

論文

Is Conflict Resolution Content Beneficial and Appropriate for Use in University Level ESL Courses?

Michael C. BOYCE

要旨

本稿は大学教育での英語第二外国語コース、およびそのカリキュラムにおける紛争解決をテーマとした教材の使用法について述べる。英語を若年層に母国語として教える場合と、大人向けに第二外国語として教える場合では非常に大きな違いがある。大人の学習者は高度なレベルでの論理的思考が可能であるが、その一方でそれは外国語を文法のみを通して学習する際に感じる物足りなさを生じさせるのだろう。クラスにテーマに基づいたコンテンツを取り入れることにより、指導者はカリキュラムで必要な全てのポイントを網羅でき、学習者は英語能力を高めると共に付加的なスキルも学ぶことができる。この論文では、学習者にとって紛争解決のコンテンツを学ぶと同時に英語のスキルを学ぶことは適切かつ有益であるかを考察する。

紛争解決のために使われるスキルの残念な点として、そのスキルを定量的に分析することが非常に困難なことがあげられる。たとえそれが不可能ではないとしても、個人が自分の考え方や、現実生活で争いごとが起こった時のその対処方法に、以前と明らかに違いが表れていることを測定することは非常に難しい。それを考慮したうえでこの論文では、紛争解決のコンテンツを ESL コースで使用し、英語学習の質にネガティブな影響を与えるかどうかには焦点をあてて考察する。

プログラムの主な構成要素は、紛争解決教育 (CRE) 学、コンテンツベース学習 (CBL) 学、および ESL 環境における共同学習学から得られている。

紛争解決スキルが社会においてポジティブな影響を与えることを示す重要な実例証拠は、学術的な場面でもプロフェッショナルな場面でも存在している。紛争解決論のコンテンツが英語学習において悪影響がないことが示されるならば、たとえ最悪のケースを考慮しても、紛争解決のためのスキルは学習者やクラスに中立的な影響にとどまるだけであり、ESL コースにこのコンテンツを採用して学術的な弊害にはならないのである。

キーワード：紛争解決教育, CRE, 共同学習, コンテンツ学習, CBL, ESL, 建設的論争, グローバル学習, 大学のESL コースにおいて紛争解決論のコンテンツは適切かつ有益か

Abstract

This paper addresses the use of conflict resolution themed content based materials in university level English as a Second Language (ESL) classrooms and overall curriculum. Teaching English as a second language to adults is considerably different from teaching young, first language learners. Adults are capable of higher level reasoning and perhaps due to this, can find language learning by grammar alone to be slightly lacking in stimuli. Using theme based content in class allows for the teacher to cover all of the necessary points on the curriculum, and give the students additional skills to use together with increased English language ability. The question to be reviewed by this paper is if it is appropriate, and beneficial for students to be learning conflict resolution content alongside their English language skills.

Keywords: Conflict Resolution Education, CRE, Cooperative Learning, Content Based Learning, CBL, ESL, Constructive Controversy, Global Learning

An unfortunate aspect of the conflict resolution skill set is that these skills are very difficult to quantitatively analyze. Determining if an individual has undergone a significant transformation in their attitude and way in which they respond to real conflict is considerably challenging, if not impossible. With this in mind, the focus of this paper will be on establishing if the use of conflict resolution content in ESL classrooms has a negative effect on the quality of English language education. The main components of the program will draw from studies in conflict resolution education (CRE), content based learning (CBL), and cooperative learning in ESL environments.

There seems to be considerable anecdotal evidence that shows the positive influence of conflict resolution skill holders in society, both academic and professional. It is determined that conflict resolution content does not in fact have a negative influence on English language learning. So, even if in the worst case, the conflict resolution skills have a neutral effect upon the students and the classroom environment, there would be no academic harm in introducing this content to the ESL classroom.

The field of conflict resolution is deep and diverse and is becoming more so with every passing year. The variety of training programs and the appropriateness of conflict resolution training is developing and being constantly tested. Despite these general advancements in the field, it seems that conflict resolution training in the ESL (English as a Second Language) world has yet have attained large scale support. This could in part be due to the apparent lack of empirical studies of the efficacy of conflict resolution training in ESL programs.

In this review I will outline the available literature in the fields of conflict resolution training, content-based ESL training, and cooperative learning in an ESL classroom. It seems that although there has been considerable study of cooperative learning and global education in the ESL classroom, there has yet to be any studies written that focus on conflict resolution programs in the ESL environment.

The primary search engine used for the review was Google Scholar. Wiley Online, EBSCO, ERIC, Academic Search Premier, and JSTOR were used as well, but Google Scholar seemed to provide the most fully-accessible articles. When conducting my search I used the following key words and phrases: ESL, conflict resolution, dispute resolution, education, CRE, TESOL, language, ADR, English as a second language, and constructive controversy. As is to be expected, I found the best results for conflict resolution training

when I used “conflict resolution” and “education” as search words. My searches for information on the use of conflict resolution in ESL environments were most productive with “tesol” or “esl” and “constructive controversy”, “global learning”, or “conflict resolution”.

Conflict Resolution Education (CRE)

Stevahn, Johnson, Johnson, Green & Laginski (1997) wrote a paper outlining the evaluation of a conflict resolution training program that was integrated into a Canadian high school literature course. The authors argue that since levels of conflict, both physical and emotional, are increasing in the educational environment, it is beneficial to introduce conflict resolution training into the school curriculum. At the time of this research, there had been little empirical research on the effectiveness of conflict resolution programs being implemented in schools and there had been no connection of these programs to conflict resolution theory and research. Without the research and proof of increased educational achievement, special conflict resolution programs were not being widely adopted or maintained. “Conflict-resolution training, therefore, may never be permanently integrated into school life unless it is incorporated into academic subjects in ways that increase academic achievement” (Stevahn, Johnson, Johnson, Green & Laginski, 1997, p.86). The authors chose to study 40 ninth grade English class students in Ontario, Canada. Nine students from one class and 11 students from another class were randomly chosen to receive the experimental conflict resolution training. A pre-post/experimental design was used to determine the influence of integrative negotiation, and perspective reversal procedures being taught to the experimental group. This training involved the identification and use of a six-step process for conflict resolution. Students stated desires, feelings, reasons for desires and feelings, understanding of the other person’s desires and feelings, three optional agreements for mutual benefit, and finally a mutually accepted agreement. The students’ overall achievement was measured through four indicators. The first was academic achievement, the second was mastery of the negotiation procedure, the third was the long term retention of the negotiation procedure, and finally, the fourth was the students’ ability to apply the negotiation procedures to conflicts. Students in the conflict resolution experimental group worked in pairs for the first six classes of the study, and then in triads for the remaining two periods. The results of the study indicated that the members of the experimental conflict

resolution group had higher levels of academic achievement, better mastery and retention of the negotiation procedures, and were better able to apply these techniques in future conflicts. The authors concluded that, “integrating conflict resolution into academic lessons is as effective as teaching conflict resolution as a separate subject” (Stevahn, Johnson, Johnson, Green & Laginski, 1997, p.86).

In their chapter on constructive controversy, Johnson, Johnson & Tjosvold (2006) argue that conflict should not be avoided in the academic environment, and that the process of constructive controversy “results in significant increases in the quality of decision making and problem solving, the quality of relationships, and improvements in psychological health” (p.90). Of course, creating controversy alone will only cause trouble, but how the controversy is framed and handled dictates whether or not the controversy will create a positive or negative result. If controversy is used to seek improved ideas, originality, and creativity, then the results will quite likely be positive, in particular in an academic environment. Using inductive and deductive logic to generate ideas, collect relevant information and find tentative conclusions from rational arguments, students gain thinking skills that are beneficial to any communication environment (Johnson, Johnson & Tjosvold, 2006). Considering the primary goal of many ESL classes is communication, then it seems that the process of constructive controversy and the accompanying rational argumentation is almost perfectly suited to promote both oral and verbal communication. The concurrence seeking when group members limit discussion due to a desire to avoid confrontation and stay within the accepted parameters of the group is one of the greatest challenges for teachers in communication classes (Johnson, Johnson & Tjosvold, 2006).

With their chapter on “Teaching conflict resolution skills in a workshop”, Raider, Coleman and Gerson (2006) outline their tested and widely used workshop for three and six-day sessions. As a framework for developing future programs and avoiding pitfalls, this chapter supplies very useful guidelines. The authors review their insights from implementing the workshop, provide an overview of the workshop design including their objectives and pedagogy, and in the postscript add their observations from the extensive international use of the workshop in the years after the original chapter was written. The chapter covers the seven modules of the workshop. The modules are: conflict overview, elements of negotiation, communication behaviors, stages of negotiation, culture and conflict, dealing with anger and emotions, and an introduction to mediation (Raider, Coleman & Gerson, 2006). Throughout the chapter the authors stress that although their

three and six-day workshops have received very positive support, they feel that despite this their workshops only represent the beginning of the learning process and much more work is needed to establish an effective collaborative process for mixed-motive conflicts (Raider, Coleman & Gerson, 2006). In the postscript they repeat the recommendation that any workshop or program that introduces these conflict resolution strategies should be supported by follow-up classes and access to research materials if possible.

Content-based ESL Training

In their article on the effectiveness of innovative learner centered pedagogy, Vega and Tayler (2005) consider the merits of adapting teaching/learning practices that are more learner centered than the traditional teacher centered style. Vega and Tayler (2005) surveyed 127 educators from the Leadership Associate program at Mont Clair State University. The study focused on three aspects of learner centered pedagogy; peer evaluation, small group learning practices, and community of enquiry. Of the 127 participants that were surveyed between 1995-2001, 30 were determined to have programs that were sufficiently complete to warrant inclusion in the study. Vega and Tayler found that over 80% of the students in the learner centered programs run by the Leadership Associates' 30 educators showed greater participation, greater student-to-student interaction, and more student initiative than the students who did not join the learner-centered class. In 50-67% of the participants the authors reported more student creativity, better knowledge retention, and fewer failures. Interestingly, the authors also found that "a less significant relationship was found between the innovative teaching/learning practice and performance tests" (Vega & Tayler, 2005, p.84). It seems that this lack of dramatically positive test results with content based educational programs could make the programs even more challenging to implement in a traditional educational environment.

Jacobs and Cates (2004) discuss the positive role of global education in second language learning with a particular focus on peace education and environmental education. Peace education with the goal of a reduction of violence and the resolution of conflict, and although it is not conflict resolution per se, it does share a number of the same goals. The authors wrote that many of the teaching methods used in peace education are also very commonly used in the ESL classroom and encourage students to imagine themselves as different people in different situations (Jacobs & Cates, 2004). These methods include role

plays, simulations, projects, and cooperative learning. “The very act of learning a second language plays an important role in bringing about peace, because knowing other people’s language opens paths toward better understanding and communication”(Jacobs & Cates, 2004, p.45). The authors stress that the prevalent communicative approach to second language instruction shifts the focus of ESL away from a study of grammar and vocabulary and more toward the use of language to communicate meaning (Jacobs & Cates, 2004).

In his argument against the use of content-based materials in the ESL classroom, Silva (1997) advocates simply focusing on the mechanics of English language production. The author lists four necessary points for the ethical treatment of ESL writers. The first is the need to understand that ESL writers are not native English writers and will quite likely not have access to the same vocabulary, linguistic background, culture, and learning strategies. Silva argues that the ESL teacher must allow the student more time and effort to complete writing assignments. His second point is that ESL students should be exposed to as many instructional contexts as possible. ESL learners are likely coming from varied educational and cultural backgrounds, and because of this it is essential to supply a varied program that could address the educational needs of learners more accurately. A third point for the ethical treatment of ESL students is to create an evaluation system that fairly takes into account the students’ varied backgrounds and abilities. Silva’s final point is the one that is most applicable to the creation of a conflict resolution component within an ESL class. He argues that students should not be treated as “blank slates for teachers to inscribe their opinions on nor as buckets to be filled with their teachers’ worldly wisdom” (Silva, 1997, p.361). The author comments that although the global issues are very important to society, they have no place in the English as a second language classroom. When students sign up for a composition or writing class, they should be taught only the mechanics of grammar and then use their own experience and interests to provide themes and information for their writing exercises (Silva, 1997).

A year after Silva published his rules for the ethical treatment of ESL writers, Nathan Jones (1998), wrote an article in response, and defended the use of themes and topics to teach ESL writing. Jones argues that the ability to write on a specific topic is a critical aspect of writing academic papers. The author observes that although some freedom of topic choice can be beneficial, too much freedom can be paralyzing for the student because they have too many topics to choose from. By focusing the themes on a particular topic teachers are greatly assisting ESL students in making the first steps to begin a writing assignment.

Cooperative Learning in ESL Environments

In a study by Ghaith and Yaghi (1998), the goal was to examine the influence of cooperative learning on the acquisition of ESL rules and mechanics. This research not only questioned the efficacy of cooperative learning in an ESL environment, but also attempted to identify any differences in knowledge acquisition between both high and low-achieving students. The study aimed to determine the general effect of the program on students' acquisition of ESL rules and mechanics, if in acquisition of ESL rules and mechanics cooperative learning is more effective than individualistic learning, and if low-achieving ESL learners benefit more from cooperative learning than high-achieving students. There was a total of 318 Middle Eastern junior high school grades 4, 5, and 6 ESL students involved in the study. Twelve classes were divided into two groups of six classes, with each group being randomly assigned control or experimental cooperative learning conditions. Results were measured using both pre- and post-tests. Teachers trained in the Student Teams Achievement Division (STAD) method taught one control and one experimental class over a period of six weeks. It was found that when comparing the results of individualistic learning to cooperative learning, the cooperative learners were at least equal to the individualist learning control group. The authors note that although the high-achievers did not improve significantly, the cooperative learning program was beneficial for the low-achieving students (Ghaith & Yaghi, 1998). In conclusion, the authors determined that the use of cooperative learning methods in a second language classroom were beneficial, in particular for low achieving ESL students (Ghaith & Yaghi, 1998).

Writing on the theoretical relevance and efficacy of using cooperative learning in the ESL/EFL classroom, Shaaban and Ghaith (2005) provide a summary of research involving various forms of cooperative learning in ESL learning environments. The authors summarize a number of cooperative learning methods, and identify if and how these methods might be effective in an ESL classroom situation. Of particular interest to the creation of ESL conflict resolution materials are learning together, group investigation, constructive controversy, complex instruction, cooperative learning structures, and curriculum packages. Due to the collaborative aspect of these education methods, students are inspired to work together to master important concepts and achieve shared goals. The repeated review of materials first through teacher presentation and then again through student-led team work, core ideas are reinforced and mastered. The authors found that lessons on language rules and mechanics as

well as language skills class both benefitted from opportunities to use authentic language (Shaaban & Ghaith, 2005).

Nejadghanbar and Mohammadpour (2012) introduced Interest-Oriented Student Team Achievement Divisions (IOSTAD) as an improvement upon the commonly used STAD technique of cooperative learning. The authors believe that grouping students based on shared interest would improve their energy and responsibility to the in the materials being presented in class (Nejadghanbar & Mohammadpour, 2012). The study involved 25 high school boys from Iran who were studying at the intermediate level on the Oxford Placement test. The students were assigned to two groups, a STAD control group with 12 members, and an experimental IOSTAD group with 13 members. The IOSTAD group members were grouped according to their appreciation of a particular football team. The authors hypothesized that being in a group with shared interests would further enhance the level of support that the group members gave each other. The classes were all taught by the first author of the paper, and were evaluated using ten standardized mid-intermediate reading comprehension tests. The results of the study show that before the IOSTAD process was used, there was not a significant difference in student performance, but after the IOSTAD process had been administered the experimental group showed a significant performance increase over the control group. The authors believe that by pinpointing the learners' interests and grouping them accordingly in cooperative learning environments, there can be significant increases in academic achievement (Nejadghanbar and Mohammadpour (2012).

SATISFACTORY SOLUTION DISCUSSION

Reviewing the literature that is available on the integration of content into university level ESL programs, it is apparent that despite the success and widespread adoption in many educational environments in the United States, conflict resolution content has yet to be used in an ESL environment on a large scale. If there are in fact programs in place, there doesn't seem to have been a lot of research conducted on them.

There are number of possibilities as to why conflict resolution content has not made any significant inroads into the ESL teaching community. The first and most obvious consideration is that as conflict resolution as a field is relatively new, and teaching of English as a second language is a very robust field on its own, so there is a possibility that ESL teachers simply haven't been adequately exposed to these new ideas, or haven't had the

time, energy, or training to be able to integrate conflict resolution content into their courses or curriculum.

Cultural Considerations

In any discussion of ESL teaching and learning environments, one must always consider the influence of differing cultures and linguistic backgrounds. The conflict resolution strategies and vocabulary that was used in my American graduate program of Negotiation, Conflict Resolution, and Peacebuilding program seem to be very English language oriented, with a strong North American culture and content bias. Perhaps it is this format that makes it more difficult to successfully integrate our conflict resolution strategies into an ESL program, which is by its very nature catering to students whose first language and culture are different from that of English speaking North America.

I believe that when teaching ESL using conflict resolution content, it will be necessary to spend much more time than usual when introducing new vocabulary and concepts because a large amount of the language used in the conflict resolution field is unique, or at the very least has a unique meaning or interpretation. This increased focus on description and interpretation could also have the unintended consequence of introducing teachers' biases and personal interpretations which may or may not agree with the social parameters of the society, or the social norms of the school in which the training occurs. This could not only create an unreceptive environment for the conflict resolution based program, but for the teacher or teachers administering the program as well.

Integration of Conflict Resolution Content

As indicated previously, the literature available for this topic is limited at best. Without widespread adoption of conflict resolution content based ESL programs, there will not be enough cases to support research, and ironically, without the research it may prove very challenging to implement conflict resolution content into ESL programs. This dilemma leads to the next logical question which is how can conflict resolution content be packaged in such a way as to be readily accepted by teaching professionals and administrators alike?

The simple answer to the question of content distribution in ESL teaching environments is teaching materials. Writing an ESL textbook which uses conflict resolution content would

be the easiest way to get the content into the hands of many teachers. Although, when writing a textbook another very important consideration would have to be marketability. The writer and the publishing company would have to determine if using “conflict resolution” or something similar in the title would increase or decrease marketability.

It seems that many of the content-based ESL textbooks that are available rely heavily on the content and not enough on ESL education, so the most important consideration for material or textbooks would be that they are firmly grounded in English as a second language pedagogy, and the conflict resolution aspect would be secondary. As much of the literature indicates, the most successful way to introduce conflict resolution materials into an educational environment is by integrating them with mandatory courses and not trying to force the content to stand alone. Perhaps when the concepts of conflict resolution become mainstream and accepted as beneficial to society, it will not be necessary for the content to take a backseat. For now, conflict resolution content is still on the fringe, and creating easy to use, adaptable content that is very teacher friendly is the best possible way to introduce the ideas to as many students as possible.

Conflict Resolution Content

Considering the content that would be appropriate for university level ESL courses, I think that following a simplified and extended version of the workshop outlined by Raider, Coleman and Gerson (2006) in chapter thirty-one of “The handbook of conflict resolution”, would be a very good starting point. The overview of conflict would have to be far more extensive and include a variety of vocabulary building and comprehension exercises. These fundamentals of conflict resolution would have to be mastered before any other topics could be tackled. Different conflict resolution models, such as the dual-concern model could be introduced, and case studies that use both competitive and cooperative conflict approaches could be role-played and developed. The goal of the first segment of course would be to demonstrate to the students the many positive possibilities for conflict resolution. These possibilities could in turn become stimulus for increased English language acquisition.

The following units of negotiation basics and communication would not be as extensive as the first overview of conflict because the vocabulary would already be in place and the focus of the classroom activities would be on the theory underlying the process. Time would be spent on reframing and identifying the differences between needs and interests; as well as

defining and identifying the five different communication behaviors. English language activities could be constructed to compare the different vocabulary and syntax used when attacking, evading, informing, opening, and uniting.

When creating the negotiation materials, role playing with partners would make a very productive communication element to the course. Sharing stories and identifying issues would expand descriptive language, and reframing is a very useful exercise for confirming true comprehension. I believe that the most challenging aspect of the negotiation role-plays would be creating culturally appropriate cases for the students to work with. Hopefully by the end of the program it might be possible to ask the students to create a role-play story as a writing assignment. I feel that this would be one of the better ways to establish that the students have fully grasped the materials that are presented to them in the program, and it would also have the added benefit of giving the course creators a more realistic idea of the challenges and conflicts that the students believe are relevant.

Introducing culture based conflict to a non-English speaking ESL class should be one of the easier aspects of this course development because the students in ESL classes are likely already very aware of the existence of many other cultures and languages. Once again, role-plays of culturally difficult or sensitive situations would provide a good framework for discussion and creative speaking. Considering that at this point the students will have been exposed to the basic conflict resolution language and theory, approaching potentially volatile cultural points will, if the training has been successful to this point, result in far less difficult or dangerous conflict than if the students had had no training at all.

It is at this point that materials created to garner an understanding of emotions and the possible negative reactions, such as the defend-attack spirals, will truly become useful and instructive. Having learned the vocabulary and possessing the conflict resolution basic toolkit, the students will be able to share information, identify underlying interests, establish shared interests, and change the atmosphere of conflicts from competitive to cooperative. Although it will be difficult to quantify these positive traits in a staged case-study environment, it will nevertheless represent a very good conflict resolution foundation that could improve students' social competence and could very easily be reinforced and built upon in the future. All of this could be achieved while mastering new vocabulary, practicing creative speaking and role-playing within a structured environment. This in turn should satisfy many of the university ESL curriculum requirements.

As in almost any modern educational environment, an online component would be

necessary to distribute materials that could prepare or reinforce learning for students in the program, students considering the program, or even those who have already graduated from the program. Another benefit of online materials is that they can be easily modified to account for cultural or social issues, as well as be designed with specific curriculum goals in mind.

FUTURE ESL CONFLICT RESOLUTION PROGRAMS

The introduction of conflict resolution training to ESL programs in the university or corporate system receives a range of support spanning from serious interest and adoption to disregard and avoidance. Attempting to create a course that could satisfy all time, financial, and bureaucratic needs and interests would be immensely challenging, if not impossible. I have chosen instead to focus on a program that can be scaled in both English instruction level and student contact time.

The program will initially be run by a teacher trained in conflict resolution and theory, but with the aim of creating a system that has enough support and a framework that could be administered by any ESL teacher, with or without a conflict resolution background.

Course Outline

The proposed program will be designed with flexibility in mind. The number of conflict resolution elements and the time that is needed to implement them can be adjusted according to the educator and curriculum needs. Initially the program will be introduced into a Japanese university ESL course. The typical Japanese university semester consists of 15 classes of 90 minutes each, and a final exam. The program will begin with a two and five class option, and as the program develops it will expand to seven classes, and then 15 classes.

The course will be composed of two different English levels which cover the same topics in all classes. As the content itself is rather advanced, this course would only be available to intermediate and advanced English learners. Using a program with two interchangeable English levels will allow educators to switch English levels throughout the semester, and in doing so work with the level that best matches their ESL curriculum goals, or their students' ability.

The focus of the program will be on self-awareness/mindfulness, constructive controversy, conflict transformation, and integrated bargaining. In the two-class and five-

class programs the method of instruction will be guidance and not lecturing. Students will be presented with games, thinking problems, and case studies which will be solved in a cooperative learning environment. The seven and 15-class programs will begin in the same style of cooperative learning through case study and thinking problems, and then in the second half of the semester, students will be presented with multi-variable, complex case studies, role-play exercises, and be introduced to the theoretical background for the practical skills that they learned in the beginning of the program.

Program requirements

There are no specific funding or facility requirements for this program to be implemented, although it will be necessary to have willing educators who are working within a system that has the flexibility necessary to implement the program.

Impact on subjects

In this program, the subjects would be students. If the conflict resolution aspects are successfully integrated into a previously established ESL curriculum, then I believe that there would be no negative effect on the students. Due to the flexibility of the program elements, educators could choose the extent of integration that best suits their individual program. In fact, the program could either be extended or reduced depending on how the initial elements are received.

As the program would have to be administered by the teacher/educator, they would need to review the materials prior to class, and manage class time to accommodate the conflict resolution elements. These requirements could place an increased burden upon the individuals who are tasked to implement the program.

Program Goals

The goal of the program is not only to introduce conflict resolution in theory and in practice, but through the cooperative analysis of case studies and constructive controversy exercises students will develop their critical thinking, research, and logic skills. Although it is difficult to measure the efficacy of conflict resolution training as a content element of an ESL class, it is the author's view that provided the English language training does not suffer academically, learning such skills as critical thinking and constructive controversy will

result in long-term benefits in both social and academic forums.

REFERENCES

- Allred, K.G. (2000). Anger and retaliation in conflict. In Deutsch, M. & Coleman, P.T. (Eds.), *The handbook of conflict resolution: Theory and practice*. (pp.236-255). San Francisco, CA: Jossey-Bass.
- Ann, F. (2003). *The Jossey-Bass academic administrator's guide to conflict resolution*. San Francisco, CA: Jossey-Bass.
- Ara, A., & Akter, S. (2013). Cooperative Learning for a Real Student-Centered Language Classroom. *Spectrum Journal of the Department of English University of Dhaka*, 8/9, 199-208.
- Bartos, O. & Wehr, P. (2002). *Using Conflict Theory*. New York, NY: Cambridge University Press.
- Bales, S. N. (2008). *Fairness as a frame*. Washington, D.C.: FrameWorks Institute
- Bodine, R. J., & Crawford, D. K. (1998). *The Handbook of Conflict Resolution Education. A Guide to Building Quality Programs in Schools*. San Francisco, CA :Jossey-Bass Inc..
- Deutsch, M. (2006). Justice and conflict. In M. Deutsch and P. T. Coleman (Eds.). *The handbook of conflict resolution: Theory and practice* (2nd ed.). (pp. 43-68.) San Francisco, CA: Jossey-Bass.
- Erbe, N. (2003). *Holding These Truths: Empowerment and Recognition in Action* (an interactive case study curriculum for multicultural cultural dispute resolution). Berkley, CA: Berkeley Public Policy Press.
- Fisher, R. and Ury, W. (1991). *Getting to yes: Negotiating agreement without giving in* (2nd ed.). London: Penguin.
- Girard, K., & Koch, S. J. (1996). *Conflict Resolution in the Schools: A Manual for Educators*. San Francisco, CA: Jossey-Bass.
- Ghaith, G. M., & Yaghi, H. M. (1998). Effect of cooperative learning on the acquisition of second language rules and mechanics. *System*, 26(2), 223-234.
- Jacobs, G. M., & Cates, K. (2004). Global education in second language teaching. *k@ ta*, 1(1), 44-56.
- Jalilifar, A. (2010). The effect of cooperative learning techniques on college students' reading comprehension. *System*, 38(1), 96-108.
- Johnson, D. W., Johnson, R. T., & Dudley, B. (1992). Effects of peer mediation training on elementary school students. *Conflict Resolution Quarterly*, 10(1), 89-99.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2006). *Active learning: Cooperation in the college classroom* (3rd ed.). Edina, MA: Interaction Book Company.
- Johnson, D.W., Johnson, R.T., & Tjosvold, D. (2006). In M. Deutsch and P. T. Coleman (Eds.). *The handbook of conflict resolution: Theory and practice* (2nd ed.). (pp. 69-91.) San Francisco, CA: Jossey-Bass.
- Jones, N. B. (1998). Comments on Tony Silva's "On the Ethical Treatment of ESL Writers"; A Defense of Using Themes and Topics to Teach ESL/EFL Writing. *TESOL Quarterly*, 32(2), 338-342.
- Jones, T. S. (2004). Conflict resolution education: The field, the findings, and the future. *Conflict resolution quarterly*, 22(1-2), 233-267.

- Kimmel, P. R. (2000). Culture and conflict. In M. Deutsch and P. T. Coleman (Eds.). *The handbook of conflict resolution: Theory and practice.* (pp. 453-474.) San Francisco, CA: Jossey-Bass.
- Kriesberg, L. (2003). "Us" versus "them". In (Eds.) G. Burgess and H. Burgess *Beyond intractability,* Boulder, CO: University of Colorado.
- Lerner, H. (1993). *The Dance of Deception.* New York, NY: HarperCollins Publishers.
- Littlejohn, S.W. & Domenici, K. (2007). *Communication, Conflict, and the Management of Difference.* Long Grove, IL: Waveland Press.
- Menkel-Meadow, C.J., Schneider A.K., & Love, L.P. (2006). *Negotiation Processes for Problem Solving.* New York, NY: Aspen Publishers.
- Nakamura, K. (2002). Cultivating global literacy through English as an International Language (EIL) education in Japan: A new paradigm for global education. *International Education Journal*, 3(5), 64-74.
- Nejadghanbar, H., & Mohammadpour, L. (2012). On the Effect of Interest-Oriented Student Team Achievement divisions on the Reading Comprehension Achievement of English as a Foreign Language. *Journal of Academic and Applied Studies*, 2(11), 21-33.
- Pruitt, D.G. & Kim, S.H. (2004). *Social conflict: Escalation, stalemate, and settlement* (3rd ed.). New York, NY: McGraw Hill Companies, Inc..
- Raider, E., Coleman, S., & Gerson, J. (2006). In M. Deutsch and P. T. Coleman (Eds.). *The handbook of conflict resolution: Theory and practice* (2nd ed.). (pp. 695-725.) San Francisco, CA: Jossey-Bass.
- Rothman, J. (1997). *Resolving identity-based conflict in nations, organizations, and communities.* San Francisco, CA: Jossey-Bass, Inc..
- Shaaban, K., & Ghaith, G. (2005). The theoretical relevance and efficacy of using cooperative learning in the ESL/EFL classroom. *TESL Reporter*, 38(2), 14-28.
- Schirch, L. and Camp, D. (2007). *The Little Book of Dialogue for Difficult Subjects.* Intercourse, PA.: Good Books.
- Schellenberg, J. (1996). *Conflict resolution, theory, research and practice.* Albany, NY: State University of New York Press.
- Silva, T. (1997). On the ethical treatment of ESL writers. *Tesol Quarterly*, 31(2), 359-363.
- Stevahn, L., Johnson, D. W., Johnson, R. T., Green, K., & Laginski, A. M. (1997). Effects on high school students of conflict resolution training integrated into English literature. *The Journal of social psychology*, 137(3), 302-315.
- Stevahn, L., Johnson, D. W., Johnson, R. T., & Real, D. (1996). The impact of a cooperative or individualistic context on the effectiveness of conflict resolution training. *American Educational Research Journal*, 33(4), 801-823.
- Tuan, L. T. (2010). Infusing cooperative learning into an EFL classroom. *English Language Teaching*, 3(2), P64.
- Ury, W. (1993) *Getting Past No.* New York, NY: Bantam Books
- Vega, Q. C., & Tayler, M. R. (2005). Incorporating course content while fostering a more learner-

Is Conflict Resolution Content Beneficial and Appropriate for Use in University Level ESL Courses?

centered environment. *College Teaching*, 53(2), 83-88.

Warner Results Coaching. (2008). *Critical thinking*. Kingston Upon Thames, England.

Weston, A. (2009). *A rulebook for arguments* (4th ed.). Indianapolis, IN: Hackett Publishing Company, Inc.

