

MSL[®] | MEDIATION AS A SECOND LANGUAGE[®]



Teaching English through Conflict Resolution

Presenter: Barrie J. Roberts

Something old, something new: mediation in the context of ESAP

English for Specific Academic Purposes Conference 2019

Ruhr-Universität Bochum Language Centre (ZFA)

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INTEGRATING CONFLICT RESOLUTION AND ESL

- INTRO TO CONFLICT RESOLUTION
- ROLE OF LANGUAGE IN CONFLICT RESOLUTION
- TEACHING SOFT SKILLS: SAMPLE INTEGRATED ESL AND CONFLICT RESOLUTION ACTIVITIES
- NEXT STEPS

CAN YOU SEE ESL AND CONFLICT
RESOLUTION AT THE SAME TIME?



CR: A MULTIDISCIPLINARY FIELD for ESAP PURPOSES (A-G)

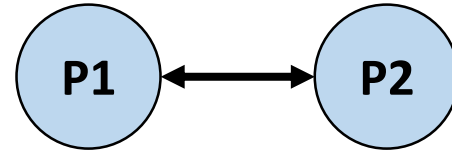
- ANTHROPOLOGY
- BEHAVIORAL SCIENCE
- BUSINESS
- COMMUNICATIONS
- CROSS-CULTURAL COMMUNICATION
- DIPLOMACY
- ECONOMICS
- ETHICS
- ETHOLOGY
- GAME THEORY

CR: A MULTIDISCIPLINARY FIELD (H – Z)

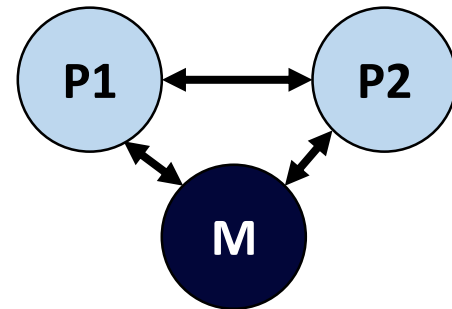
- HUMAN RELATIONS
- INTERNATIONAL RELATIONS
- LABOR RELATIONS
- LAW
- NEUROSCIENCE
- ONLINE DISPUTE RESOLUTION
- PEACE and CONFLICT STUDIES
- PSYCHOLOGY
- SOCIAL SCIENCE
- WAR

Conflict Resolution Processes

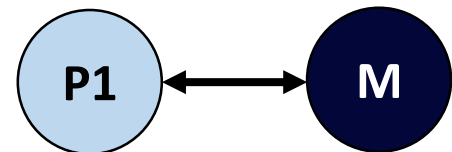
- Negotiation



- Mediation



- Conflict coaching



Alternative Dispute Resolution (ADR)

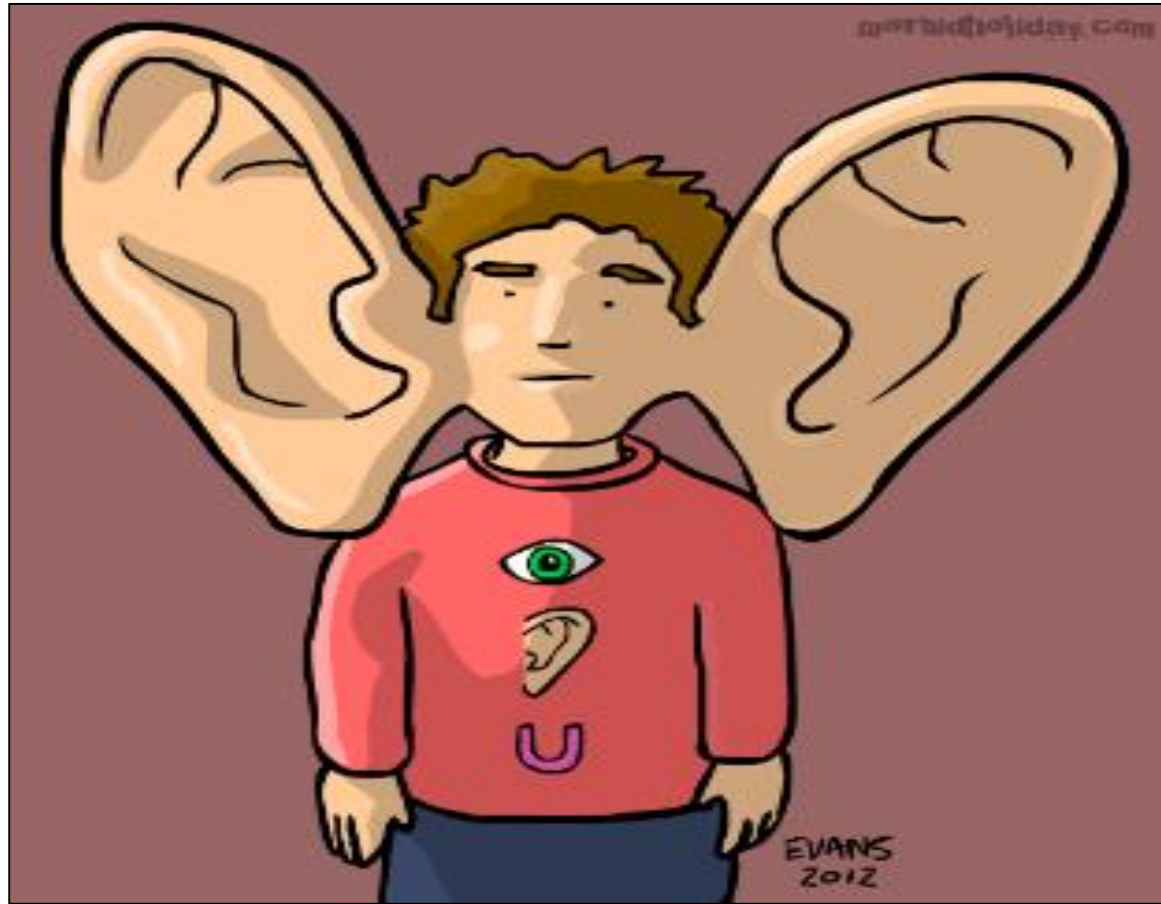
- Negotiation
- Mediation
- Settlement conferences
- Arbitration
- **Restorative justice**
- Ombudsman
- Systems design

ACTIVE LISTENING:
CORE SKILL FOR CR & ESL

PARAPHRASE

&

CHECK



PARAPHRASE and CHECK

"SO YOU'RE SAYING THAT _____."

IS THAT RIGHT?"

Role of language in CR

“PRONOUNS AND CONFLICT RESOLUTION”

KENNETH CLOKE, THE DANCE OF OPPOSITES (p. 25)

THEY ARE ____ = stereotype  prejudice

YOU ARE ____ = accusation  denials, counterattacks

I FEEL ____ = request/confession  listening, responsiveness

WE ____ = partnership/collaboration  consensus/ownership

VERBS AND CONFLICT RESOLUTION

KENNETH CLOKE, THE DANCE OF OPPOSITES (p. 26)

HE IS (SOMETHING) = FIXED JUDGMENT ABOUT HIM

HE DID (SOMETHING) = POINTING OUT AN ACTION

ADVERBS

KENNETH CLOKE, THE DANCE OF OPPOSITES (pp. 28 – 29)

YOU ALWAYS ...

HE NEVER...

FACTS OR FEELINGS?

“SYNTAX OF CONFLICT COMMUNICATIONS”

KENNETH CLOKE, THE DANCE OF OPPOSITES (P. 23)

PRONOUN + VERB + ACCUSATION

YOU ARE LAZY.

DENIAL + COUNTERATTACK

NO I'M NOT. BUT YOU ARE BOSSY!

REFRAMING

KENNETH CLOKE, THE DANCE OF OPPOSITES

YOU ARE LAZY



I NEED HELP

YOU WEREN'T CLEAR



WE DIDN'T UNDERSTAND

SHE WAS ANGRY



SHE WAS AFRAID
SHE CARES A LOT

Nonviolent communication

“INSTEAD OF BEING HABITUAL, AUTOMATIC RESPONSES, OUR WORDS BECOME CONSCIOUS RESPONSES BASED FIRMLY ON AN AWARENESS OF WHAT WE ARE PERCEIVING, FEELING, AND WANTING. WE ARE LED TO EXPRESS OURSELVES WITH HONESTY AND CLARITY, WHILE SIMULTANEOUSLY PAYING OTHERS A RESPECTFUL AND EMPATHIC ATTENTION.” (P.3)

-MARSHALL B. ROSENBERG

NONVIOLENT COMMUNICATION: A LANGUAGE OF LIFE

Nonviolent communication: Example

“Felix, when I see two balls of soiled socks under the coffee table and another three next to the TV, I feel irritated because I am needing more order in the rooms that we share in common...Would you be willing to put your socks in your room or in the washing machine”?

(p.6)

Integrated MSL activities include

1. CR CONCEPTS
2. CR COMMUNICATION SKILLS (active listening)
3. ENGLISH LANGUAGE SKILLS in sync with CR goals
4. CRITICAL THINKING to adapt material for our CR goals
5. REFLECTIONS/APPLICATIONS

MSL: Teaching English through Conflict Resolution

Activities to improve

understanding
and
communication

-Barrie J. Roberts

ESL Topic	ESL Activity	Tweak or Application for CR
1. Day 1 Icebreakers/Building Rapport	Find something in common with everyone in the class.	What did you learn? How can you bring this lesson into the world? Aziz Abu Sarah
2. Pragmatics (context) and accuracy	Grammar; word choices	Do your words promote war or peace? Reframing. Ken Cloke; Marshall Rosenberg
3. Communication practice	Simple active listening <i>paraphrase and check</i>	Empathy; <i>Understanding is not agreeing - Getting to Yes (p.37)</i>
4. Literature, film, social science	Full active listening: facts, emotions, needs, solutions (FENS) Interviews, Roleplays, Negotiation, Conflict coaching	+ standing in another's shoes; seeking sustainable solutions based on meeting our needs; <i>A World of Fiction, Sybil Marcus</i>
5. Reading skills	<u>Getting to Yes</u> Pre-reading; while reading; post-reading; summarizing, paraphrasing, quoting; critical thinking	1. connect with the material 2. try to understand it 3. confirm your understanding 4. share your views 5. seek other views 6. reconsider your views
6. Academic writing skills	a. Topics b- Writing process brainstorming, reading, drafting, revising, editing c. Feedback (peer; teacher)	Reaching agreements: brainstorm, evaluate, select, write, revise, edit <u>They Say, I Say</u> quote

Introductory Activities

ICEBREAKERS/BUILDING RAPPORT

- NAMES
- FIND SOMEONE WHO ...

AZIZ ABU SARAH

https://www.ted.com/speakers/aziz_abu_sarah

ICEBREAKERS/BUILDING RAPPORT

- INTRO TO TWO CONFLICT STYLES: COMPETITION & COLLABORATION



LITERATURE, FILM

CHARACTERS IN CONFLICT

- ANALYZE CONFLICT STYLES – TKI CHART
- ANALYZE CAUSES OF THE CONFLICT – FENS CHART
- ACTIVE LISTENING, ROLE PLAYS
- STAND IN THE OTHER’S SHOES
- CREATE A THIRD STORY
- BRAINSTORM AND EVALUATE SOLUTIONS; WRITE AN AGREEMENT; EXCHANGE
- REFLECT ON LESSONS LEARNED; APPLICATIONS OUTSIDE CLASS

CONFLICT STYLES CHART

Conflict Style	Synonyms	Idioms
Avoid Pros: Cons: Examples:	Evade	Don't rock the boat
Accommodate Pros: Cons: Examples:	Acquiesce	Give in Go with the flow
Compromise Pros: Cons: Examples:	Concede	Split the difference Half a loaf is better than none
Compete Pros: Cons: Examples:	Fight	My way or the highway Take it or leave it Jockey for position
Collaborate Pros: Cons: Examples:	Cooperate	Two heads are better than one Win-win

ACTIVE LISTENING: EMOTIONS

“ IT SOUNDS LIKE YOU’RE FEELING

_____.

DOES THAT SOUND RIGHT?”

EMOTIONS: VOCAB & IDIOMS

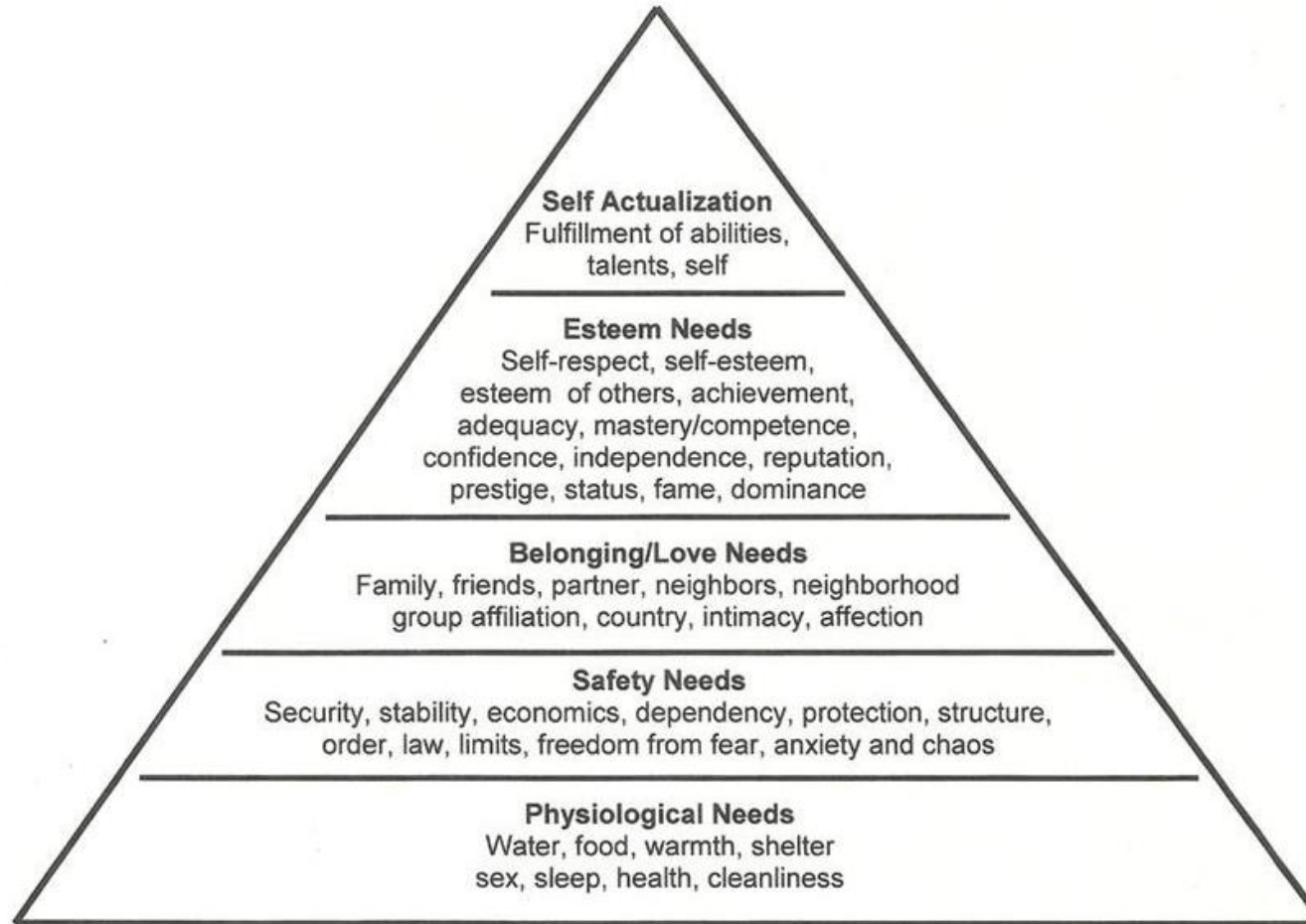
- SAD
- MAD
- GLAD
- SCARED
- DISGUSTED
- SURPRISED
- DISAPPOINTED
- FRUSTRATED, MISUNDERSTOOD, DISRESPECTED

Active Listening: NEEDS & VALUES

- “IT SOUNDS LIKE _____ IS VERY IMPORTANT TO YOU.

HAVE I UNDERSTOOD YOU CORRECTLY?”

MASLOW'S HIERARCHY OF NEEDS: ABSTRACT NOUNS



ACADEMIC READING &
WRITING AS CONFLICT
RESOLUTION ACTIVITIES

ACADEMIC WRITING

- TOPICS
- BRAINSTORMING, EVALUATING, REVISING
- SUPPORTING A THESIS/TELLING A STORY
- EXPRESSING OUR VOICES
- SUMMARIZING, PARAPHRASING, QUOTING
- COUNTERARGUMENTS, STANDING IN THE SHOES OF OTHERS
- FEEDBACK
 - PEER FEEDBACK
 - INSTRUCTOR'S FEEDBACK

CR and the Writing Process

“THIS APPROACH TO WRITING...ASKS WRITERS NOT SIMPLY TO KEEP PROVING AND REASSERTING WHAT THEY ALREADY BELIEVE BUT TO STRETCH WHAT THEY BELIEVE BY PUTTING IT UP AGAINST BELIEFS THAT DIFFER, SOMETIMES RADICALLY, FROM THEIR OWN. IN AN INCREASINGLY DIVERSE, GLOBAL SOCIETY, THIS ABILITY TO ENGAGE WITH THE IDEAS OF OTHERS IS ESPECIALLY CRUCIAL TO DEMOCRATIC CITIZENSHIP.”

GERALD GRAFF, CATHY BIRKENSTEIN, *THEY SAY, I SAY*, p. xxix

REACHING AGREEMENTS

Step 1: Brainstorm Options

- Aim for quantity, not quality
- Don't evaluate at this stage
- Be creative: Crazy ideas can lead to good ones
- Mediators' role: Facilitate, don't participate

LANGUAGE FOR BRAINSTORMING?

Resolving the Conflict

- **Separate the steps**

0. Review needs and values.

1. Brainstorm options that satisfy needs and values.

2. Evaluate proposed solutions. Select the best ones.

3. Write the agreement.

4. Test the agreement.

Step 2: Evaluate Proposed Solutions

- Which needs/values does it satisfy?
- Is it realistic? What could go wrong?
- Is it fair ?
- Is it clear and specific?
- How could it be improved?

- LANGUAGE FOR EVALUATING SOLUTIONS?

Step 3: Write & evaluate the agreement

Realistic	<input type="checkbox"/> The solution is feasible.
Complete	<input type="checkbox"/> The solution meets all the identified needs.
Clear	<input type="checkbox"/> Everyone understands exactly what he/she has agreed to do/ not do.
Specific	<input type="checkbox"/> The agreement provides the answers to the following questions. Why? Who? What? Where? When? How? How much?
Fair	<input type="checkbox"/> Everyone has a part in the solution.
Sustainable	<input type="checkbox"/> There is a Plan B in case problems arise.
Official	<input type="checkbox"/> The parties have signed the agreement.
Enforceable	<input type="checkbox"/> If applicable: The agreement meets legal requirements for enforceability in court.



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UC Berkeley courses

<http://summerenglish.berkeley.edu/>

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VIDEO

- Mediation as a Second Language (MSL)
<https://www.mslmediation.com/>
- Online Dispute Resolution (ODR) demonstrations
<https://www.virtualmediationlab.com/videos-2/>
- Small Claims Court mediation (homeowner and contractor)
<http://www.courts.ca.gov/3074.htm>