laugh at him because mistakes were okay to happen at any time. After all the Ss had done the speaking section, class was dismissed at 3:05pm.	It was perceived that Ss were much noisier when being all together in the classroom than in groups since they were more respectful of the turns each classmate was taking. However, in some groups Ss who understood the questions and knew the answers wanted to answer first. Also, some Ss appeared to dislike the idea of having to do the speaking section in groups because they did not want to be heard by other classmates, especially when in those groups Ss were not to close to each other or hardly ever spoke in the English class. Moreover, it appeared that Ss own beliefs of their English level influenced their performances when oral production was required. Similarly, such thoughts may have a direct impact on Ss' attitudes towards the target language and eagerness to learn a foreign language. Foremost, Ss' interpersonal relationships and interactions indicated to have a major influence on Ss' performance and development when learning and using the L2. As evident with the student being bullied, a setting where negative interactions occur causes Ss to shut down and feel uncomfortable.

Appendix B: Teacher's survey

UNIVERSIDAD PEDAGÓGICA NACIONAL	
LICENCIATURA EN ESPAÑOL E INGLÉS	
PROYECTO DE INVESTIGACIÓN EN EL AULA	
Fecha: April 10th, 2019	**Lugar:** IPN
Entrevistadora: María Alejandra Abril Duarte	**Entrevistado:** Mauro Alejandro Rodríguez
Curso a cargo: 902	

Preguntas	Respuestas
¿Cuántos años lleva trabajando como docente de inglés?	He trabajado como profesor durante 4 años y he tenido experiencia en colegios públicos y privados., en las secciones de básica primaria, básica secundaria y media.
¿Cuántos años lleva laborando en el colegio?	He tenido la oportunidad de trabajar en el Instituto Pedagógico Nacional desde el 2016.
Como parte de su labor docente ¿aplica alguna metodología o enfoque de enseñanza en particular?	Teniendo en cuenta las necesidades y la variedad de niveles, hago uso de diversos enfoques que permitan fortalecer las dificultades en el aprendizaje del inglés como lengua extranjera.
¿Qué actividades realiza en las clases de inglés?	El material base para la clase es el libro Move Beyond, material que permite trabajar en todas las habilidades lingüísticas; asimismo se desarrollan otras actividades que permiten aplicar lo trabajado en libro y explorar otras formas de aprender.
¿Cómo considera que sus estudiantes trabajan mejor? ¿En grupo, en parejas o individualmente?	En el curso de 902 he evidenciado que los estudiantes trabajan muy bien en grupo, ya que tienen la posibilidad de apoyarse en el desarrollo de las actividades.
¿Qué recursos y/o materiales utiliza en las clases de inglés?	Para el desarrollo de las actividades de clase se usa: el libro Move Beyond 4, la sala de bilingüismo y otros espacios ofrecidos por el Instituto.
¿Cómo considera son las relaciones interpersonales entre sus estudiantes?	La relación entre los estudiantes de manera general es buena, aunque en algunas ocasiones se debe mediar para dar solución a algunas dificultades.
¿Cómo describiría el papel de sus estudiantes en el salón de clase, colaborativo, competitivo, participativo, etc…?	El rol del estudiante en la clase es muy variado, hay estudiantes que muestran una actitud muy pasiva, mientras otros son muy activos, participando siempre y buscando las formas de mejorar.
¿Cuál considera es la mayor fortaleza que tienen sus estudiantes en cuanto al desarrollo de las cuatro habilidades del inglés, speaking, writing, reading y listening?	Ya que los niveles son muy variados, la habilidad general en la que se evidencia mayor fortaleza es en Grammar Use.
¿Cuál considera es la mayor debilidad que tienen sus estudiantes en cuanto al desarrollo de las cuatro habilidades del inglés, speaking, writing, reading y listening?	Es necesario fortalecer la habilidad de Listening.
¿Aborda de alguna manera temas como la resolución de conflictos o violencia en sus clases de inglés? De ser afirmativa su respuesta '¿cómo lo hace? De lo contrario, ¿considera importante que se haga?	Algunas temáticas desarrolladas en clase permiten abordar la solución de conflictos, un ejemplo fue el trabajo que se desarrolló en relación con el uso de las redes sociales, con sus ventajas y desventajas. Se desarrollaron ejercicios de lectura, actividades orales tipo debate y ejercicios escritos.

Appendix C: Students' surveys

¿Por qué? *Trato de ayudar y colaborar con todos, a pesar de las diferencias todos somos muy unidos, todos son muy buenos en los debates.*

8. ¿Se siente cómodo en la clase de inglés?

a. Sí

b. No

✗ Más o menos

¿Por qué? *Porque no manejo del todo el idioma y al participar y llegar a equivocarme pueden lanzarceme encima.*

9. ¿Le gusta trabajar en grupo?

✗ Sí

✗ No, prefiero trabajar solo

¿Por qué? *Ambas, porque hay momentos donde me entiendo más y me siento más cómoda trabajando sola y hay momentos donde es mejor trabajar en grupo*

10. ¿Le gusta el inglés?

✗ Sí

b. No

¿Por qué? *Es una lengua que te da muchas oportunidades*

8. ¿Se siente cómodo en la clase de inglés?

a. Sí

b. No

c. Más o menos

¿Por qué? *es (relativamente) entretenida*

9. ¿Le gusta trabajar en grupo?

a. Sí

b. No, prefiero trabajar solo

¿Por qué? *Pore 2 cabezas se vesr, que 1*

10. ¿Le gusta el inglés?

a. Sí

b. No

¿Por qué? *Porque soy el mejor en bello*

Appendix D: Diagnostic test

UNIVERSIDAD PEDAGÓGICA NACIONAL

INSTITUTO PEDAGÓGICO NACIONAL

DIAGNOSTIC TEST – NINTH GRADE

School:	Subject:
Name:	
Grade:	Date:

Reading, grammar and writing section (1.6)

Read the e-mail and answer the questions with a short phrase.

Hi! How are you? Thanks for the e-mail. Sorry for not answering sooner. I've just come back from Brazil with Maria. I'm very tired because we couldn't get a direct flight back. We left from JFK airport at six o'clock this morning! We had the most wonderful time in Brazil. We stayed at the Green Park Hotel, which is about six kilometers from the town. It was very comfortable and good value for money. I can definitely recommend it. The weather was great – very hot and the people were superb. The only problem was the food. There wasn't much variety and I got bored eating the same things every day. We spent the first week in the gym and on the beach. Then Maria's parents came for the second week and we enjoyed everything.

All the best. Tony

1) Which country did Tony and his wife visit on holiday?
_____

2) How long did they stay there? _____

3) What did they not like? _____

4) Why not? _____

5) Who did they meet there? _____

Describe your best friend by answering these questions:

a) What's your friend's name?

b) What does he/she do?

c) Where is he/she from?

d) What does he/she look like?

f) When did you meet him/her for the first time?

g) How often do you meet?

Write 100 - 120

words._____

_____

_____

Appendix E: Inform consent

FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 2

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de Humanidades / Departamento de Lenguas
Título del proyecto de investigación	Enseñanza del Inglés como Lengua Extranjera
Descripción breve y clara de la investigación	Participar, conversar e interactuar en la Lengua Extranjera
Descripción de los posibles riesgos de participar en la investigación	Ninguno
Descripción de los posibles beneficios de participar en la investigación.	Reconocer el idioma Inglés como un mecanismo de interculturalidad
Datos generales del investigador principal	Nombre(s) y Apellido(s) :María Alejandra Abril Duarte
	N° de Identificación: 1'020.788.430 | Teléfono:
	Correo electrónico: alejabril@gmail.com
	Dirección: CARRERA 95ª # 135A - 59

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo Martha Lucía Cárdenas mayor de edad, identificado con Cédula de Ciudadanía N° 28686016 de Tolima , con domicilio en la ciudad de Bogotá D.C Dirección: Calle 22c #29a 17 Teléfono y N° de celular: 8072234/ 3123541357
Correo electrónico:
Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
Martha Lucía Cárdenas Hernández	Cédula de ciudadanía	28686016

Autorizo expresamente su participación en este proyecto y

Appendix F: Transcript recording

	Recording Transcription Format #3 autism case / fraud case comics	
	Date: October 22th, 2019	**Time transcript:** 6 minutes
	Grade: 902	**Hour:** 9:00am to 10:30am
	Class description: Students received stories containing six conflicting situations. This is the part where they socialized the case and the solutions each group settled on. In the recording, the groups are going to board to share their stories; therefore, there are different voices.	
	Transcription	**Comments**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34	This situation is about a girl who is bullied by her peer. The think about the situation is bad because she suffers illness and students get bully…bullies. The best solution for this situation is talk with the teacher about the problem and find solution together. The comic is based in nothing. The comic is a girl suffer (de autismo) and she (le hacen bullying)… is bullied. Its, gets bullied, and the [word not understood] but is no good, and the, and the girl, she is furious, and go to school with a (bazuca) and (caboon, capish) and the situation are [word not understood] because (iba a pasar). So as a school in United States there was [speech segment not understood] this student didn't understand at all and he was just copying the answers of the exam and another student noticed that that student was committing fraud, but he did nothing. He could have tell, told the teacher to, the, that the student is committing fraud or maybe give he could have wanted to cheat and ask him to give him the exam, so he could also commit fraud. At the end, the student who did, who commit fraud gets a A+ in the exam and the student who didn't gets a D [segment not understood] but something happens, justice appears and says the new students that only make [segment not clear] That committing fraud is bad and the people didn't commit fraud because, because is bad. They should stop it, they should do something with their lives and if you see someone committing fraud you should probably say it out loud to get attention for some people to listen.	1. The message is clear and understood. Two words were pronounced incorrectly: bullied and girl. 2. Although there are some syntax issues, the student is able to communicate the situation. 3. The messages is understood despite the syntax issues as the *to* missing before the verb *talk* and selection of the word *with* instead of *to*. 4. The lack of vocabulary and resources constrained the student's speech production to make his discourse more fluent and accurate. The use of Spanish was a need to make himself clear instead of using synonyms or asking his group for help. 5. Linguistic awareness is evident as the student is able to correct himself while speaking and rephrasing his statements to fully develop his ideas. Nevertheless, some parts of his speech were not clear and the sense of what was said is lost. It appears to be a lack of lexicon to use so the repetition of words such committing and fraud were not repeated that much during the oral presentation. 6. The situation is understood, but there are some pronunciation details that make the speech sound forced instead of natural and spontaneous. Again, word repetition evidences lack of vocabulary.

Appendix G: Questionnaire

CONFLICT MANAGEMENT QUESTIONNAIRE

***Directions*:** Answer the questions by indicating how you would behave rather than how you think you *should*

behave. Each question provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4.

1 = Rarely 2 = Sometimes 3 = Often 4 = Always

1. I explore issues with others to find solutions that meet everyone's needs. _____

2. I try to negotiate and adopt a "give-and-take" approach to problem situations. _____

3. I try to meet the expectations of others. _____

4. I generally argue my case and insist on the merits of my point of view. _____

5. When there is a disagreement, I gather as much information as I can to keep the lines of communication open. _____

6. When I find myself in an argument, I usually say very little and try to leave as soon as possible. _____

7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved? _____

8. I prefer to compromise when solving problems and just move on. _____

9. I find conflicts challenging and exhilarating. I enjoy the battle of wits that usually follows. _____

10. Being at odds with other people makes me feel uncomfortable and anxious. _____

11. I try to accommodate the wishes of my friends and family. _____

12. I can figure out what needs to be done and I am usually right. _____

13. To break deadlocks, I would meet people halfway. _____

14. I may not get what I want, but it is a small price to pay for keeping the peace. _____

15. I avoid hard feelings by keeping my disagreements with others to myself. _____

Appendix H: Map writer assessment tool

Student-Discussion Assessment Tool

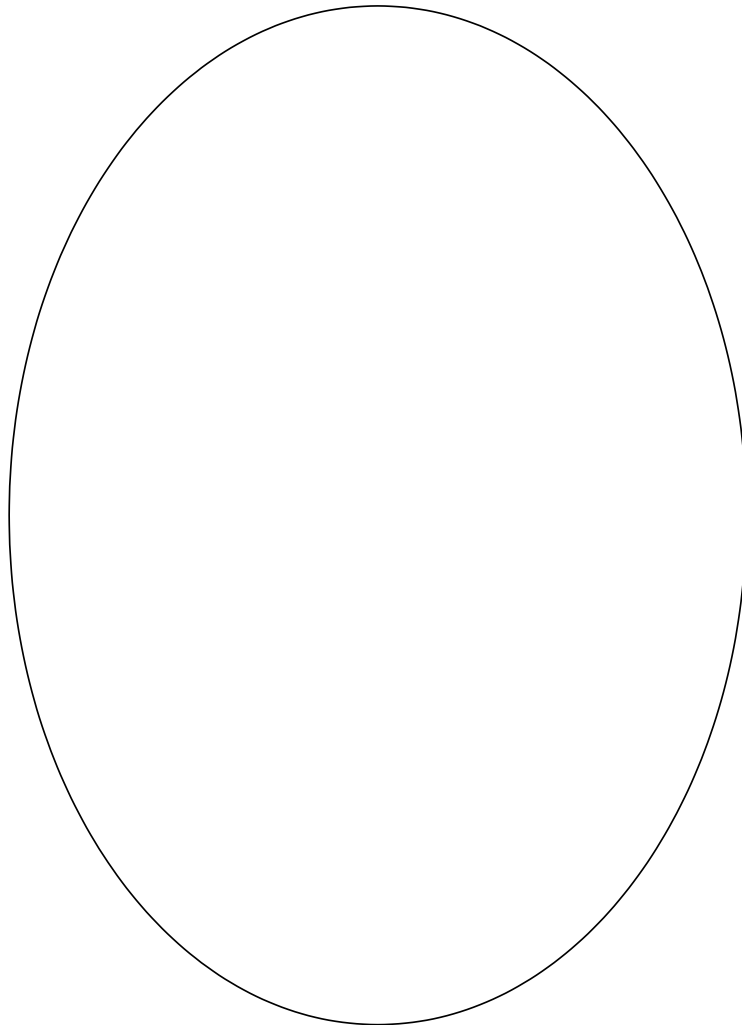Discussion Date:_____/_____/_____

Topic: _____

Key:

T= text reference
Q = asking a question
I = interrupting
O = off-topic comment
D = distracting classmate

Appendix I: Lesson Plan

LESSON PLAN – Our voices!

Dates: September 23rd and October 1st, 2019

Class: English – EFL

Group: 902

Length of each class: one hour and thirty minutes

Level: Pre-intermediate

Name of the cycle: Knowing the classroom

Research question: What does the implementation of collaborative activities based on conflict resolution strategies reveal about ninth graders' speaking skill at IPN?

Name of the lessons: Our voices!

Grammar topic: Second Conditional

Aims

- To have students working in groups.

- To have students discussing about conflict, conflict resolution, mediation, bullying, harassment, discrimination and conflicting situations in well-known scenarios by the learners.

- To have students listening and reflecting on their experiences.

Objectives

- Students will share personal experiences related to conflictive situations.

- Students will learn to listen to their classmates.

- Students will discuss about their anecdotes.

SESSION 1

September 17th, 2019

Time	Stage	Procedures
5´	Lifeguard	❖ *2 minutes:* The teacher will clarify that the indication phrase is: "Lifeguard of … people" (to indicate the number of students in each group). The intention of the activity is for students to spontaneously get together by grouping based on a command.
40´	Growing together!	❖ *10 minutes:* To begin with, the teacher will organize the students in the same groups as in the first class (4 of 5 students and 2 of 6). Then, the groups must brainstorm while the scribe chosen in the previous class takes notes on the definitions and ideas of the group members. Next, the group will discuss about a definition and its characteristics. The concepts are conflict, conflict resolution, mediation, bullying, harassment and discrimination. See Appendix B. ❖ *10 minutes:* Afterwards, the teacher will provide each group a billboard. In it, the groups will create a comparison chart in which their ideas and definitions of each concept will be written down. ❖ *10 minutes:* Then, all the groups will receive a document explaining each concept which must be read to analyze and compare with in the chart created by the groups. ❖ *10 minutes:* Finally, the teacher tells the class that each group must explain the billboards to the rest of the class and that every group member ought to participate.
50´	The Forum	❖ *20 minutes:* In the first place, the teacher will explain to the students that a piece of paper is required for them to write and share a personal experience regarding conflictive situations. The papers will not require a signature. ❖ *20 minutes:* In the second place, papers will be collected and placed in bag from which students must take one and read it out loud. After reading 5 experiences, students will have the time to write questions related to the experiences heard. Therefore, a round of questions will take place so the learners can make questions with respect to a chosen situation. ❖ *10 minutes:* Lastly, the class will finish after discussing the possibilities of responding to the shared conflicting situations. For that purpose, the teacher will provide examples based on the heard experiences using the second conditional. As the students participate and make questions, the teacher will record the responses of the participants.

Further work: If the Forum activity is not done on September 17th, 2019, students must write

the conflicting situation in a piece of paper which will be collected and read the following
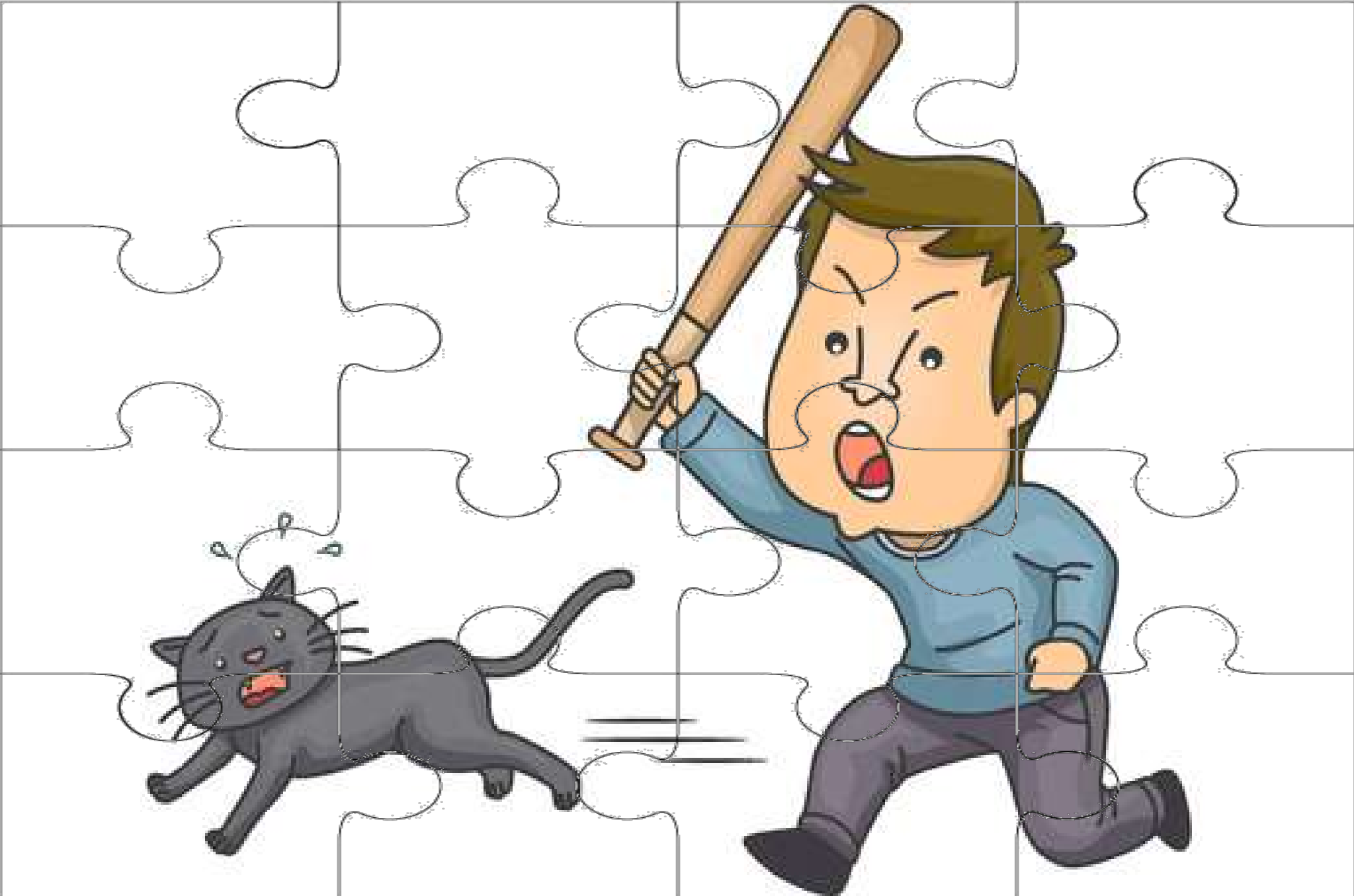
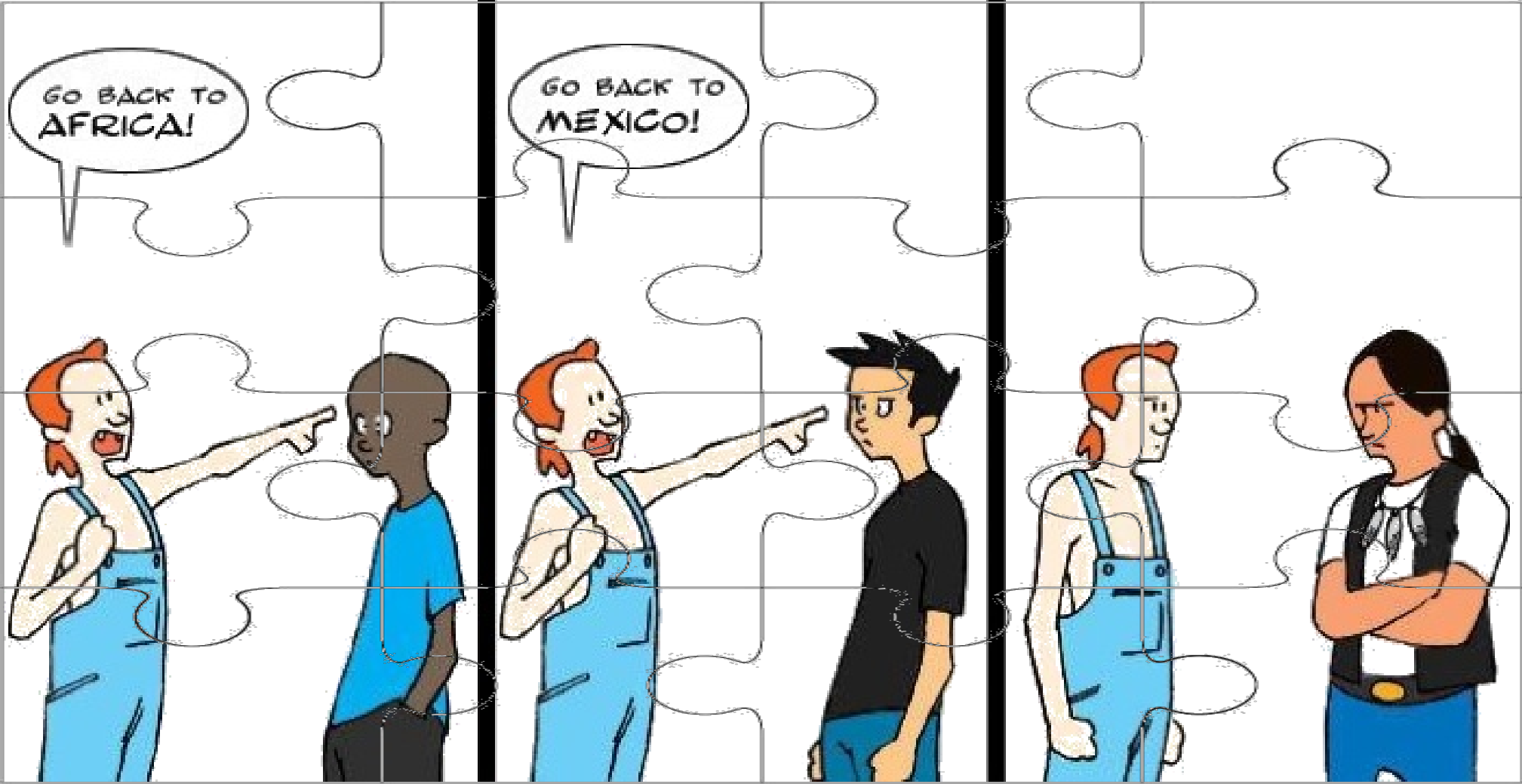session.

Appendix

Appendix A
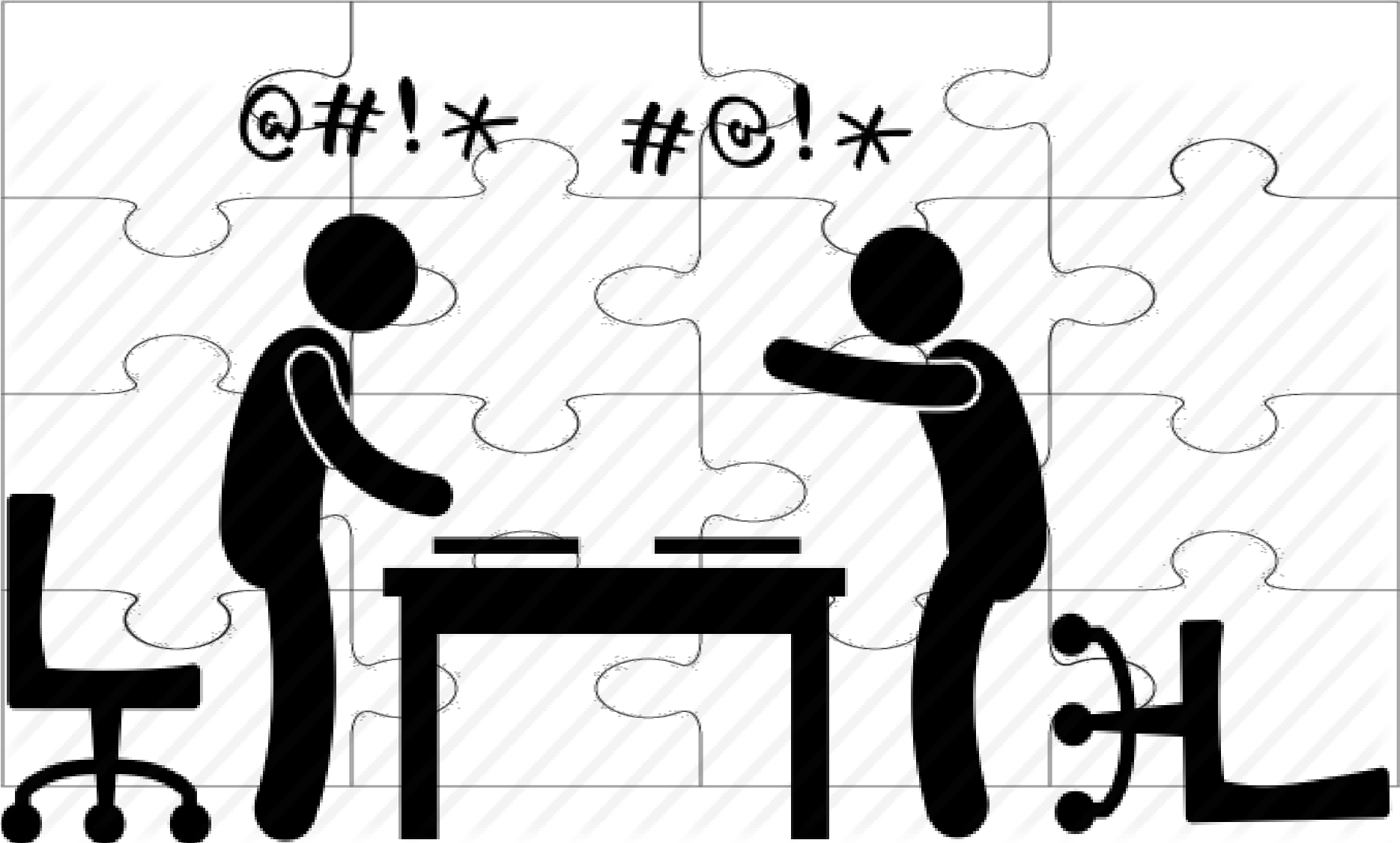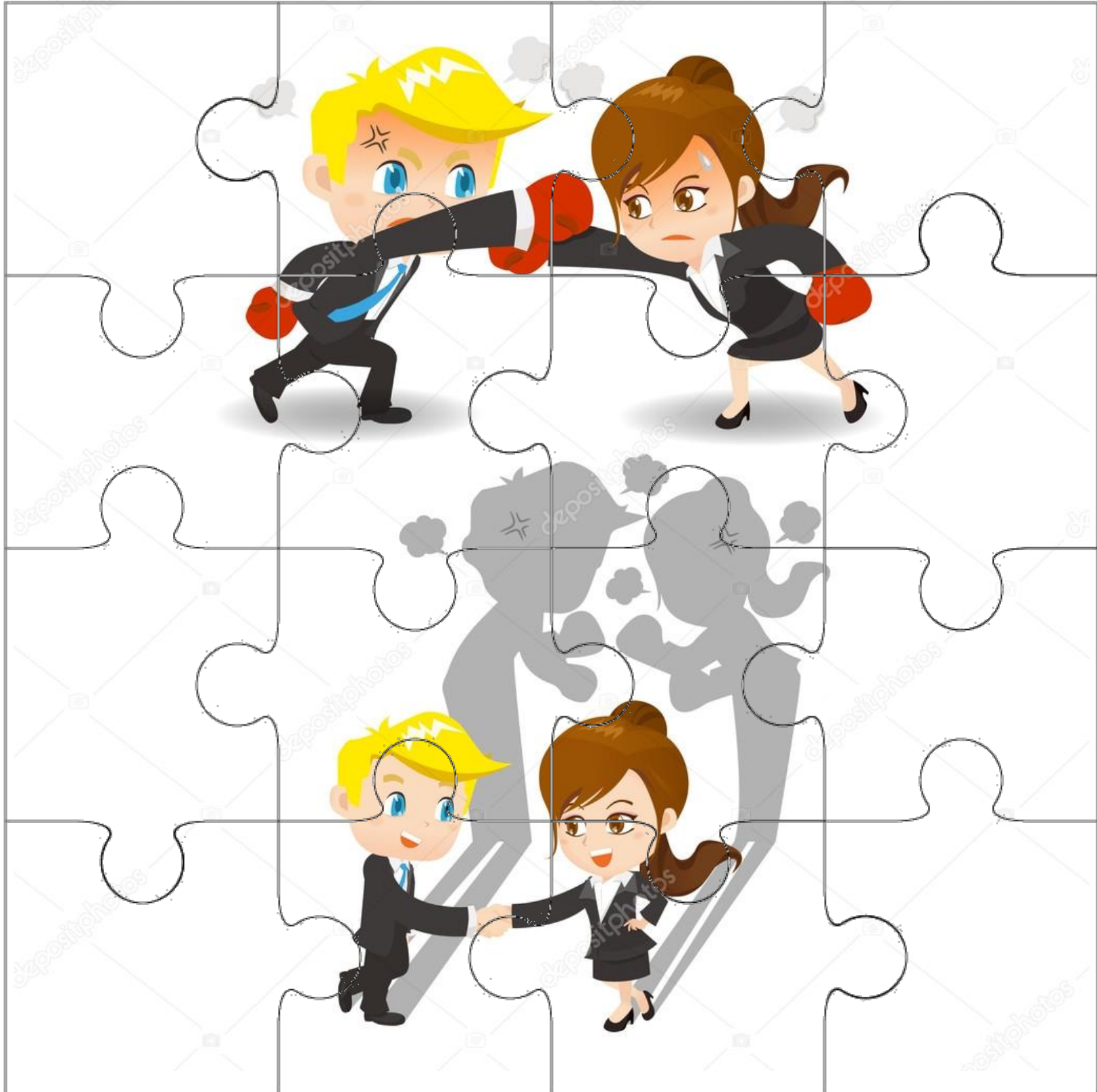
Appendix B

CONFLICT

Retrieved from: https://www.vocabulary.com/dictionary/conflict

A conflict is a struggle or an opposition. If you and your best friend both fall in love with the same person, you will have to find some way to resolve the conflict. Conflict comes from the Latin word for striking, but it isn't always violent. Conflict can arise from opposing ideas. If you want to turn your empty lot into a community garden but your wife envisions a shooting range, you have a conflict. If you're torn between two different desires, you're conflicted. Conflict can also be a verb. If you schedule a dentist appointment that conflicts with a meeting, you'll have to cancel one of them.

Definitions:

- Noun:
    - An open clash between two opposing groups (or individuals).
    - A hostile meeting of opposing military forces in the course of a war.
    - A disagreement or argument about something important.
    - A state of opposition between persons or ideas or interests.
    - An incompatibility of dates or events.

Characteristics:

Retrieved from: http://www.cios.org/encyclopedia/conflict/Cnature2_characteristics.htm

- Interpersonal conflict requires at least two people.
- It involves a sense of struggle or incompatibility or perceived difference among values, goals, or desires.
- Action is key to interpersonal conflict. Meaning the intentions or acts of a person.
- Power or attempts to influence the situation or people involved are inevitable.

Which of the following is a conflict?

☐ having a coworker who becomes a friend outside of work too

☐ having two different vacations in the same year

☐ having more than one sibling with the same last name

☐ having a date and a doctor's appointment at the same time

CONFLICT RESOLUTION

Retrieved from: https://www.pon.harvard.edu/daily/conflict-resolution/what-is-conflict-resolution-and-how-does-it-work/ - http://www.gdrc.org/u-gov/whatis-conflict-resolution.html - https://www.skillsyouneed.com/ips/conflict-resolution.html

Conflict resolution can be defined as the informal or formal process that two or more parties use to find a peaceful solution to their dispute. It also refers to a wide range of processes that encourage nonviolent dispute resolution outside of the traditional system. The field of conflict resolution also includes efforts in schools and communities to reduce violence and bullying and help young people develop communication and problem-solving skills.

It is important to emphasize that dealing with conflict early is usually easier, because positions are not so entrenched, others are less likely to have started to take sides, and the negative emotions are not so extreme. The best way to address a conflict in its early stages is through negotiation between the participants.

Characteristics:

o   The parties involved must be able to express their views clearly and firmly, but without aggression.
o   If the person wants to solve a problem, the description of the situation in detail is required.
o   To handle conflict, the parties involve need to express their feelings and specify what they want done.
o   Foremost, there is no solving conflict if people do not communicate assertively about the issue.
o   Listen actively may help understanding the needs and interests of the people who are in conflict.

Which common forms of resolution to conflictive situations do you know:

_____

_____

_____

_____

_____

_____

MEDIATION

Cohen, R. (2005). Students resolving conflict: Peer mediation in schools. Good Year Books.

Mediation is a process people use to resolve their conflicts. In mediation, a third party enters the process to help the parties negotiate. Mediators try to help parties create a win-win resolution by listening to their needs and assisting them to communicate with each other. One of the most relevant characteristics of mediation is that the people involve receive the support, have the opportunity and the power to control the situation. Mediation is the opposite of arbitration.

Characteristics:

- o The mediator offers to participate in the process.
- o The mediator cannot force the parties to do anything they do not want to do.
- o In mediation, the parties receive assistance in facilitating their negotiations while still controlling the outcome.
- o The people part of the conflictive situation can end the process if they feel it is not working to their advantage.
- o More importantly, the mediator ought to be impartial.

What would you do if a close friend gets expel because he defended a friend who was bullied and mistreated?

_____

_____

_____

_____

_____

_____

In your group, answer the following:

- • Who could be a mediator? Justify your answer.
- • Is mediation the ideal conflict resolution?

BULLYING
Retrieved from: https://community.ksde.org/Default.aspx?tabid=3913

To understand bullying is important to know that bullying incidents tend to involve three different groups of students: bullies, victims, and bystanders. While the young people within each of these groups share many similarities, each group can be further divided into subgroups of students with different personalities, motivations, and behaviors. Among the bullies' group there are:

✓ Aggressive bullies: They have an aggressive personality and are motivated by power and the desire to dominate others.

✓ Passive bullies: They are also much less popular than the aggressive bullies and often have low-self-esteem, few likable qualities, and unhappy home lives.

✓ Bully-victims: represent a small percentage of bullies who have been seriously bullied themselves.

With respect to the victims, there are:

✓ Vicarious victims: They are victims of the school's climate of fear and worry about their own potential to become targets of bullying.

✓ Passive victims: They are socially withdrawn, often seem anxious, depressed, and fearful, and have very poor self-concepts.

✓ False victims: Represent a small group of students who complain frequently and without justification to their teachers about being bullied by their classmates.

✓ Perpetual victims: Victims who are bullied all of their lives.

✓ Provocative victims: represent a small group of children who often behave in ways that arouse negative responses from those around them, such as anger, irritation, and exasperation.

As for the bystanders: This group includes everyone — other than the bully and victim — who is present during a bullying incident. In addition to the terrible problems that bullying creates for those who are directly involved, student bystanders to bullying also experience feelings of fear, discomfort, guilt, and helplessness.

Which role do you play in the Bullying Circle?

HARASSMENT

Retrieved from: https://bullyingnoway.gov.au/Resources/FactSheets/Documents/bnw-factsheet-1-bullying-definitions.pdf

Harassment is behavior that targets an individual or group due to their:

- o identity, race, culture or ethnic origin

- o religion

- o physical characteristics

- o gender

- o sexual orientation

- o marital, parenting or economic status

- o age

- o ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:

- o an ongoing pattern of behavior or a single act

- o directed randomly or towards the same person(s)

- o intentional or unintentional.

Speech or actions against a student may rise to the level of harassment when they are so severe, pervasive, or targeted at particular individuals that it hinders classmates' ability to get an education, significantly harms their well-being, substantially interferes with their rights, or intimidates classmates because of their identity.

DISCRIMINATION

Retrieved from: https://www.eoc.org.uk/what-is-discrimination/ - https://www.myschoolmyrights.com/harassment-and-bullying/

Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics. If you have been treated differently from other people only because of who you are or because you possess certain characteristics, you may have been discriminated against.
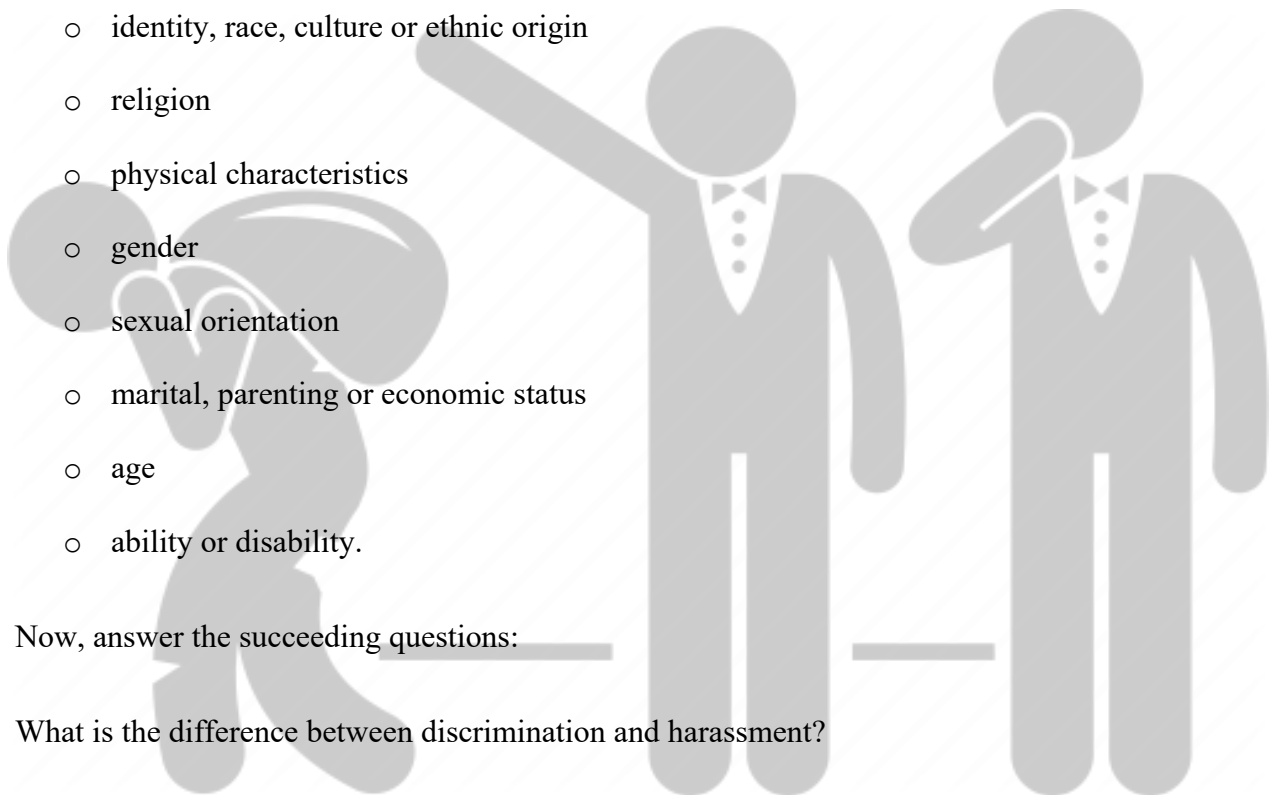
Discrimination occurs when people are treated less favorably than others because of their:

- o   identity, race, culture or ethnic origin

- o   religion

- o   physical characteristics

- o   gender

- o   sexual orientation

- o   marital, parenting or economic status

- o   age

- o   ability or disability.

Now, answer the succeeding questions:

What is the difference between discrimination and harassment?

Do you think students in your school are discriminated?

SESSION 2

September 24th, 2019

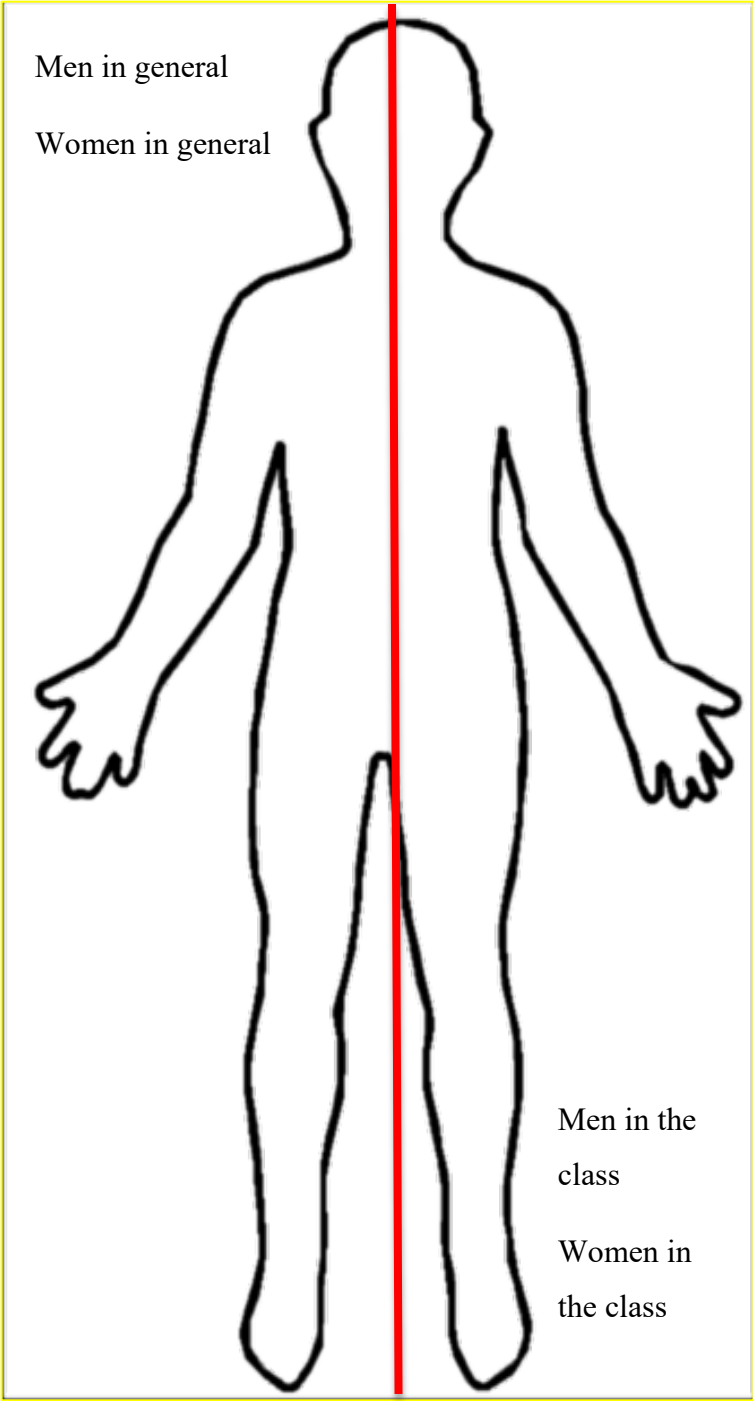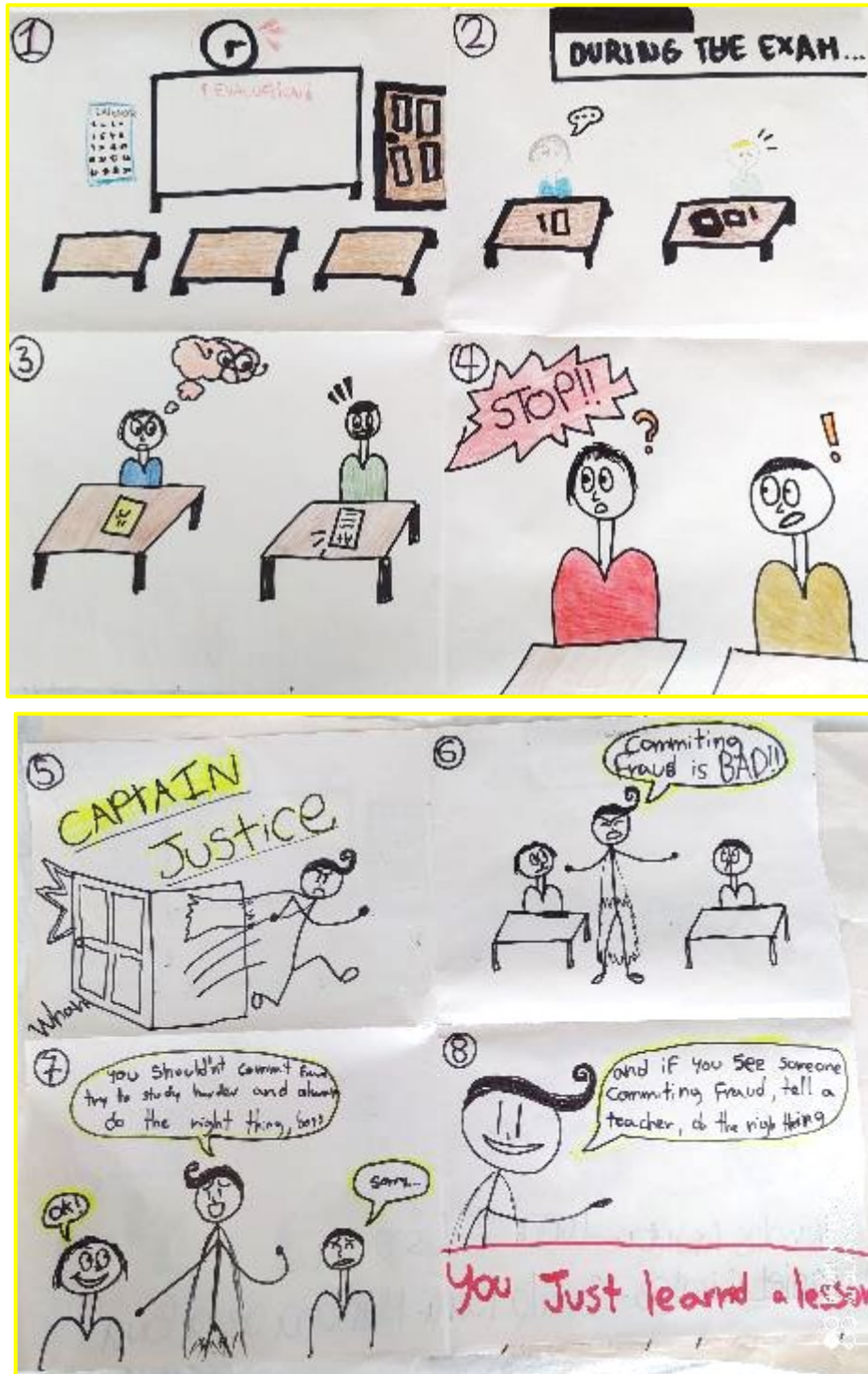| Time	Stage	Procedures
30´	Tiny pieces	❖ *30 minutes:* The teacher will explain to the students that they will group based on the post-it each receives. Subsequently, an envelope containing a puzzle (See Appendix A) is given to the groups. After the puzzle is completed, each group must say what image appears and explain the situation to the other groups.
60´	What we think of each other!	❖ *20 minutes:* In addition, girls will be separated from the boys resulting in two main groups. Each one will get a large billboard (see Appendix C) in which they have to write what they believe represents both genres in general and specific regarding their classmates (boys and girls). Likewise, they have to explain what things they would like to change so the class environment improves (using the second conditional). For the activity it will be required for a person to lay down, so a human form is drawn. ❖ *20 minutes:* Following up, the teacher will tell the students to share their representation of men and women and to justify why those words or phrases were chosen to describe themselves and the class. ❖ *10 minutes:* At last, the students will write in post-it an agreement on changing behaviors or attitudes when being in the classroom and in the English class.

Appendix C

Men in general

Women in general

Men in the
class

Women in
the class

Figure 1-Visual portrayal of the body-shape billboard activity

Appendix J: Field note

Field note #10	Grade: 1002
School: Instituto Pedagógico Nacional	Date: March 4th, 2020
Teacher: Marcela Martinez	Practitioner: María Alejandra Abril Duarte
Number of students: 34	Number of students with special needs: 0
OBSERVATION	INTERPRETATION

OBSERVATION	INTERPRETATION
Class started at 7:02am and most of the students were already in the classroom. The teacher started calling up the list to verify assistdance. Following up, the tenured teacher asked Ss to be quiet while the practitioner-teacher provided the instructions for the class.	First of all, it can be said that Ss understand basic instructions. Based on the observed, it can be noted that most of Ss were looking forward to work in groups as they arranged their chairs quickly to sit together with the ones they liked working with. Also, the class schedule appeared to have an influence, at the beginning, in the learners' energy towards the class.
As the practitioner teacher explained the class dynamics, some students appeared to be lazy and sleepy. As planned, the class was meant to be organized in 7 groups so they could discuss different scenarios which were later discussed in the Cartesian Plane activity.	
At first, most Ss organized themselves in groups of five. Nevertheless, few learners were not doing as told to start the activity. In that case, names needed to be called to get their attention. From all groups, there was one on the back where group members (4 boys) seemed unpleased with the classmates they had to work on. After the sitting organization and group establishment was completed, the practitioner-teacher gave each group a billboard containing a narration of a conflicting situation they had to read and discuss.	At first, Ss seem distracted and chatty while waiting for the remaining groups to settle. As some students were called out, it is proper to say that learners required reminders of where they are and the class rules. Following up, and during the reading exercise it was evident that some students had difficulties understanding the situation (written on the billboard) which could be a matter of lacking vocabulary, having issues comprehending different narrative tenses within one short text or not paying attention to the person reading out loud. In the second place, it is possible to state that students working together in groups may have had a positive impact regarding their interpersonal relationships, which ultimately, is one of the benefits of the collaborative learning approach and implementation of this project's collaborative activities.
The reading exercise was not meant to last long since the text was approximately 8 lines long. Yet some groups took longer to read it as vocabulary was unknown for some group members and in some occasions, they called either the tenured or practitioner to clarify their concerns. When that happened, two cases were observed. First, the group itself tried to explain to that student what the billboard had written on and the how the story developed using the L2. And the second, included the teacher in the process of solving questions since the Ss were not sure about the meaning of a specific word or situation.	
As the groups went over the billboard and discussed it with each other, some learners insisted on using the L1 instead of the L2 to answer their classmates' queries. Consequently, the practitioner-teacher made emphasis on the importance of using English in the class since it was the only space during school-time to practice it.	Based on the observed, it can be noted that Ss seemed to be going for the easy way by speaking in Spanish rather than on English. Especially when clarifications were compulsory to make the message clear for all. On the other hand, some of them remained silent as to what appeared to be shyness or low understanding of the text provided. It is plausible to say that these Ss are usually the ones with a lower English level; therefore, they may feel fearful of what other Ss may say if a word is not understood or if it is mispronounced. Moreover, it can be said that some groups, whose members are in-between an advance and upper level, chose to leave all the work or speaking responsibility to the Ss who can communicate better in the foreign language. Notwithstanding, the participation of Ss who avoided speaking in previous tasks could be a sign of feeling more comfortable with their English level or the people they were working.
After the groups finished the exercise, it was time for them to be more active for the speaking section. In it, one student per group had to go over the next one to share their billboard's case. During the activity, not all group members participated and decided to stay in the chairs and quiet, even though the practitioner tried to persuade them to go over the other groups and talk. Yet it is important to highlight that some students who barely participate in other activities were willing to take part in this exercise. The purpose of the activity, also known as Jigsaw Puzzle, was to assess their communication skills by checking if the other groups had comprehended the conflicting situation. Overall, most of the narrated cases were as the original. However, group #1 and #4 had difficulties socializing the billboard of groups #2 and #6 since they had the largest stories.	

Appendix K: Student's Artifact

[Students' Artifacts. First cycle: October 15th, 2019]