

**THE RELATIONSHIP BETWEEN ENGLISH INSTRUCTORS'
NEGOTIATION STRATEGIES
AND
PERSONALITY TRAITS**

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GÜLISTAN GÜRSEL

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Approval of the Graduate School of Social Sciences

Prof. Dr. Sencer Ayata
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Prof. Dr. Wolf Konig
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Assist. Prof. Dr. Alev Yemenici
Supervisor

Examining Committee Members

Assist. Prof. Dr. Alev Yemenici (METU, FLE)

Assist. Prof. Dr. Nurdan Gürbüz (METU, FLE)

Assist. Prof. Dr. Dilara Demirbulak (Çankaya U., ELL)

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Gülistan GÜRSEL

Signature:

ABSTRACT

THE RELATIONSHIP BETWEEN ENGLISH INSTRUCTORS' NEGOTIATION

STRATEGIES AND PERSONALITY TRAITS

Gürsel, Gülistan

M.A. Department of English Language Education

Supervisor: Assist. Prof. Dr. Alev Yemenici

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This study aimed at investigating the relationship between English instructors' negotiation strategies to handle conflicts in the FLE classroom and personality traits. Two scales which consist of a demographic inventory, two questionnaires and a semi structured interview were developed by the researcher. The first scale consists of "Rahim Organizational Conflict Inventory II (ROCI II)" and "Eyesenck Personality Inventory (EPI). The results of these questionnaires were analyzed by SPSS 15.0. This data gathering instrument was implemented on 120 English instructors working at METU, TOBB ETU, Çankaya University, Atılım University, and Trakya University. Data gathered from 30 English instructors from the same universities were used for the piloting of the study. The data gathered from 120 English instructors in English Preparatory Schools represented the results of the main study. In analyzing the data, descriptive statistics as frequency, percent, average, and standard deviation, and inferential statistics as ANOVA was used. As the second scale of the current study,

semi-structured interviews were conducted with 16 English instructors employed at these universities. The results of the interviews were analyzed through content analysis. The results of the study revealed that there is a relationship between English instructors' use of negotiation strategies and their gender, age, educational background, work experience and the personality traits of introversion-extroversion.

Keywords: peace education, conflict management, English instructors' negotiation strategies, negotiation, communication skills, personality, personality traits, mediation, emotional intelligence.

ÖZ

İNGİLİZCE OKUTMANLARININ UZLAŞMA STRATEJİLERİ VE KİŞİLİK ÖZELLİKLERİ ARASINDAKİ İLİŞKİ

Gürsel, Gülistan

Yüksek Lisans, İngiliz Dili Öğretimi Bölümü

Tez Yöneticisi: Yard. Doç. Dr. Alev Yemenici

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Bu çalışmanın amacı İngilizce okutmanlarının sınıflarında oluşan çatışmaları çözmede kullandıkları uzlaşma stratejileri ile kişilik özellikleri arasındaki ilişkiyi araştırmaktır. Veri toplamak için katılımcıların çatışma çözme stratejilerini ve kişilik özelliklerini araştıran iki anket ve bir yarı yapılandırılmış görüşme içeren iki ölçek geliştirilmiştir. İlk ölçek “Rahim Çatışma Yönetimi Anketi (ROCI-II)”ni ve “Eysenck Kişilik Anketi (EKA)”ni içermektedir. Bu anketlerin sonuçları SPSS 15.0 programı ile analiz edilmiştir. Bu ölçek ODTÜ, TOBB ETÜ, Çankaya Üniversitesi, Atılım Üniversitesi ve Trakya Üniversitesi hazırlık okullarında görev yapan 120 İngilizce okutmanı üzerinde uygulanmıştır. İlk aşamada bu üniversitelerde görev yapan 30 okutmandan toplanan veriler pilot çalışma için kullanılmıştır. Daha sonra 120 İngilizce okutmanından toplanan veriler çalışmanın asıl sonuçlarını yansıtmaktadır. Veri analizi için betimsel istatistik olarak sıklık, yüzde, ortalama ve standart sapma, çıkarımsal istatistik olarak ANOVA testi kullanılmıştır. Çalışmanın ikinci ölçeği olan yarı yapılandırılmış görüşme aynı üniversitelerde görev yapmakta olan 16 okutmana uygulanmıştır. Görüşme sonuçları içerik analizi yöntemi ile analiz edilmiştir. Çalışmanın sonuçları, İngilizce okutmanlarının sınıfta kullandıkları uzlaşma stratejileri ile cinsiyet, yaş, eğitim, mesleki

tecrübe ve içe-dışa dönüklük kişilik özellikleri arasında bir ilişki olduğunu ortaya koymuştur.

Anahtar Kelimeler: Barış eğitimi, çatışma yönetimi, uzlaşma, İngilizce öğretmenlerinin uzlaşma stratejileri, iletişim becerileri, kişilik, kişilik özellikleri, arabuluculuk, duygusal zeka.

To my real soul mate, my fiancé, İ. Çağatay Bilgin,
For his invaluable support and belief in me...

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CHAPTER

1 INTRODUCTION

1.0 Presentation

This chapter consists of eight consecutive sections. The first one provides background information for the study. This section mainly focuses on peace and education. In the second section, the research questions are presented. Next, the hypotheses are explained. Then, purpose and the scope of the study are pointed out. Following this, significance of the study is clarified. The next section focuses on the overall design of the study. Then, limitations of the study are mentioned. Finally, basic terms employed in the study are explained.

1.1 Background to the study

Although peace is generally described as the opposite of war, it is much more than the absence of war. Gandhi (2006) suggests “Reconciliation, harmony, serenity, freedom of opportunities, all these things and the absence of both physical and passive violence are characteristics of genuine peace” (ix). As Diamond (2001) also puts forward, peace means “more than the absence of war, violence, or conflict, though that is an important first step. Peace is a presence – the presence of connection” (xx). Inner peace is related to the connection with our true self. It is this connection which gives rise to serenity, balance, and a feeling of well-being. According to Michaelson, inner peace is transformational so it can cause deep changes in humans. Since inner peace can help people be more efficient in their work and keep healthier, it is a vitally important concept for people. She also adds that inner peace is crucial in peacemaking suggesting, “Yet you cannot give what you do not have” (16). Keeping this in mind, inner peace is

also about how people relate to the world: “Be the change you want to see in the world.” (Mahatma Gandhi)

Peace with others is another fundamental concept which is about “our connection with the open heart, through which we remember our shared humanness”. Peace is “personal and political; it is spiritual and practical; local and global” As a result, peace in the community and in the world necessitates a unity “to respect for multiple variations, and for the right of all people to justice, freedom, and dignity” (Diamond 2001, xx).

Eisler (2004) emphasizes that violence threatens not millions but billions. Since people are living in the age of nuclear and bacteriological weaponry, all lives are in danger (11). As Diamond (2001) suggests, the sad events of the past century have shown the enormous destructive power human beings have been holding in their hands. “The twentieth century was unsurpassed in human history ... a vast number of people were killed, maimed, and rendered homeless because by violence people exhibit toward one another”.

The United Nations declared the year 2000 as the UN year of the culture of Peace, and the years 2001 to 2010 the UN decade for the culture of Peace and Nonviolence for the children of the World. As we enter a new millennium, we have the opportunity to examine where we have been as human family, and where we are going. This is a precious and powerful moment. In these opening days and years of the twenty-first century, we can lay down a vision for our collective future and a program for how to get there (xxi).

Diamond (2001) further defines the four principles of peace as follows.

1. Community: We live in the world together, interconnected and interdependent. Since “what hurts one hurts all”, each person should be aware of the significance of mutual respect, appreciation of differences, and honoring the equal dignity and worth of all.
2. Cooperation: In order for us all to win, we should find common ground and share our resources fully. That way, it will be possible to find creative solutions to our common problems and construct bridges across whatever is likely to segregate our unity.

3. Nonviolence: Respect for all others leads to relate to the goodness in each and every person. In order to deal with the hardest issues of our individual and joint lives, we should develop a dialogue and creative solutions – “and with moral conviction to avoid the suffering caused by violence” (xxiii).
4. Witness: Since peace is a living presence within all of us like justice, freedom, beauty, and harmony, it is vital to put it into practice in daily life, helping each other remember to live the ideal of peace everyday. That way, we can “relate to the potential for peace in every situation, and to the seed of peace in every person” (xxiii).

According to Danesh (2007), “Peace and education are inseparable aspects of civilization”. The author also has observed that “conflict and violence are inevitable and necessary aspects of individual and social life”. On the other hand, children are rarely taught through a systematic educational program that teaches children and youth the principles of peace. Therefore, he mentions The Integrative Theory of Peace (ITP) outlining the Education for Peace (EFP) Program. The fundamental basis of these ITP and EFP program is that all human beings relate to themselves, the world, and life through their specific worldview (137). The ITP consists of four subtheories:

- Subtheory 1: Peace is not only a moral and spiritual but also a psychological and political condition.
- Subtheory 2: Peace is the main expression of a unity-based worldview.
- Subtheory 3: The unity-based worldview is a prerequisite for creating both a culture of peace and a culture of healing.
- Subtheory 4: the most effectual approach for a transformation from the metacategories of survival-based and identity-based worldviews to the metacategory of unity-based worldview is a comprehensive, integrated, and lifelong education within the framework of peace (Danesh, 2006).

As Danesh (2007) asserts, this program was launched in the schools in Bosnia and Herzegovina in 2000. This project involved thousands of students, school staff and

parents. At an empirical level, the ETP program has demonstrated its effectiveness as a peace education program in a highly conflicted society (137-160).

In order to achieve these all, Diamond (2001) claims, “By our individual and collective action, we can make the UN Decade of the Culture of Peace more than a high-sounding declaration; we can make it a turning point in human history... we can make a peace revolution (xxiii). Berkerman and McGlynn (2007) also suggest,

“We strongly believe education has a task, an important task to play in negotiating our views regarding that which is human and in need of dignity and recognition but we also know that education, all by itself, cannot achieve these goals. We see sustained educational efforts toward peace as a necessary but not significant, condition that when unsupported by structural (visible political-economical-social) chance might waiver. We maintain that peace education needs not only to struggle against dysfunctional human relationships but must also commit itself to more critical approaches through which to disclose the historical forces and political structures that generate and sustain conflict in our world” (introduction/1)

Gaarbarino (2003) suggests, “One of the essential features of a complete program to prevent ... violence is peace education ...in educational and child care settings”. As it is clear from this quotation, teachers and parents/caregivers play a key role in preventing violence or overturning the cycle of aggressive and anti-social behavior (Levin, viii-ix). Thus, it is necessary to empower parents and teachers with special skills. That way, they can contribute to Peace in Action to change the world for the better. On the other hand, as an individual grows, they start to spend most of their time in schools with their teachers (Çam, 1997; Korkut, 2004; Yılmaz and Arslan, 2003). As Moeller (2001) also specifies, teachers become the role models for children and young adults in the most critical period of their lives. Therefore, teachers’ values, attitudes, and behaviors play a significant role in the development of students’ perspectives on life, values and reactions. Students observe their teachers’ reactions to conflicts occurring in classes and reflect them in their own lives. If teachers apply effective listening, communicating and conflict resolution skills in schools, they encourage the students to develop these skills (Frey, Hirschstein, & Guzzo, 2000). That way, teachers fulfill their responsibility stressed by Levin and Nolan (2000). That is because, as the researchers asserted, teachers have to understand and identify the effects of social and cultural changes on

students and diminish their negative results for a better education. Hence, training teachers and enriching their qualities of negotiation skills have become the most serious and critical issues of education (Peşen, Bindak, & Kudu, 2005). Okutan (2005) also asserts that teachers, especially the ones who are aware of their duties, have a significant role in the application of peace education. In fact, they need to be enlightened regarding the ways to overcome the recent problems of today and the ongoing problems of past (12).

Girard (1996), referring to the growth of violence in schools, considers conflict management as an essential way to promote social justice and reduce prejudice in community. She also expresses that conflict resolution in education is related to democracy and citizenship, developing a peaceful world, cooperative learning, multicultural education, prejudice reduction, social justice, violence prevention and intervention, critical thinking and problem-solving, and site-based management.

Since conflict resolution skills frame a growing movement in education, this present study focuses on identifying English instructors' negotiation styles in the EFL classroom and the effect of personality traits and emotional stability on the development of these negotiation styles.

1.1 Research Questions

This study intends to answer the following research question: *Is there a relationship between English instructors' negotiation styles in the EFL classroom and their personality traits?*

In the light of the question above, the present research tries to find answers to the following questions:

1. What are the common negotiation styles that English instructors use to handle conflicts in the EFL classroom?
2. Do negotiation strategies of English instructors differ in relation to certain demographic features?
 - 2.1. Is there any significant difference between male and female English instructors' negotiation strategies?

2.2. Does the age of the English instructors affect their use of their negotiation strategies?

2.3. Does the educational level of the English instructors affect their negotiation strategies?

2.3.a. Does master's degree or doctoral degree obtained affect English instructors' negotiation strategies?

2.3.b. Does in-service program obtained affect English instructors' negotiation strategies?

2.3.c. Do certificate programs attended affect English instructors' negotiation strategies?

2.4. Does the work experience of the English instructors affect their negotiation strategies?

3. What common personality traits do English instructors have?

4. Is there a significant relationship between the English instructors' personality trait of extroversion/introversion and negotiation styles?

5. Is there a significant relation between the English instructors' personality trait of emotional stability and negotiation styles?

1.2 Hypotheses

The hypotheses pertaining to the research questions are as follows:

1. Negotiation strategies of English instructors differ in relation to certain demographic features.

1.1. There are differences between male and female English instructors' negotiation strategies.

H₀. There are not any differences between male and female English instructors' negotiation strategies.

1.2. The age of the English instructors affects their use of negotiation strategies.

H₀. The age of the English instructors does not affect their use of negotiation strategies.

1.3. The educational level of the English instructors affects their negotiation strategies.

1.3.a. Master's degree or doctoral degree obtained affect English instructors' negotiation strategies.

H₀. Master's degree or doctoral degree obtained does not affect English instructors' negotiation strategies.

1.3.b. In-service training affects English instructors' negotiation strategies.

H₀. In-service training does not affect English instructors' negotiation strategies

1.3.c. Certificate programs attended affect English instructors' negotiation strategies.

H₀. Certificate programs attended do not affect English instructors' negotiation strategies

1.4. The work experience of the English instructors affects their negotiation strategies.

H₀. The work experience of the English instructors does not affect their negotiation strategies.

2. There is a relationship between the English instructors' personality trait of extroversion/introversion and negotiation strategies.

H₀. There is no relationship between the English instructors' personality trait of extroversion/introversion and negotiation strategies.

3. There is a relationship between the English instructors' personality trait of emotional stability and negotiation styles.

H₀. There is not any relationship between the English instructors' personality trait of emotional stability and negotiation styles.

1.3 Purpose and Scope of the Study

According to Ito (2006), a good civic education can accomplish the vital goals of cultivating an attitude that respects tradition and culture, loving the nation and homeland that have fostered them, while respecting other countries and contributing to international peace and development. That is because it helps students develop and

evaluate personal attitudes and choices as well as respect the beliefs of others, even those who hold a different worldview (cited in Schwartz, 2007). Since teachers constitute a significant part of the educational system, not only their attitudes and behaviors but also their personality and mentality critically influence the development of students' behaviors (Eron, 2000). As a result, teachers' attitude toward conflict and the way they handle conflicts have an indispensable role on students' developing conflict management skills (Moeller, 2001). This study intends to contribute to internal, national, and eventually international peace by teaching instructors and students negotiation strategies so that they could be put into practice in an effective way. To achieve this, this study aims to identify English instructors' negotiation skills and personality traits, and examine the influence of their personality traits on their preferences of negotiation styles by implementing a comprehensive inventory. At the end of this study, the results are expected to shed light on the negotiation strategies of English instructors. This study will lead to a better understanding of conflicts as opportunities to promote universal principles of peace, namely community, cooperation, nonviolence, and witness.

1.4 Significance of the Study

This study on English instructors' negotiation skills and personality traits is significant mainly for four reasons.

First of all, this is the first study on English instructors' negotiation skills and personality traits. Therefore, the findings of this study may lead instructors to a process through which they can empower themselves in terms of conflict management, negotiation skills, personality traits, communication skills, and emotional intelligence. After gaining sufficient insights into these concepts, the instructors may model non-violent and peaceful strategies by implementing them in their classroom.

According to Batton (2000), the first step in promoting constructive responses to conflict is to gain an understanding about conflict. Conflict is a natural and inevitable part of living because individuals have different values, needs, and desires. However, managing conflict effectively is difficult for many people since they have not been taught how to resolve differences or disagreements in cooperative, nonviolent ways. As

a result, English instructors will be able to recognize the importance of the way they handle conflicts in their own lives and evaluate their present negotiation styles, and they may seek more effective ways to gain insight in order to improve their communication skills, conflict management skills, empathic listening, and negotiation skills both to enrich their own lives and constitute better role-models for their students.

Another significance is that this study may guide English instructors to effectively enrich their materials and activities in order to equip students with necessary skills to promote constructive responses to conflicts they face. In fact, instructors may coach students in gaining real life skills with the help of effectively designed activities and materials during English lessons. As Johnson & Johnson (1996) suggested, studies have shown that student comprehension and retention of material was enhanced when students used conflict management skills in their academic life. There are a number of ways to infuse conflict awareness into every area of the curriculum. Moreover, Törnükü (2005) suggests that an approach developed to efficiently deal with problematic behaviors and conflicts of students at schools will also provide a qualified development and transformation as a part of organizational improvement in terms of values and skills. In this respect, Harris and Morrison (2003) assert that peace education, on the whole, presents a variety of notions such as security and peace, differing religious traditions, cultural values, and linguistic concepts. Although it has a diversity of practice, the common denominator lies in teaching the root causes of conflict and presenting alternatives to violence to students of all age, gender, or race (cited in Genç, 2006). As a result, current violence around the globe as well as isolated incidents of violence can be diminished. According to Miller (2004), education as the transmission of a shared social reality, as understood by many for centuries, is insufficient in addressing the severe challenges of our time. At this point, John Dewey claims that education for modern times must be reactive to the urgent issues and dilemmas of the modern world instead of simply reviewing the past. “An education that is relevant to our time cannot simply aim for transmission, but must support cultural reconstruction or transformation” (Miller, 2004, p. 2). Therefore, it is vital that people recognize the importance of Peace Education. “A culture of peace nurtures strivings for mutual understanding, tolerance

and cooperation, rooted in empathy and compassion. Surely this must become the primary goal of education in our time” (Hunt, 2004, p. 7).

Thirdly, this study may provide a step towards linking English lessons with real life conditions in Turkey. All human beings experience conflict in daily life. As conflict is inevitable, it is essential to learn how to deal with it. For this purpose, it is not enough for students to gain necessary skills to promote constructive responses to conflicts they face. As a matter of fact, they need to reflect their knowledge and experiences in their daily lives. Their knowledge and experience about conflict management may have a meaning only if they implement their insights in their relationships in real life. At this point, Gandhi refers to Gandhiji suggesting that small acts of change can ultimately make a big difference, which is the essence of Gandhiji’s message (Nonviolence – The Only Hope, n. d.). Only then can educators achieve their goals of contributing to global peace.

Lastly, this study may lead English instructors in order to “create a more peaceful society by raising young people to have an aversion to violence, an international awareness, a desire to settle disputes in nonviolent ways, an ability to resolve social conflicts peacefully, and an understanding of calamity of war” (Harris & Morrison, 2003, p. 3). As a matter of fact, English classes are cross-cultural settings where individuals with different features and from different cultures come together to communicate in harmony. By promoting communicative competence and designing speaking activities which empower students with effective negotiation strategies, English instructors may teach “the importance of listening, caring, tolerance, cooperation, impulse control, anger management, perspective-taking, and problem solving skills” (Harris & Morrison, 2003, p. 140). As a result, serving the universal principles of peace, this study may contribute to the “peacemaking by awakening young people’s hearts” (Harris & Morrison, 2003, p. 135).

1.5 The Overall Design of the Study

The purpose of this study is to examine the relationship between English instructors' negotiation styles in the EFL classroom and their personality traits.

The subjects of the study were the English instructors in the Department of Basic English at Middle East Technical University, TOBB Economics and Technology University, Çankaya University, and Atılım University, Ankara, and Trakya University, Edirne, Turkey. 120 English instructors participated in the study.

Data collection was carried out by using quantitative and qualitative techniques. A survey technique was used to collect data. The questionnaire used in this study included two parts. The initial one was The Rahim Organizational Conflict Inventory II (ROCI II), a questionnaire which was developed by Rahim (1983). The second one was Eyesenck Personality Inventory (EPI), a questionnaire developed by Eyesenck and Eyesenck (1975). English instructors' self-ratings of their own negotiation strategies were measured with a 5-point likert scale. The instructors rated their own personality traits by answering the questions as "yes" or "no". In addition, the data related with demographic characteristics of the instructors were gathered by demographic inventory which was included in the beginning of the questionnaire. Demographic Inventory (DI) was developed by the researcher to provide basic demographic information about the participants (Appendix A).

Descriptive statistics and SPSS 15.0 were used to analyze the data.

Moreover, an interview about the instructors' attitudes towards conflict and negotiation was carried out (Appendices B).

1.6 Limitations of the Study

There are certain limitations of the study. In assessing conflict management strategies, it is not possible to control all the factors although it could influence instructors' negotiation strategies. The influence of factors such as the characteristics of the organizational climate and organizational structure were not examined in this study. These characteristics include: relations with colleagues and opportunities for continuous

professional development. Furthermore, the actual behavior is not observed in the study. The results consist of subjects' self-reports on what they would be inclined to do.

The findings of this study are confined to 120 English instructors working at the English Preparatory Schools of four universities because of time limitations. Therefore, the results of this study are limited with the perceptions and experiences of the subject group. Despite these, it should be noted that an educational study of this nature would hopefully contribute to the generation of new ideas and perspectives about negotiation strategies in the process of resolving educational conflicts.

1.7 The Definitions of the Key Terms Used in the Study

1.7.1 Conflict

“Conflict is a serious disagreement and argument about something important; a state of mind in which it is impossible to make a decision; a serious difference between two or more beliefs, ideas, or interests” (Collins Cobuild Advanced Learner’s English Dictionary, 2003).

1.7.2 Conflict Management

“Conflict Management is the ability to manage conflicts effectively; conflict management refers to the modes used by either or both parties to cope with a conflict” (Gordon, 2003, p. 7-8).

1.7.3 Negotiation

Negotiation is an “interpersonal decision-making process by which two or more people agree on how to allocate scarce resources” (Thompson, 2001, p. 2).

1.7.4 Negotiation Strategies

Negotiation strategies refer to the different styles of conflict, examining the ways in which individuals manage conflicts. The phrase negotiation strategies is used to describe any action taken by a disputant to try to manage or resolve a conflict (Rahim, 2002). According to Rahim (2002) these strategies are as follows:

Collaborating style involves collaboration and problem solving in which both parties share information and look for ways to satisfy each other (Rahim, 2002).

Compromising style entails splitting issues down the middle to resolve conflict (Rahim, 2002).

Accommodating style means that a person gives in to the wants of others by denying his or her own needs (Rahim, 2002).

Avoiding style entails an individual suppressing or withdrawing from conflict (Rahim, 2002).

Dominating (Competing) style entails a person forcing issues to get his or her needs met at the expense of another (Rahim, 2002).

1.7.5 Personality

Personality is defined as the enduring attributes of a human being that are representations of their behavior (Witting, 1977).

1.7.6 Communication skills

Communication skills are the set of skills that enables a person to convey information so that it is received and understood (PBS Glossary, n.d.)

1.7.7 Emotional Intelligence

Emotional Intelligence is “an array of emotional, personal, and social abilities and skills that enable an individual to cope effectively with environmental demands and pressures” (Bar-On, 1997a, p.16).

CHAPTER

2 REVIEW OF LITERATURE

2.0 Presentation

In this chapter, a survey of field studies on the concepts of conflict, conflict management, negotiation, negotiation strategies, communication skills, mediation, personality, and emotional intelligence will be reviewed.

In the first part of the literature review, the focus is on conflict management. First of all, the concept of conflict will be defined and significance of conflict management and negotiation in social and organizational life will be identified.

Negotiation is complex and interdisciplinary. Therefore, it encompasses several concepts namely personality traits, communication skills, mediation, personality, and emotional intelligence. Theorists emphasize the significance of these concepts in order to accomplish effective negotiation. Therefore, the second part of the literature review focuses on these concepts and provides detailed information about them as they relate to conflict resolution and negotiation.

2.1 Conflict

“In my civilization, he who is different from me does not impoverish me – he enriches me” (Saint-Exupéry, 1939; cited in Borisoff & Victor, 1989, p. 1).

In order to empower oneself in terms of effective conflict resolution skills, it is vital that individuals know the concept of conflict thoroughly. This is especially true for

English instructors to handle conflicts in the FLE classroom and constitute effective samples for their students to develop a collaborative approach towards conflicts.

Conflict management is of tremendous value for ELT settings in that it can fulfill the gap caused by assertive classroom management which underlines power assertion rather than developing responsible behavior. Effective conflict handling strategies, on the other hand, helps developing strategies to handle problems fruitfully rather than punishing children for having a problem (Gartrell, 1987). Since children need to be provided with an education in an environment which does not destroy their self-esteem, developing their negotiation strategies to handle conflicts positively constitutes a significant part of education. Therefore, this part of the study focuses mainly on conflict and different definitions provided by various researchers.

Conflict has been defined in many different ways. According to Al-Ajmi (2007), “Any situation in which opposition or argument occurs because of differing goals and values is a conflict” (p. 181). Although conflicts are generally defined as disagreements between and among individuals, it is difficult to define the term “conflict” because it occurs in various settings, levels, and forms (Koçel, 1998). As conflict exists wherever and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals, it occurs in personal relationships, in business and professional relationships, in organizations, between groups and organizations, and between nations (Corvette, 2007).

Gümüşeli, (1994) also emphasizes the difficulty to define conflict since it means different things to different people. Moreover, it is closely related to numerous fields such as sociology, anthropology, psychology, and economics, which come up with their own definitions for the concept (p. 24). This leads to different definitions and understandings of conflict (Björnehed, 2005).

Coser (1956), introducing the conflict perspective into American sociology, presented his definition of the term as “a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate their rivals.” (p. 8). Deutsch (1971) describes it as “an action that is incompatible with another action which prevents, obstructs, interferes with, or injures, or

in some way makes it less likely or less effective”(p. 51; cited in Borisoff & Victor, 1989, p. 1).

Wall & Callister (1995) defined conflict as a “process in which one party perceives that its interests are being opposed or negatively affected by another party” (p. 517). Based on the fact that employee commitment and trust are vital concepts for organizations, it is depicted that higher commitment and trust in the organization leads to better member functioning, which reaps organizational advantages such as lower turnover and positive work environments (Feeley and Barnett, 1997; Krackhardt, 1992; quoted in Harrison & Doerfel, 2006). Morrill (1995) asserts that members learn how to manage interactions in the organization as part of daily life. As long as interactions are routine, organizational evaluations can remain stable. Conflict is one source of interaction which is likely to challenge routine interactions.

For conflict to exist, Nahavandi and Malekzadeh (1998) stated that several factors must be present:

- people have opposing interest, thoughts, perceptions, and feelings,
- those involved in the conflict recognize the existence of the different points of view,
- the disagreement is ongoing rather than a singular occurrence,
- people with opposing views try to prevent each other from accomplishing their goals.

Barge (1994) defines conflict as a social phenomenon that is woven into the fabric of human relationships, making it an issue of communication. Conflict emerges when individuals become dependent upon one another to meet their personal goals. This definition of conflict is significant for this study since it is now recognised that conflict within certain limits is essential to productivity. As a matter of fact, conflict situations in ELT settings can be opportunities in order to empower students with skills they can model and apply throughout their life. When dealt with in a constructive manner, conflicts encourage creative solutions, lead to unity and support people through change and stressful periods (King, 1999). As wisdom dictates, this is possible when parents and schools become partners, working cooperatively with each other in a very open and

active communication environment in which the best interests of the student are paramount.

Presentation

Having provided different viewpoints of experts to conflict, the following section of the present study discusses the three main sociological schools of thought on conflict as they influenced the perspectives through which conflicts are viewed.

2.1.1 Sociological Schools of Thought on Conflict

There are three widely recognized schools of thought on conflict. These are Traditional (Classical) View, Human Relations School of Thought (Neo-Classical View), and Interactionist (Modern) View (Corvette, 2007, p. 37).

2.1.1.1 Traditional (Classical) View

Traditional or classical view is based on the findings carried out by F. Roethlisberger and Elton Mayo in 1924-1932. According to their findings, conflict has dysfunctional and detrimental results for the organization. This view, which was popular by the 1940s, emphasizes that conflicts are undesired events which have negative impacts on both the organization and individuals since the struggle over incompatible goals prevents people and organizations from being productive and reaching their potential (Schwenk, 1990). Therefore, it supports the idea that conflicts must be avoided since all conflicts have destructive effects (Hodge and Anthony, 1991, p. 529; cited in Şahin, 2007, p. 58). According to the traditional perspective, when a conflict occurs and begins increasing, organizational performance begins decreasing. This relationship between conflict and organizational performance is displayed in Figure 2.1 below (Gray and Starke, 1988, p. 480).

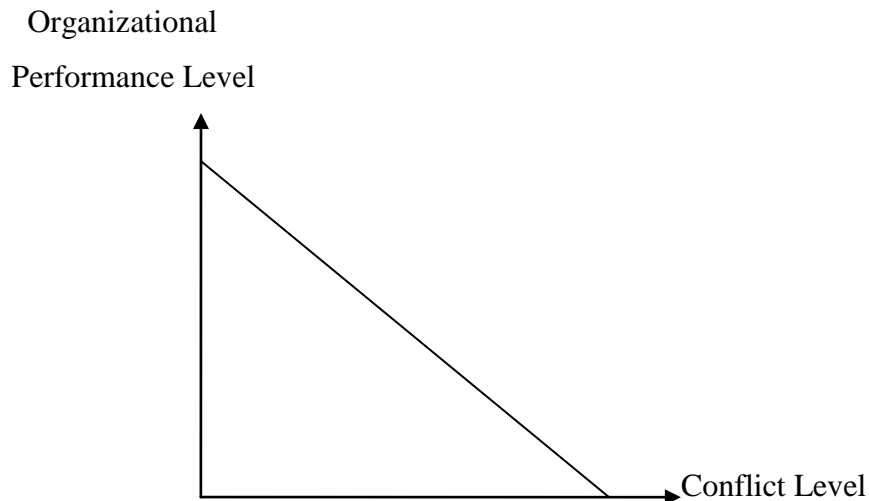


Figure 2.1 The Relationship between the Traditional Perspective and Organizational Performance

The traditional perspective relies on authority in order to solve conflicts. Practically, it asserts that parties must change their behaviors in favor of the organization. Otherwise, formal authority is needed in order to indirectly remove the possibility of conflicts (Gray and Starke, 1988). At this point, Rahim (2001) suggests that the theorists who support the traditional view are not aware of various outcomes of conflict (p.8). This general approach to conflict fosters both avoidance and competitive behavior in interaction. Since there is a dominant view in the society which is authoritative, extremely conservative, and limiting, many people learn this view unconsciously. As a result, people adopt a respectful, obedient and passive personality. Therefore, it is an approach which causes anxiety about negotiation and encourages avoidant negotiation styles. According to Corvette (2007), this unconscious negative learning is predominant in Western cultures and is linked with cultural norms and values. Cautions that may sound familiar and teach us that conflict is bad and should be avoided includes phrases such as: “If you can’t say anything nice, don’t say anything at all”; “Don’t start a fight”; “Be nice – just get along” (p.37). In short, as Rahim (2001) asserts, theorists supporting this view believe that conflict is harmful for organizational

efficiency; thus, lack of conflict brings about organizational harmony and consistency (cited in Şahin, 2007, p. 58).

Finally, although strategies suggested by the traditional view may sometimes work, they are most of the time inefficient. That is because the underlying reasons of conflicts are not uncovered and the occurrence of positive effects of conflict are not allowed (Gray and Starke, 1988).

2.1.1.2 Human Relations School of Thought (Neo-Classical View)

Human relations school of thought suggests that conflict is a natural part of organizational life that can help improve the quality of decision making and increase effectiveness (Schwenk, 1990). Conflict, as Corvette (2007) emphasizes, is natural in organizations and sometimes functional and other times dysfunctional. Thus, conflicts can be regarded as beneficial and can have a positive effect to increase organizational performance (De Cenzo, 1997).

According to this approach, conflict can be a mechanism through which views and opinions are expressed and through which an opportunity for creativity and persuasion occurs. Since conflict can also increase communication and integration, this view supports maintaining an open mind toward conflict. If an individual is able to focus on the positive aspects of conflict, they will get an opportunity to expand and improve their negotiation strategies (Corvette, 2007).

Classical organization theorists believed that conflict produced inefficiency and was therefore undesirable, even detrimental to the organization and should be eliminated or at least minimized to the extent possible. Views toward conflict changed with the emergence of social systems and open system theory. According to Rahim, organizational conflict is considered to be a legitimate, inevitable, and even a positive indicator of effective organization management. It is now recognized that conflict within certain limits is essential to productivity (Çetin & Hacıfazlıoğlu, 2004).

2.1.1.3 Interactionist (Modern) View

Thanks to recent findings in management and organization, theorists have started to change their perspective to conflict (Ivancevich and Matteson, 1990). “This school of thought views conflict as a positive force except when it is misdiagnosed, improperly avoided, or mismanaged” (Corvette, 2007, p.37). The researcher provides some examples of positive effects of conflict such as multiple views, diversity in all respects, cohesion, meeting deadlines, and creativity. Although this is a positive view of conflict, it does not suggest that conflicts are always functional. In fact, theorists of this view emphasize that conflicts must be handled constructively in order to promote an optimum level of organizational performance. It is also important to recognize two key issues in the interactionist view. The first key is correct diagnosis. The other one is the appropriate strategy and action (Corvette, 2007). As Figure 2.2 illustrates below, conflicts which are managed effectively help increase the level of organizational performance. This relationship between conflict and organizational performance from this perspective is presented in Figure 2.2 below (Ivancevich and Matteson, 1990, p. 307):

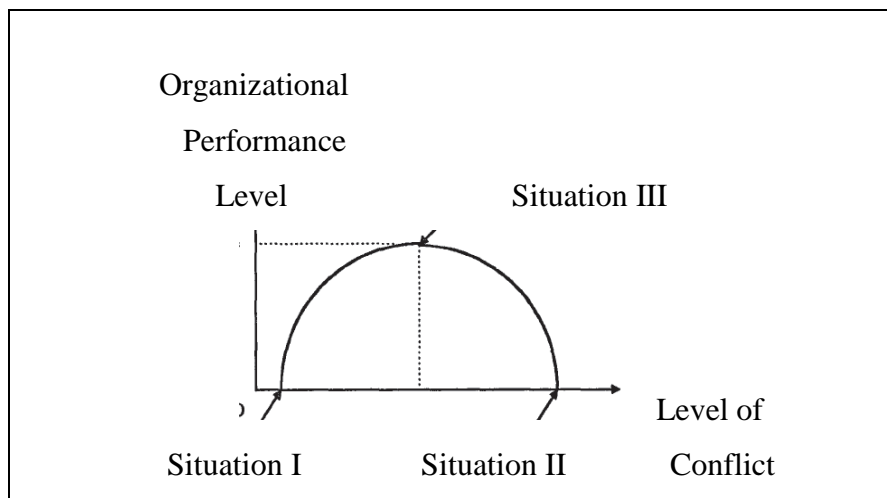


Figure 2.2 The Relation between Conflict from Modern Perspective and Organizational Performance

Argyris, who developed the Theory of Immaturity-Maturity, classified human behavior as mature and. Individuals progress at different rates from the total immaturity of early childhood (passive, dependent, a limited activity, shallow, short-term perspective, inferiority status, and deprived of self-sensibility) to maturity (active, independent, deeper thoughts, more varied interests, long-term perspective, superiority status, and self-sensitive). According to Argyris, these features represent two extremities. Individuals may be somewhere between them. The organizations having a traditional perspective prevent people from improving towards mature individuals which may result in sociological, managerial, and psychological problems. The Interactionist (Modern) perspective, on the other hand, encourages individuals to change towards maturity (Koçel, 1998, p. 151). The features of the theory are presented in Table 2.1.

Table 2.1 Characteristics of Maturity and Immaturity

Maturity	Immaturity
Active Independent A variety of behaviors Deep Interest Long-term Perspective Superiority status Self-sensitive	Passive Dependent Limited behavior Superficial Interest Short-term Perspective Inferiority status Deprived of self-sensibility

(adapted from: Koçel, 1998, p. 151).

Interactionist view suggests that (Luthans, 1992, p. 393):

- Conflict is inevitable.
- Conflict is a natural part of change.
- The things leading to conflict are organizational factors.
- Conflict must exist in an optimum level.

The interactionist view suggests that conflict is inevitable and that maintaining and managing a certain degree of it is actually helpful. Şahin (2007) also refers to Rahim (2001) who asserts that a certain degree of conflict is essential for organizational effectiveness. Otherwise, the organization becomes motionless although it is peaceful, quiet, and harmonized (De Cenzo, 1997, p. 402).

Presentation

In order to be able to develop the skill to effectively use each conflict management strategy both in personal life and in the FLE classroom, it is vital to be knowledgeable about the types of conflict. Therefore, having presented different perspectives of sociological schools of thought on conflict, the following section of the present study focuses on conflict types. The various definitions of conflict provided by experts so far influence the types of conflict. Therefore, this part of the study discusses the types of conflict along with sources of each type and organizational levels.

2.1.2 Types of Conflict

In order to best manage conflicts through effective negotiation strategies, it is important to know different types of conflict.

Literature on conflict provides different classifications in terms of conflict types. Deutsch (1971) distinguishes five types of conflict: intrapersonal (with the self), interpersonal (between individuals), intragroup (within a group), intergroup (between groups), and international (between nations). Jehn (1995) distinguishes two types of conflict which have performance implications. These are cognitive conflicts and affective conflicts. Cognitive conflicts result from the perception of disagreements related to the content, differences in viewpoints, ideas and opinions. “Affective” conflict, on the other hand, arises from interpersonal tensions; therefore, it is generally emotional (cited in Parayitam & Dooley, 2007, p 43). Rahim (2000, p. 20) provides a more detailed classification: conflicts according to their sources and conflicts according to their organizational levels. Conflicts according to their sources can also be

categorized as affective conflict, task-related conflict, benefit-related conflict, value-related conflict, goal-related conflict, realistic and non-realistic conflict, organizational and non-organizational conflict, punishment-related conflict, conflicts without reasons, and conflicts which have changed their place and direction. Conflicts according to their organizational levels are categorized as intrapersonal conflict, interpersonal conflict, intragroup conflict, and intergroup conflict.

In order to provide a comprehensive viewpoint to types of conflict, the classification offered by Rahim (2000, p. 21-24) has been taken as a basis in this study. As a result, in this section of the study, types of conflict are discussed in two groups: conflicts according to their sources and conflicts according to their organizational levels.

2.1.2.1 Conflicts According to their Sources

Conflicts are usually categorized based on the sources resulting in conflicts. In order for the nature and results of conflict to be figured out effectively, classifying conflicts according to their sources is vital (Rahim, 2001, p. 21). This point is also crucial for English instructors to develop appropriate negotiation strategies to handle conflicts in the FLE classroom. That is to say, provided that English instructors are knowledgeable about the nature and sources of conflict, they will be able to constitute effective models for their students in English classes both through the negotiation strategies they use to handle conflicts and the materials and activities they design; thus, this section elaborates these issues.

Affective Conflict. This type of conflict is related to emotions. In fact, it occurs when the groups/individuals involved recognize that their emotions regarding the conflict they are trying to resolve do not agree with each other's emotions. (Hellriegel, Slocum, and Woodman, 1995, p. 429; Karip, 2003, p. 20; Cited in Şahin, 2007, p. 64). It is also known as psychological conflict or relationship conflict (Rahim, 2001, p. 21, cited in Şahin, 2007, p. 65). Affective conflict arises from interpersonal tensions and is largely emotional in nature (Amason, 1996).

Task-related conflicts. This type of conflict occurs when group members argue over alternatives related to the group's task. It differs from affective conflict since it is related to the task or task-based events. On the other hand, affective conflict is related to parties' emotions (Rahim, 2001, p. 21, cited in Şahin, 2007, p. 65). Task conflict, also referred to as substantive conflict (Guetzkow & Gyr, 1954), involves disagreement about the basic goals of the group or organization, where individuals disagree about the outcome, purpose, or objective of a project (Jehn, 1997; cited in Myers and Larson, 2005). Depending on how group members manage it, task conflict can have either helpful or detrimental effects (DeChurch and Marks, 2001).

In their study exploring how groups effectively manage task-based conflict, DeChurch & Marks (2001) focus on intragroup conflict, which is defined as conflict occurring among group members within a group. The writers suggest two broad categories of group conflict. When group members disagree about the options regarding the group's tasks, it is called task-related conflicts. However, relationship conflicts occur if interpersonal arguments are not directly related to fulfilling the group's function.

Benefit-related conflicts. They occur when parties disagree about the share and usage of limited resources. In other words, in this type of conflict, parties involved cannot decide how to share or use limited sources (Rahim, 2001, p. 21, cited in Şahin, 2007, p. 65).

Value-related conflicts. This type of conflict arise from situations when parties involved have different ideologies and values. It is also known as ideological conflict (Rahim, 2001, p. 21, cited in Şahin, 2007, p. 65).

Goal-related Conflicts. This type of conflicts takes place when the groups involved have different aims. The disagreement in terms of their goals may be complete or partial. (Hellriegel, Slocum, and Woodman, 1995, p. 429; Rahim, 2001, p. 21, cited in Şahin, 2007, p. 65).

Realistic and Non-realistic Conflicts. Although realistic conflicts come about due to some logical reasons, non-realistic conflicts occur as a result of the parties affirm their

enmity, lack of knowledge, and errors when they need to release their stress (Rahim, 2001, p. 22, cited in Şahin, 2007, p. 65).

Organizational and Non-organizational Conflicts. In organizational conflicts, the parties follow particular rules and behave in a predictable way. On the other hand, in non-organizational conflicts, there are not any particular rules to be followed, predictable behaviors to be displayed during the conflict. In such conflicts, the relationships are not continuous (Rahim, 2001, p. 22, cited in Şahin, 2007, p. 66).

Punishment-related Conflict. The most distinguishing feature of punishment-related conflicts is that the parties in conflict try to punish their opponents. In other words, each party thinks that the more their opponent loses, the more they gain (Rahim, 2001, p. 23, cited in Şahin, 2007, p. 66).

Misattributed or Misdirected Conflicts. In misattributed conflicts, the reasons of conflicts are attributed to wrong people. In other words, individuals other than those causing the conflict are considered guilty. In misdirected conflicts, the parties involved direct their disappointment or aggression to those who are not involved in the conflict.

Cognitive Conflicts. As Corvette (2007) asserts, individuals' thoughts - cognitions-include what they believe. Their beliefs are what they think they know – whether or not based in reality. What they think – perceive – affects their behaviors, attitudes, and communication (p. 32).

Cognitive conflicts occur when individuals have opposing perceptions or judgments in their cognition processes. During such conflicts, the parties involved perceive or judge a particular issue or event in different ways (Karip, 2003 p. 21; cited in Şahin, 2007, p. 67). According to Amason (1996), cognitive conflicts arise from perception of disagreements about content, differences in viewpoints, ideas, and opinions.

Cognitive conflicts can be useful since members express different viewpoints about the content (e.g. agenda), structure, and process. As a result, it is asserted that

cognitive conflict is beneficial in the decision making process because it presents complexity and variety (Parayitam, 2007). Moreover, Pelled et al. (1999, pp.22-3) states that cognitive conflict promotes a deeper understanding of task issues and an exchange of information that facilitates problem solving, decision making and the generation of ideas.

2.1.2.2 Conflicts According to their Organizational Levels

According to Rahim (2001), research classifies organizational conflict into two categories: “intraorganizational” (for example, conflict within an organization) and interorganizational” (for example, conflict between or among organizations). Intraorganizational conflict is basically classified as intrapersonal, interpersonal, intragroup, and intergroup conflict (p. 23; cited in Lee, 2002).

Intraorganizational Conflicts. This is the type of conflict which occurs within an organization. It can occur between two colleagues or two groups of colleagues. Intraorganizational conflict can basically be categorized as intrapersonal, interpersonal, intragroup, and intergroup conflict (Rahim, 2002). These are explained and exemplified below.

1. Intrapersonal conflicts occur when group members are assigned tasks which do not agree with their professions, experiences, interests, goals and values Rahim (2001). According to Johnson and Scollay (2001), and Karip (2003), intrapersonal conflicts are caused when individuals take responsibility of or choose among roles which oppose their features. This can also be called role conflict (cited in Şahin, 2007, p. 67).

2. Interpersonal conflict conflicts take place when two or more individuals have disagreements about others’ attitudes, behaviors, emotions, thoughts, and viewpoints or misunderstand a particular situation (Eren, 2000; Hellriegel, Slocum, & Woodman, 1995; Sims, 2002). According to Rahim (2001), it generally occurs between hierarchical levels or members of the same hierarchical level (cited in Şahin, 2007, p. 67).

3. Intragroup conflict is defined as the conflict occurring among group members within a group (DeChurch and Marks, 2001). Rahim (2001) states that this kind of conflict occurs when situations such as disagreements in terms of goals, tasks, or procedures take place between/among group members. It can also be caused when there is a disagreement between group members and the group leader (p. 23-4; cited in Şahin, 2007).

4. Intergroup Conflicts is also known as interdepartmental conflicts. According to Rahim (2001), they are related to disagreements between/among departments or groups in an organization (p. 24). As Hellriegel, Slocum, and Woodman (1995) state, intergroup conflicts can also be categorized as vertical conflicts, horizontal conflicts, employee-employer conflicts, and difference-related conflicts (p. 439; cited in Şahin, 2007, p68).

Interorganizational conflicts. This type of conflict occurs when there is a disagreement between/among organizations. While planning the schedule of an employee who is working in two particular organizations, interorganizational conflicts can be caused (Rahim, 2001, p.24; cited in Şahin, 2007, p. 68).

Although conflicts are generally classified into different groups, they should be considered holistically since they are dependent on and affect each other (Rahim, 2000, p.24; cited in Şahin, 2007, 68).

Analyzing all types of conflicts in detail is crucial in order to apply each negotiation strategy skillfully to manage conflicts effectively. That is because if the knowledge of types of conflicts is ignored, it becomes almost impossible to decide the most appropriate negotiation strategy in particular cases of conflicts.

Having discussed the concept of conflict and types of conflict, the following section focuses on sociological schools of thought on conflict.

Presentation

Having discussed the types of conflict along with their sources and organizational levels, the following section presents different effects of conflict.

2.1.3 Conflict and Its Effects

Conflict has been a common phenomenon since it is an inseparable part of an organization. Corvette (2007) puts forward that conflict is both inevitable and necessary for the continued existence of a social group. However, conflict may be constructive or destructive. In other words, conflict can have negative or positive effects on an individual's performance. According to Gibson, Ivancevich, and Donnelly (2000), whether a conflict will have negative or positive impacts is determined according to the nature of the conflict and the way it is managed (as cited in Şahin, 2000). Although conflict is considered by most researchers to be an inevitable result of individual or group differences, if managed efficiently, conflicts help encourage various behavior and decision types, increasing cognitive efforts, promoting professional capacity (Eren, 2000), and quality of living (Johnson & Johnson, 1991, Pekkaya, 1994). Therefore, instead of eliminating or avoiding conflict, it should be managed effectively.

From an educational viewpoint, Schermerhorn (2001) emphasizes that conflict benefits depend on two factors: the first one is the intensity of the conflict and the other is the way conflict is managed. As it can be understood from the Figure 2.3 below, conflict of moderate intensity can be good for performance. This functional conflict, or constructive conflict, encourages people towards greater work efforts, cooperation, and creativity. At very low or very high intensities, on the other hand, dysfunctional conflict or destructive conflict occurs. This means that too much conflict is distracting and interferes with other more task-relevant activities; too little conflict may promote the loss of a creative, high performance edge.

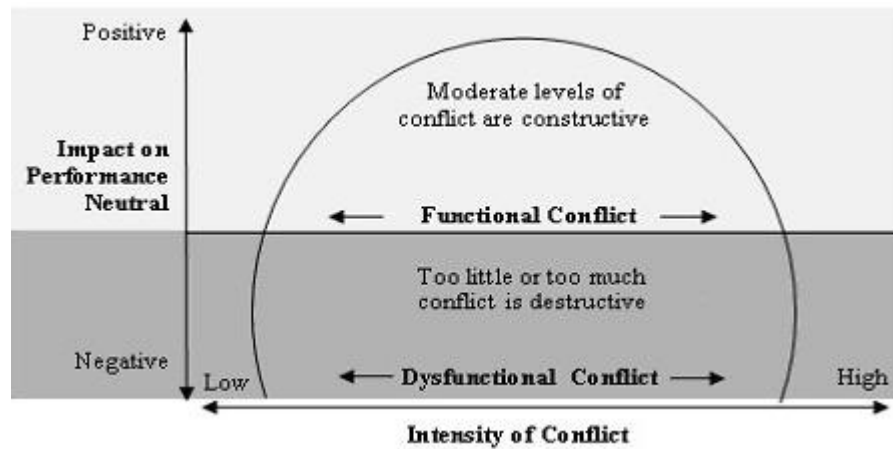


Figure 2.3 The Relationship between Conflict and Performance
(Source: Schermerhorn, 2001, p.339)

2.1.3.1 Destructive conflict

“Conflict, if misdiagnosed or misdirected, can lead to a spiral of antagonistic interaction and aggravated, destructive behavior” (Corvette, 2007, p.34). A general negative, avoidant, or competitive approach or attitude is often destructive. People’s general view of or attitude of conflict is affected by their personality traits. In more specific terms, an individual who is assessed as having low emotional stability most probably has a destructive attitude towards conflict since anxiety, nervousness, tenseness, and loss of confidence, which are the general tendencies of emotionally unstable individuals, will result in a tendency to use dominating and punishment. Likewise, an introvert individual is most likely to develop a destructive approach to conflict since they find it difficult to socialize with the people around them.

As most conflict theorists emphasize, people learn unconsciously to hold a destructive view of conflict through their earlier interactions. Destructive patterns that people develop may cause missed opportunities, frustration of goals, and other personal negative consequences (Dunn and Tucker, 1993). In organizational contexts, further negative impacts may also result in lower productivity, lower morale, increased destructive political behavior, reduced cohesion, absenteeism, and turnover (Hathaway, 1995).

According to conflict theorists, when avoided, conflicts may result in partial or complete disintegration or undesirable change through rebellious acts or open demonstration of hostilities. Other examples of negative effects of this may be increasingly critical language, defensive language, diverting communication to third parties, unhealthy coalitions through biased or false communications to third parties, and openly aggressive or hostile behavior – even violence (Corvette, 2007).

Robins (1993) suggests that destructive conflicts affect group and organizational performance belligerently since it may cause undesired situations such as communication delay and decrease in group harmony which may destroy the group (p. 458).

Rahim (2001) summarizes the dysfunctional results of destructive conflict as below (p.7).

- Conflict may cause vocational stress, exhaustion, and frustration.
- The communication between/among individuals and groups may weaken.
- Atmosphere of distrust, disbelief, and disobedience may occur.
- Relations may be destroyed.
- Vocational performance may decrease.
- Resistance against change may occur.
- Organizational commitment and obedience may be affected negatively.

2.1.3.2 Constructive Conflicts

According to the conflict theory Corvette (2007) stresses that conflict is a result of differences of perspective and values and serves a communication function that can aid in consensus and integration. This type of conflict, unless mismanaged, produces valuable additional information as well as multiple minds for analysis. It produces well-thought-out decisions with knowledge of impact. In it the type of conflict in which there would be competition for generating the best ideas, the competition is directed toward the common goal of organizational efficiency. Elsayed-Elkhouly (1996) also asserts that the ability of handling conflicts effectively will directly affect an organization's decision-

making effectiveness, choice of corporate strategy and day-to-day decision level of achievement, level of empowerment, and level of productivity.

As Borisoff and Victor (1989) state in their book, “Rather than regard all conflict as a threat or negative condition, individuals need to consider expressed differences as the potential for creativity and growth.” (p. 21). This is an effect of certain personality traits. To illustrate, an individual who is characterized by a keen interest in other people and external events, and having high emotional stability is most likely to develop a constructive attitude towards conflict. When dealt with in a constructive manner, conflicts encourage creative solutions, lead to unity and support people through change and stressful periods (King, 1999: as cited in Çetin & Hacızazlıoğlu, 2004).

Constructive conflict is advantageous for organizational performance since it enhances novelty and development in an organization. Otherwise, organizations, as stated by Gibson, Ivancevich, and Donnelly (2000), would become stationary with no change and organizational dependency. Thus, it is required that conflict be managed efficiently and turned into opportunities for development. In order to achieve this, Şahin (2007, p. 56) refers to the following points suggested by Assael (1969).

- Critical analysis of past events
- A more frequent and sufficient communication between/among the parties involved
- Finding a starting point in order to determine the conflict situation
- Sharing the system resources in a more equal way
- Standardization of the conflict resolution style
- Setting a balance between/among parties in the system

According to Rahim (2000), conflicts managed well have particular functional results. These can be summarized as follows (p. 7):

- Conflicts may encourage novelties, creativity, and development
- Organizational decision making may be developed.
- Alternative solutions to solve problems can be developed.
- Conflict may be helpful in developing synergic solutions for general problems.

- They may enrich individual and group performance.
- Individuals and groups may be encouraged to search for new approaches.
- They can provide appropriate environments in which individuals and groups can easily state their emotions, thoughts, and situations.

The chronic morphing and misuse of “win-win” conflict management style implies that conflict is somehow negative. According to theorists, this is due to the fact that the nature of some issues may mean that a mutually satisfactory resolution cannot always be achieved. For instance, Lobel (1994) refers to health insurance coverage as an issue difficult to be solved collaboratively. On the other hand, the writer states that the absence of conflict might be a sign of an unhealthy organization. Additionally, conflict can be constructive for organizations because it can lead, if handled constructively, to change, adaptation, and survival. The key then is to engage in techniques that allow individuals and organizations to handle conflict productively (McNary, 2003; cited in Labovitz, 1980; Lobel, 1994). Despite its adverse effects, today conflict is viewed by most experts as a potentially useful aspect of organization because it can, if properly channeled, be an engine of innovation and change. This view recognizes the necessity of conflict and explicitly encourages a certain amount of controlled conflict in organizations (Dessler, 1998).

Having focused on different viewpoints of effects of conflict, next section presents detailed information about conflict management and its nature.

Presentation

In order to provide an effective process of conflict management, it is important to know the concept of conflict in detail. As a result, so far in this study, different concepts have been discussed as they relate to conflict. The next section introduces the concept of conflict management presenting other concepts related to the process of conflict management.

2.1.4 Conflict Management

After being considered an undesired situation, conflict was finally defined from a communication perspective by Hocker and Wilmot (1985) as “an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards, and interference from the other party in achieving their goals”. Therefore, in recent years, theorists have come to recognize and to acknowledge the benefits of dealing with conflict.

As Van de Vliert (1997) states, conflict management is what people who experience conflict intend to do as well as what they actually do. Though a vast amount of conflict management strategies have been conceived of, conflict research and theory tends to be based on Dual Concern Theory (Pruitt and Rubin, 1986). Dual Concern Theory is connected with earlier work by Blake and Mouton (1964) and with Deutsch's Theory of Cooperation and Competition (Deutsch, 1973). According to this theory, conflict management is a function of high or low concern for self, combined with high or low concern for others. According to this figure, a preference for forcing is caused by high concern for self and low concern for others. If forcing is preferred, one imposes their will on others. As a result, forcing involves threats and bluffs, persuasive arguments, and positional commitments. Low concern for self and high concern for others results in a preference for yielding. Yielding is oriented towards accepting and incorporating others' will. This generally involves one-sided concessions, unconditional promises, and offering help. Low concern for self and others results in a preference for avoiding, which involves lessening the importance of issues, and attempts to suppress thinking about them. Lastly, high concern for self and others produces a preference for problem solving, which is oriented towards an agreement that pleases both own and others' goals as much as possible. As it is indicated by Dreu, Evers, Beersma, Kluwer, and Nauta (2001), this process involves an exchange of information about priorities and preferences, showing insights, and making a trade-off between important and unimportant issues.

Conflict management influences not only individual's well-being but also group performance and organizational effectiveness (Dreu, Evers, Beersma, Kluwer, and Nauta, 2001). According to Black (1990), who defines conflict management as “the

handling of grievance”, five types of conflict management can be identified (p. 43). These are self-help, avoidance, negotiation, settlement, and toleration. Named differently by theorists, these concepts are presented in detail in section 2.2.3. under the title of “Negotiation Styles” on page 45. The writer also emphasizes the social conditions under which these strategies can occur. As the writer clarifies, some of these strategies are used as forms of “social control from above” by individuals and groups of higher status against those of lower status; “social control from below”, by individuals of lower status against those of higher status; and social control between those of relatively equal status (Black, 1984a, 1984b; cited in Borg, 1992, p. 265).

2.1.4.1 The Nature of Conflict Management

According to Barisaff and Victor (1989), examining steps of communication can also provide an efficient vehicle to present and evaluate noteworthy theorists and traits and skills required for effective conflict management. Their model of conflict management consists of five steps: assessment, acknowledgement, attitude, action, and analysis. A complete understanding of each of these components will produce enrichment in the ability of conflict-handling behavior.

Assessment. In managing differences, assessment is a notable initial step since it provides each party with an initial understanding about the nature of the relationship, the course of the conflict, and the appropriate communication strategies applied in addressing the differences. In the assessment stage, five aspects of communication should be considered (Barisaff & Victor, 1989):

- (1) individual traits
- (2) nature and cause of the conflict
- (3) clarification of goals
- (4) examination of climate
- (5) preliminary determination of conflict-handling behavior

Acknowledgement. All the steps assigned in the assessment phase are basically ineffective if the other party involved is not acknowledged. In order to deal with the conflict efficiently, it is necessary to demonstrate awareness and articulate fully the beliefs, goals, ideals, and personality traits of the other party involved. This can be done by following the ideas suggested Triandis (1976), who emphasize the ability to understand and acknowledge the similarities and differences between/among people. Therefore, during this phase, it is required for each party to recognize that the other individual's concepts and perceptions may differ from his or her own (Barisaff & Victor, 1989).

Attitude. In order to manage conflict fruitfully, each party's attitude toward the other one must be conducive to dealing with the problem. To assure productive conflict management, it is important that participants demonstrate their willingness to engage in a mutually dependent exchange that includes rather than excludes the parties involved. In fact, "it is essential to suspend stereotyped assumptions and to enter into an encounter with an attitude of open-mindedness and a willingness to evaluate the communicative behavior of the other party when it occurs" (Barisaff & Victor, 1989, p.11).

Action. Taking productive action toward achieving one's goals is the ultimate aim of conflict management. Therefore, action is a crucial stage of conflict management process in which the assessment, acknowledgement, and attitude dimensions into the most suitable action for the particular situation.

Obviously, the parties in conflict must be aware of their actions and should work to become skilled at communication techniques. The basic manifestations of action are in the participant's preference of verbal and nonverbal cues. Verbal choices can lead to "defensiveness when the statements sound evaluative rather than descriptive, controlling rather than problem oriented, strategic rather than spontaneous, neutral rather than emphatic, or superior rather than equal" (Barisaff & Victor, 1989, p. 11).

Analysis. Analysis is the final step in the conflict management process. Although analysis should be employed throughout the conflict management process as part of the

assessment, acknowledgement, attitude, and action stages, it is essential to designate analysis as a separate, conclusion step.

Although the conflict may have been resolved by this stage, it is important for both sides to better understand the position of the other in order to achieve a mutually satisfactory solution. Moreover, this stage provides an opportunity to find a solution that, at least to some extent, satisfies everyone. This is possible when the three guiding principles of this step – being calm, being patient, and having respect – are achieved. As a result, the real differences between the parties can be uncovered. Therefore, after decisions have been reviewed and summarized, the following points need to be considered:

1. If the concerns of all participants have been met as sufficiently as possible;
2. If the decisions can be implemented swiftly and/effectively;
3. If the short- or- long-term effects of the solution are viable; and
4. If the relationship between the conflicting parties has been modified productively.

2.1.4.2 Empowerment through Conflict Management

Empowerment is the process of enhancing individual or group capacity to make choices and transform those choices into desired actions and outcomes (Gibson and Woolcock, 2006). Peace education considers empowerment as a process through which individuals develop their own capacities to become effective citizens. In fact, peace education implies the capacity for enabling people to create a more peaceful world. Keeping this purpose in mind, peace education enables individuals to question the use of force in human affairs and employs educational strategies to develop a peace consciousness that will help to construct a world that does not rely on violence to resolve human conflicts (Domenici & Littlejohn, 2001).

As Crum (1987) states, “Learning, growing, and cooperating are goals for resolving conflicts” (p. 49; Cited in Domenici & Littlejohn, 2001). Therefore, conflict which can be considered a gift of energy constitutes the essence of empowerment. Constructive conflict management encourages effective communication including active

listening (listening that displays intent to understand the intended message), reflecting (acknowledging the emotion in a statement or situation), reframing (reconceptualizing a situation to gain shared understanding), attentive nonverbal behavior, and perception checking (whether the individual sees the situation with the same understanding as others). Such a process promotes collaborative conflict management through which both parties attempt to satisfy the needs or desires of each side. Indeed, collaboration which encourages win/win situations allows parties to experience creative and constructive problem solving, which can be an opportunity to prevent the next conflict.

“Educational endeavors ideally point out new ways of teaching and learning. Peace educators advocate educational training and skills to create a culture of peace”(Harris & Morrison, 2003, p. 91). In this respect, English instructors can play a significant role in empowerment education by imbuing their students with the hope to learn and to trust their capabilities. That way, they can empower students through a variety of skills and knowledge about themselves and others. When students know how to effectively resolve conflicts, they will be able to better communicate with their friends and colleagues in their future lives. This is important for a successful career and happiness (Johnson & Johnson, 1995; Türnüklü, 2005; cited in Cigdem Tapan).

Another significance of conflict management is that it can fill the gap in terms of classroom management.

Presentation

Since handling conflicts effectively requires thorough information of conflict, the present study has discussed the concepts related to the nature of conflict and the process of conflict management so far. This section introduces negotiation as an effective process to resolve conflicts. Then, different negotiation strategies in order to deal with conflicts constructively are presented.

2.2 Negotiation

Negotiation is the process of interacting with the goal of obtaining agreement or the result the individual desires. İsmet (2007) refers to Ury and Fisher (1981) who define negotiation as “a back and forth communication designed to reach an agreement when a party and the other side have some interests that are shared and others that are opposed” (p.17). According to Corvette (2007), negotiation is an interpersonal skill which is not the field of any particular profession. Lewicki et. al. (1997) also agree that negotiation is one of the most complex human activities which involves a dynamic interpersonal process. On the other hand, it has a vital role in personal interaction, business and organizational management achievement, and leadership. Since life is full of human interaction, negotiation is essential in human life. In fact, in their interaction with friends, family, clients, employees, employers, contractors, service providers, professionals, merchants, and business associates, people use information and knowledge to get what they want. This necessitates effective negotiation which is using knowledge of self and other combined with analysis of information and time, so tapping the power to affect behavior. In effective, ethical negotiation, both parties involved win (Corvette, 2007).

According to Dworkin (1990), negotiation is an important social phenomenon which has a widespread coverage in the social science literature. Every individual must negotiate over a variety of different issues in many different situations. Lewicki, Saunders, and Barry (2006) claim that negotiation is not a process reserved only for the skilled diplomat, top salesperson, or enthusiastic advocate for an organized lobby; on the contrary, negotiation strategies need to be used by ordinary people in daily life. As they also exemplify, friends negotiate to decide where to have dinner; children negotiate to decide which television program to watch; businesses negotiate to purchase materials and to sell their products; lawyers negotiate to settle legal claims before they go to court; the police negotiate with terrorists to free hostages; nations negotiate to open their borders to free trade. As a result, the ability to understand and carry out negotiations has become one of the most crucial skills of our time (Dworkin, 1990).

Although there are several reasons for negotiation, Lewicki, Saunders, and Barry (2006) group them as follows:

1. to agree on how to share or divide a limited resource, such as land, or property, or time,
2. to create something new that neither party could do on his or her own,
3. to resolve a problem or dispute between the parties (p.2).

Negotiation is complex and interdisciplinary. It encompasses conflict assessment, management, and resolution. It is complex mainly because it occurs between human beings. Moreover, it is personal and individual. It is why negotiation is subject to, understood, and effectuated by the same psychological and sociological principles and theories governing social interactions (Corvette, 2007).

The pervasiveness of negotiation underscores its importance. Hence, the study of negotiations has been noticeably increasing in the recent years since researchers from various disciplines have examined negotiation in different settings. As a result of this, research on the negotiation process gained noteworthy attention in the applied field of labor relations (Walton and McKersie, 1965; Lewin and Feuille, 1983; Appelman, Rouwette and Qureshi, 2002) and international affairs (Reynolds, Simintiras & Vlachou, 2003).

Having presented the concept of negotiation as a process to handle conflicts, the following section focuses on characteristics of a negotiation situation.

2.2.1 Characteristics of a Negotiation Situation

Negotiation situations have basically the same characteristics “whether they are peace negotiations between countries at war, business negotiations between buyer and seller or labor or management, or angry guest trying to figure out how to get a hot shower before a critical interview” (Lewicki, Saunders, & Barry, 2006, p.6). Lewicki

(1992), Rubin and Brown (1975) claim that there are several characteristics common to all negotiation situations (cited in Lewicki, Saunders, and Barry, 2006, p.6):

1. There are at least two parties – that is at least two individuals, groups, or organizations. That is because negotiation is a process between individuals, within groups, and between groups.
2. There is a conflict of needs and desires between two or more parties; that is, what one wants is necessarily what the other one wants. As a result, parties must search for a way to resolve the conflict.
3. The parties negotiate by choice; that is, they negotiate since they think they can get a better deal by negotiating than by simply accepting what the other side will voluntarily give them or let them have.
4. In negotiation, a “give and take” process is expected, which is fundamental to the definition of negotiation. It is expected that both sides will modify or move away from their opening statements, requests, or demands in order to reach an agreement.
5. The parties prefer to negotiate and search for agreement rather than to fight openly. Negotiation occurs when parties prefer to invent their own solution for resolving the conflict, when there is no fixed or established set of rules or procedures for how to resolve the conflict, or when they choose to bypass those rules.
6. Successful negotiation involves the management of tangibles, such as the price or the terms of agreement; and also the resolution of tangibles. In tangible factor are the underlying psychological motivations that may directly or indirectly influence the parties during negotiation. Some examples of intangibles are (1) the need to “win”, beat the other party, or avoid losing to the other party; (2) the need to look “good”, “competent”, or “tough” to the people you represent; (3) the need to defend an

important principle in negotiation; (4) the need to appear “fair”, or “honorable” or to protect one’s reputation.

Considering the fact that conflicts have the potential for producing both highly constructive or highly destructive outcomes depending on how they are managed, it is important for both teachers and students to be adequately prepared to effectively manage conflicts when they arise. “By avoiding and suppressing certain types of conflicts, teachers lose valuable opportunities to increase student motivation, creative insight, cognitive development, and learning.” (Johnson & Johnson, 1979, pp. 51-52). Likewise, it is crucial for English instructors to define their role in such a way that they are able to accept students’ feelings while at the same time criticizing their ideas. While managing conflicts that occur in the classroom, English instructors not only correct the students on the cognitive level, but also support them on the affective level. Since the need for students to behave civilly not only in the classroom but also in their daily lives has been identified by a large amount of educational research as one of the main concerns of education today, it is essential to be knowledgeable about the significance and characteristics of a negotiation situation.

This section of the present study has focused on the characteristics of a negotiation situation in detail. The next section discusses the types of negotiation process.

2.2.2 Types of Negotiation Process

In the literature, there are two types of negotiation: distributive negotiation and integrative negotiation.

2.2.2.1 Strategy and Tactics of Distributive Negotiation

Also called competitive, or win-lose, bargaining, distributive negotiation occurs when the goals of one party are in fundamental and direct conflict with those of the other party. In other words, the resource is fixed and limited, and both parties have to decide who gets how much of it (Lewicki et. al., 1997). As a result, each party implements a set

of strategies in order to maximize their share of the outcomes to be obtained. Whether or not one party or both parties achieve their goals depends on the strategies and tactics they employ. Guarding information carefully is one important strategy during which one party tries to give information to the other party only when it provides a strategic advantage. In the meantime, it is greatly desirable to get information from the other party to improve negotiation power (Walton and McKersie, 1965). Lewicki et al. (2003) emphasize two outstanding tasks regarding the distributive negotiation processes: (1) discovering the other party's resistance point, and (2) influencing the other party's resistance point.

There are three basic reasons why every negotiator should be familiar with distributive negotiation (Lax and Sebenius, 1986):

1. Negotiators face some interdependent situations when distributive negotiation occurs. In order to achieve their goals, they need to understand how they work.
2. Since distributive negotiation strategies and tactics are employed almost exclusively by many, it is important for all negotiators to understand how to counter their effects.
3. Every negotiation situation potentially requires distributive negotiation skills.

Since distributive negotiation is basically a competition, in which parties seek their own advantage, tactics employed can easily escalate from calm discussion to bitter hostility. However, negotiation is the attempt to resolve a conflict without force and fighting (Lewicki, Saunders, and Barry, 2006, p. 69-70). It is also worth emphasizing that the skillful negotiator is the one who is able to effectively apply the most appropriate negotiation skill when required. Therefore, besides integrative ones, distributive negotiation skills are also essential for both parties to be familiar with.

2.2.2.2 Strategy and Tactics of Integrative Negotiation

Integrative negotiation – variously known as cooperative, collaborative, win-win, mutual gains, and problem solving – is the process whose goal is to reach an outcome that satisfies interests of all parties. Thus, integrative outcomes are optimal solutions which have great benefit to both parties although they are difficult to attain (Pruitt, 1981; Druckman, 2001).

In contrast to the distributive bargaining, the goals of the parties in integrative negotiation are not mutually exclusive. One party's achieving its goals does not prevent the other from achieving its goals. As a result, the fundamental structure of integrative negotiation situation is to allow both sides to achieve their objectives thanks to discussion and mutual exploration (Walton and McKersie, 1965; cited in Lewicki, Saunders, and Barry, 2006).

For a negotiation to be characterized as integrative, negotiators must (Lewicki, Saunders, and Barry, 2006, p.6):

- Focus on commonalities rather than differences.
- Attempt to address needs and interests, not positions.
- Commit to meeting the needs of all parties involved.
- Exchange information and ideas.
- Invent options for mutual gain.
- Use objective criteria for standards of performance.

Integrative negotiation and distributive negotiation are generally treated as two constructs which are mutually exclusive. Even though Walton and McKersie (1965) did not state a preference for one type over the other; there is an ongoing debate in the literature over the superiority of one type over the other. In fact, much of the literature supports the view that the integrative type allows for “better compromises”, “win-win solutions”, “value creation” and “expanding the pie” (Fisher and Ury, 1981; Pruitt,

Carnevale et al. 1983; Lax and Sebenius 1986; Sebenius 1992; Thompson 1998; Lewicki et al. 1997).

Having talked about the types of negation process, the following section presents a general viewpoint of negotiation styles, and then provides detailed information about each negotiation strategy.

2.2.3 Negotiation Strategies

Once the nature of conflict has been defined and clarified, the parties involved can begin to determine the proper approach to handle the problem. How groups deal with conflict may play a vital role in whether or not the conflict situation will have positive or negative outcomes (DeChurch & Marks, 2001). As researchers have suggested, there are different negotiation styles for dealing with conflict. In this respect, Follett (1940) introduced three major types of negotiation styles to deal with conflict: domination, compromise, and integration. Moreover, the writer emphasizes avoidance and suppression as other ways of handling conflict. Later, Blake and Mouton (1964) identified five conflict-solving strategies: smoothing (giving in to the wants of others by denying their own needs), compromising (splitting issues down the middle to resolve conflicts), forcing (forcing issues to get needs met at the expense of another), withdrawal (ignoring the existence of conflict), and problem solving (looking for ways to satisfy both parties). Later, Thomas and Kilmann (1974) developed a conflict-mode instrument and determined their approaches accommodating (smoothing), compromising, competing (forcing), avoidance (withdrawal), and collaborating (problem solving) (cited in Borisoff and Victor, 1989).

Although these strategies may be named differently by different theorists, the critical aspects of each of them remain consistent. As Blake and Mouton (1964) declare, these five conflict resolution modes represent a certain degree of cooperation or willingness to satisfy other party's needs and assertiveness or need to satisfy one's own needs.

In terms of interpersonal styles, people respond to conflict management in different ways. These ways shift between the degree of cooperativeness and the degree of assertiveness. Cooperativeness is the desire to satisfy another party's needs and concerns while assertiveness is the desire to satisfy one's own needs and concerns. As Figure 2.4 shows, the five interpersonal styles of conflict management result from various combinations of assertiveness and cooperation (Schermerhorn & Chappell, 2000, p. 218). As it is illustrated in the figure, how important the parties' purposes are, and the way they consider the relationship affect the way the conflict is going to be resolved. Considering these two aspects, parties choose their own negotiation style in different situations.

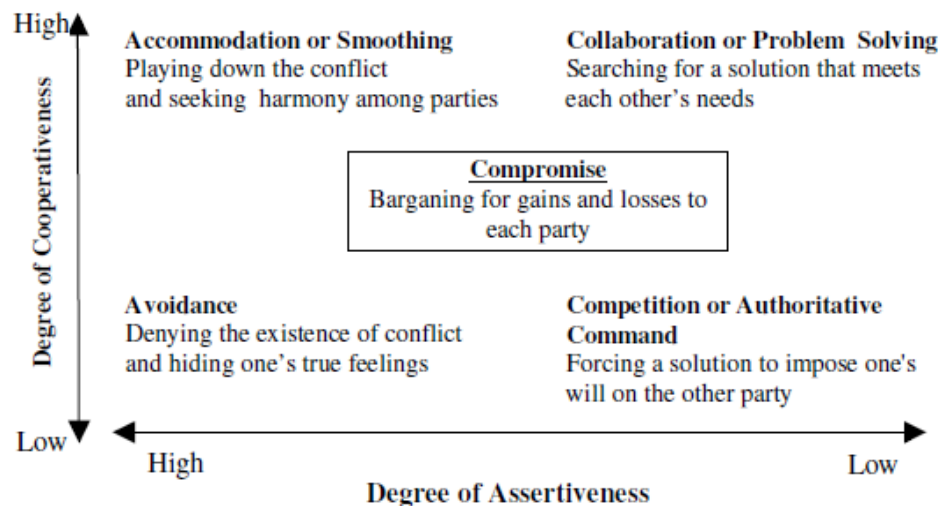


Figure 2.4 Interpersonal styles of conflict management
Source: (Schermerhorn, Chapell, 2000: 218)

Five modes, or ways of managing differences to satisfy one's own and other's concerns, are located on the assertiveness and cooperativeness axes as in Table 2.2 (Womack, 1988, p.322). What is displayed in this table is significant as it reflects the relationship between the desire to satisfy one's own needs and concerns and the desire to satisfy those of another party.

Table 2.2 Conflict-Handling Modes

MODE	LEVEL OF ASSERTIVENESS	LEVEL OF COOPERATION
Competing	High	Low
Compromising	Moderate	Moderate
Collaborating	High	High
Avoiding	Low	Low
Accommodating	Low	High

Source: (Blake and Mouton, 1964)

Conflict managers have indicated that people use different conflict management styles depending on the level of authority of the other party in conflict. Particularly, superiors are more likely to force their interests and employees are more likely to compromise with their peers, while subordinates prefer to yield their interests. Furthermore, conflicts among supervisors and subordinates arise on various dimensions such as subordinates' duties, responsibilities, job problems, and supervisor-subordinate communication. The relationship between subordinates and their supervisor can be positively affected by effective conflict management (Kim, Wang, Kondo, & Kim, 2007). Likewise, it is possible to resolve conflicts occurring between English teachers and their students positively, which can satisfy each party.

“Regardless of the variations in how theorists define conflict, one attribute of conflict management remains consistent; that is, conflict-handling behavior is not a static procedure; rather, it is a process that requires flexibility and constant evaluation to be truly productive and effective (Borisoff & Victor, 1989).

2.2.3.1 Competing/Dominating

Parties having competing (dominating, contending) style maintain their own aspirations and try to persuade the other side to yield in the process of conflict management (Pruitt and Rubin, 1986). The competing or adversarial style of negotiation

is a win/lose approach. In this style of negotiation, the individual experiences difficulty in refraining from engaging at every conflict opportunity. This style is based on the idea that resources are limited. Competing style is generally associated with zero-sum thinking and distributive behavior. Rahim (1994, p.6) states “A dominating or competing person goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party.” This is called a zero-sum perspective.

The way the individual acts may change from mildly adversarial to extremely aggressive. Corvette (2007) exemplifies the behavior in competitive style as making remarks with no regard for the other’s feelings or position, always having retorts, refusing to back down, discussing differences in front of other uninvolved people (62). During the conflict management process, a party having competing style can apply tactics such as threats, bluffing, punishments, coercion, persuasive arguments positional commitments (Carnavale and Pruitt, 1993; Lewicki et. al., 2003).

2.2.3.2 Compromising

Compromising is a middle-ground approach focused on meeting the needs of others without totally giving up one’s own needs. This style is mostly preferred when the parties consider both their own concerns and those of their opponents. In compromising style, decisions which will please both parties are given. This strategy is most helpful when the goal of conflict resolution is to gain information and the conflict situation is too complex (Karip, 1999).

Compromising is a moderate effort to pursue one’s own outcomes and a moderate effort to help the other party (Lewicki, 2003). Compromisers generally tend to split up the difference, exchange concessions or seek a quick middle-of-the road position (Rahim, 1994). Shell (2001) also argues that “high compromisers rush the negotiation process unnecessarily to reach the closing stage of the process, and may make concessions too readily”. This often results in disappointment in one or both sides. However, when time and resources are limited, compromising is often highly practical (Jamieson and Thomas, 1974).

2.2.3.3 Collaborating

Collaborative (integrating) negotiation style is that parties involved find a way to get the other person and themselves what they both want. This strategy is a win/win approach. This is the opposite of zero-sum approach (Corvette, 2007) as it is the most integrative method of problem solving.

Carnavale and Pruitt (1993) consider using promises and acquiring information about the other party as some of the tactical choices that can be used by a negotiator having a collaborating style (Carnavale and Pruitt, 1993). Listening and expressing one's feelings and desires are also the example key behaviors of this style. It acknowledges the concerns of the parties involved and identifies clearly their goals. In order to be able to adopt this style, the groups' general attitude toward conflict must be positive (Corvette, 2007). Rahim (1994) suggests that "this style involves collaboration between the parties for problem solving. This requires trust and openness so that the parties can exchange information and analyze their differences to reach a solution acceptable to them".

Negotiators who have collaborating (cooperating, problem solving) style are good at using negotiations to search beneath the surface of conflicts and to discover the basic needs, interests and perceptions of the other party during the process (Shell, 2001). On the other hand, although this style is frequently considered as the most effective conflict-handling behavior, it may not be so efficient in all conflict situations since it requires a great deal of energy, creative thinking, empathy, and activity (Borisoff and Victor, 1989).

2.2.3.4 Avoiding

Avoidance is the style of negotiation in which parties tend to ignore both themselves and their opponents. It is withdrawing or failing to engage. Borisoff and Victor (1989) also identify avoidance with withdrawal from or denial of a problem or conflict, the inability or unwillingness to deal with a problem. According to Hocker and Wilmot (1985), since avoiding a problem may convey that one person's needs or goals are unimportant, this unwillingness can be a painful and disconfirming experience.

Therefore, it is crucial in the assessment stage to determine whether the conflict should be acknowledged at all (Borisoff and Victor, 1989).

The most important deficiency of avoidance style is that it causes missed opportunities and benefits. When there is no engagement, there can be no resolution. When parties avoid, they also avoid getting what they want. This style ignores a search for common ground and mutual beneficial exchange.

Behaviors exemplifying this style includes sulking, making sarcastic comments, holding in your true feelings, or refraining from talking about a matter (Corvette, 2007). High avoiders, as Lewicki et. al. (2003) suggest, may prefer retreat, be silent or do nothing during the negotiation process.

2.2.3.5 Accommodating

Accommodation reflects the highest degree of cooperation on the part of one of the parties but the lowest amount of assertiveness. This strategy includes smoothing behavior or ceding to the other party's wishes or needs. Since accommodation satisfies only the opponent party's concerns, it fails to consider the needs and feelings of the person who is trying to establish harmony (Borisoff and Victor, 1989).

Rahim (2002) states that accommodating style is efficient when one party is unfamiliar with the conflict matter or the opponent is right and the conflict matter is more important for the opponent party. The willingness or ability of an individual to apply this style is highly individual. This means that if the person is concerned about the quality of a relationship, they may find this style worthwhile. On the other hand, those who are less concerned with the nature and quality of interpersonal relationships may find accommodating unsatisfactory (Borisoff & Victor, 1989).

Accommodators (also called yielding or obliging) show little concern in whether they attain their own outcomes, but they are interested in whether the other party attains his/her outcome (Lewicki et. al., 2003). According to Rahim (1994), "this style is associated with attempting to play down the differences and emphasizing similarities to

satisfy the concerns of the other party. It may take the form of self sacrifice, selfless generosity, charity, or obedience to another person's wishes."

According to Al-Ajmi (2007), "It should be noted that the process of conflict handling is often lengthy and dynamic" (p. 181). The entire conflict may go through several phases of negotiations during which the parties may change their conflict management styles. Negotiation styles are related to parties' tendency to apply when they are faced with conflicts (Moberg, 2001). Since organizational efficiency necessitates a certain level of conflict, resolving conflicts and collaborating are not always required. Therefore, it is necessary to choose the most appropriate style for a particular situation (Karip, 2003). At this point, Rahim (2002) also asserts that preferring and applying an effective negotiation style is required to diminish emotional conflicts at various levels to the least level and raise vocational conflicts to an optimal level and maintaining them.

A summary of the styles of handling interpersonal conflict and the situations in which these styles are appropriate or inappropriate have been presented in Table 2.3.

Table 2.3 Distribution of Negotiation Styles according to Situations

Style	Situations Where the Negotiation Style is Appropriate	Situations Where the Negotiation Style is Inappropriate
Accommodating	<ol style="list-style-type: none"> 1. Issues are complex. 2. Synthesis of ideas is needed to come up with better solutions. 3. Commitment is needed from other parties for successful implementation. 4. Time is available for problem solving. 5. One party alone cannot solve the problem 6. Resources possessed by different parties are needed to solve their common problems. 	<ol style="list-style-type: none"> 1. Task or problem is simple. 2. Immediate decision is required. 3. Other parties are unconcerned about outcome. 4. Other parties do not have problem-solving skills.
Collaborating	<ol style="list-style-type: none"> 1. You believe that you may be wrong. 2. Issue is more important to the other party. 3. You are willing to give up something exchange for something from the other party in the future. 4. You are dealing from a position of weakness. 5. Preserving relationship is important. 	<ol style="list-style-type: none"> 1. Issue is important to you. 2. You believe that you are right. 3. The other party is wrong or Unethical.
Competing (Dominating)	<ol style="list-style-type: none"> 1. Issue is trivial. 2. Speedy decision is needed. 3. Unpopular course of action is implemented. 4. Necessary to overcome assertive subordinates. 5. Unfavorable decision by the other party may be costly to you. 6. Subordinates lack expertise to make decisions. 7. Issue is important to you. 	<ol style="list-style-type: none"> 1. Issue is complex. 2. Issue is not important to you. 3. Both parties are equally powerful. 4. Decision does not have to be made quickly. 5. Subordinates possess high degree of competence.
Avoidance	<ol style="list-style-type: none"> 1. Issue is trivial. 2. Potential dysfunctional effect of confronting the other party outweighs benefits of resolution. 3. Cooling off period is needed. 	<ol style="list-style-type: none"> 1. Issue is important to you. 2. It is your responsibility to make decision. 3. Parties are unwilling to defer, issue must be resolved. 4. Prompt attention is needed.
Compromising	<ol style="list-style-type: none"> 1. Goals of parties are mutually exclusive. 2. Parties are equally powerful. 3. Consensus cannot be reached. 4. Integrating or dominating style is not successful. 5. Temporary solution to a complex problem is needed. 	<ol style="list-style-type: none"> 1. One party is more powerful. 2. Problem solving enough needing problem-solving approach.

Source: (Rahim, 2002, p. 219)

Mark Van Doren states, “There are two statements about human beings that are true. That all human beings are alike and that all are different” (as cited in Corvette, 2007, p. 54). Besides individuals’ general view of or attitude toward conflict, there are numerous factors affecting their approach to negotiation. The individuals’ personality, communication skills, and emotional intelligence are among these factors influencing individuals’ preference or tendency of certain negotiation styles. However, Montessori (1937) emphasizes “Our hope for peace in the future lies not in the formal knowledge the adult can pass on to the child, but in the normal development of the new man” (as cited in Harris & Morrison, 2003, p. 208). That is, it is vital that educators establish environments that allow the natural peace-loving instincts of young individuals to flourish. In order for this to be achieved, it is crucial that teachers establish democratic classrooms in which human behavior is directed away from violence and towards the peaceful resolution of conflicts.

English classes that prepare students for intercultural communication to promote equality, mutual respect, participation, and cooperation must be established in such a way that each student must have an equal chance to learn. Since a peaceful classroom is an open environment where students and teachers learn to interact with each other in constructive ways, English instructors must design activities building a democratic community, teaching cooperation, developing moral sensitivity, promoting critical thinking, and enhancing self-esteem (Harris & Morrison, 2003).

Presentation

Having discussed the concept of negotiation in detail, the following section of the review of literature focuses on personality, mediation, communication skills, and emotional intelligence one by one as they are significant concepts in order to develop an efficient negotiation process.

Firstly, the following part focuses on personality as a concept which affects the tendency of implementing particular negotiation strategies. For this purpose, after briefly

giving general information about personality, it focuses on the link between personality and negotiation strategies and then discusses different aspects of personality.

2.3 Personality

“Every man has three characters – that which he exhibits, that which he has, and that which he thinks he has” (Alphonse Karr, as cited in Corvette, 2007, p. 12).

Türkel (2000) refers to Kovalá describing personality as changes in a particular person’s cognitive and physical features, and the way these differences reflect on behaviors and thoughts. According to Corvette (2007), it is “the dynamic, developing system of individual’s distinctive emotional, cognitive, and spiritual attributes” (p. 12).

There are a number of factors affecting personality. These factors can be categorized into four groups (Güler, Başpınar, Gürbüz, 2001, p. 8):

- Physical appearance (height, weight, physical beauty or deficiency)
- Professional role
- Potential skills (intelligence, energy, wishes, values)
- Features of the society one lives in (philosophy, culture, value system, religion, and the like)

As the definitions above show, personality is the result of a dynamic interaction among genes and the environment – the predominant view on nature versus nurture. (Corvette, 2007). For that reason, there are several factors affecting the development of personality. These are examined into two main groups:

- **Biological factors:** Although the effect of genes on features such as eye and skin color and height cannot be denied, it is a challenging task to investigate the role of genes in the development of personality. However, recent studies

show that physical appearance has particular impacts on some behaviors and personality.

- **Environmental Factors:** Social environment is a significant concept in terms of personality development since human beings live in a society interacting with others. Each society has its own culture, particular thinking and emotional styles, attitudes, and goals. Culture affects a person's personality by determining and limiting what he or she is going to learn. Moreover, each culture has particular expectations from the person; thus the ideal types of behaviors are determined according to these expectations (Güler, Başpınar, & Gürbüz, 2001).

Besides the cultural environment, there are certain sub-groups which are family, gender, age, social class, profession, and religion. These sub-groups also assign particular types of values and behaviors to the person (Güler, Başpınar, Gürbüz, 2001).

2.3.1 Personality and Negotiation Styles

Since every individual is capable of using all five conflict - handling modes, nobody can be characterized as having a single, inflexible style of dealing with conflict, the conflict behaviors of individuals are a combination of their personal characteristics and the requirements of the circumstances within which they find themselves (Al-Ajmi, 2007). In other words, personality is also a significant issue in preference of style to handle conflict. People's general view of or attitude toward conflict affects their approach to negotiation. In this respect, *style* is the term used to describe a person's approach to a particular negotiation. The style people prefer is affected by their general approach to conflict as well as certain personality characteristics.

One's success in negotiation depends not only on an accurate understanding of and use of their unique personality type and style of interaction, but also on an accurate perception and understanding of others' personality types and styles (Corvette, 2007).

Knowledge of human behavior is essential to achieving effective negotiation skills. In order to achieve effective negotiation, it is required to gain knowledge of self in all aspects as well as knowledge of others. People must first know themselves before they may know or understand others. They must become aware of their thought patterns and how they affect their goals and behaviors. They must become aware of their behaviors and how they are perceived by others (Corvette, 2007).

The way in which personality differences affect the negotiation process is mostly studied on the basis of gender and culture. Most of the research in this area has been made to advance the understanding on negotiation styles of different cultures (Rahim & Blum, 1984). With regard to Turkey, a few research studies have been done to find out the Turkish managers' styles of handling conflict (Hofstede, 1983; Kozan, 1994) or the third party roles in conflict management in Turkish organizations (Kozan & Ergin, 1999; Kozan & İlter, 1994). However, the research mostly focused on the role of the third party in handling their affective and substantive disputes.

2.3.2 The big five factors

One of the long held goals of psychology has been to establish a model that can conveniently describe human personality. Through extensive debating and experimenting, there is currently a general consensus in the realms of scholarly psychology as to the identity of five factors and their basic interpretations and values to the analysis of personality. The five factors are extroversion-introversion, emotional stability/neuroticism, agreeableness, conscientiousness, and openness (Ewen, 1998).

Psychologists suggest that personality consists of five main dimensions called The Big Five. These personality dimensions may develop depending on the genes the person has or the environment the person lives in. As Corvette (2007) asserts, none of these characteristics should be considered good or bad but simply different. In fact, it is important to understand the nature of and behavioral impact of the personality facets.

Every person has these facets and traits to a certain degree. Examining these is suggested to be helpful to find one's personal negotiating style and power as well as to identify and develop into the negotiator one desires.

Several tests and scales have been developed in order to measure these facets of personality. However, most of these tests may be administered only by professionals licensed. That is because of the fact that, as theorists state, human beings have a tendency to see themselves as already possessing the traits they admire and that they tend to dislike things about themselves that they have designated as wanting to change. Therefore, assessing oneself necessitates honesty (Corvette, 2007).

2.3.2.1 Emotional stability

Emotional stability, a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability; sometimes called emotional instability, is the first dimension of personality referring to one's behavior under distress. This factor is sometimes referred to as "neuroticism". Booth-Kewley and Vickers (1994) relate emotional stability to a reduction in the number of risk-taking behaviors and an increase in the use of health beneficial behaviors. Conner and Abraham (2001) also indicate that emotional stability should be positively related to levels of perceived control. When faced with unexpected stressors if one remains unchanged, calm, and confident, he or she is assessed as having high emotional stability. If, on the other hand, unexpected changes naturally result in anxiety, nervousness, tenseness and loss of confidence, this person is assessed as having relatively low emotional stability (Corvette, 2007, p. 15).

2.2.3.4 Conscientiousness

Conscientiousness is generally defined as a tendency to show self-discipline, act dutifully, and aim for achievement; planned rather than spontaneous behavior. As facets of personality suggest, one can be assessed as relatively low on conscientiousness if they are typically not dependable, are easily distracted or disorganized, miss deadlines, procrastinate, abandon or fail to complete projects, tasks, or assignments. On the other hand, if they are dependable, organized and focused, always meet deadlines, complete projects and plans, and seek high levels of competence, they are considered extremely high on conscientiousness (Corvette, 2007).

2.3.2.3 Extroversion- Introversion

Extroversion can be defined as "a trait characterized by a keen interest in other people and external events, and venturing forth with confidence into the unknown" (Ewen, 1998, p. 289). In the most general sense, introverts focus on their inner experiences while extroverts' attention is directed towards the environment and the outer entities (Opt & Loffredo, 2003).

Eysenck depicts a typical extrovert as a person who "is sociable, likes parties, has many friends, craves excitement, acts on the spur of the moment, and is impulsive" while a typical introvert as a person who "tends to be quiet, introspective, reserved, reflective, distrustful of impulsive decisions, and prefers a well-ordered life to one filled with chance and risk" (Pervin, 1993, p. 283). Extrovert people can be described as sociable, interaction-oriented, extensive, preferring multiple relationships, and external events. They tend to speak before they think. Introverts, on the other hand, can be described as territorial, good at concentration, internal, intensive, reflective, preferring limited relationships, and internal reactions. They tend to think before speak.

2.2.3.4 Agreeableness

Agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. Agreeableness measures how compatible people are with other people, or basically how able they are to get along with others. A person is assessed as having relatively high agreeableness in terms of friendly behavior; whether they like other people's companionship, kind, and tolerant.

2.3.2.5 Openness

Openness means appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. Openness basically refers to how willing people are to make adjustments in notions and activities in accordance with new ideas or situations (Thoms, 1996).

As a great amount of psychometric research has demonstrated, these qualities are statistically correlated. Thus, openness can be viewed as a global personality trait consisting of a set of specific traits, habits, and tendencies that cluster together. As Costa (1992) asserts, openness involves active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, and intellectual curiosity.

The NEO PI-R personality test measures six facets or elements of openness to experience:

1. Fantasy - the tendency toward a vivid imagination and fantasy life.
2. Aesthetics - the tendency to appreciate art, music, and poetry.
3. Feelings - being receptive to inner emotional states and valuing emotional experience.
4. Actions - the inclination to try new activities, visit new places, and try new foods.
5. Ideas - the tendency to be intellectually curious and open to new ideas.
6. Values - the readiness to re-examine traditional, social, religious, and political values.

Presentation

Having provided detailed information about personality with its different aspects and its effect on the tendency of implementing particular negotiation strategies, the following section presents mediation as a concept which is influential on the development of effective conflict resolution skills. Presenting the nature of mediation process, this section discusses qualities of an effective mediator.

2.4 Mediation

Gilhooley and Scheoch (2000) put forward that all students must be given the right to have a safe learning environment. On the other hand, many children are exposed to

several forms of violence, such as bullying, teasing, and other senseless cruel acts. Since adults, namely teachers in this case, will not be able to solve all problems students encounter, it is crucial to empower students with the ability to solve their own problems. Peer mediation provides skills that enable students to resolve conflict without the use of weapons. In fact, as Lewicky, Saunders, Minton and Barry (2003) suggest, “the aim is to improve the parties’ skills so they will be able to negotiate more effectively” (p. 442). Since the main concern of mediators is to assist parties in areas of communication, mediators are trained as facilitators of the process using active listening skills, paraphrasing, and eliciting feelings and solutions (Gilhooley & Scheoch, 2000). When solutions are agreed on, a signed, written agreement is the end result.

Peer mediation includes conflict resolution skills. It also provides students with chances during which they can learn to value diversity and resolve differences peacefully. Therefore, mediation is a precious tool in handling racism and violence. Mediation is a process through which each disputant can become a winner. In fact, it has been proven that mediation is more effectual than detention, suspension, or expulsion. “It can also lead to an increase in instructional time by decreasing the frequency of classroom disruptions” (Gilhooley & Scheoch, 2000, p. 3).

Mediation is the process enriching academic performance and decreasing disruptions empowering students to solve their disagreements without adult intervention. According to Gilhooley and Scheoch (2000), this does not mean that professionals pay no attention to social problems of the learners but authorize students to help themselves. They also add, “When children are not preoccupied with angst generated by conflict, they are more focused on learning” (Gilhooley & Scheoch, 2000, p.4). That is why it is crucial that faculty members and support staff understand and support the underlying principle of mediation that conflict is a normal and unavoidable part of life. Although there are a number of choices to deal with it, most students tend to limit their options to very few – one or two. They either keep away from argument completely or “dive into the conflict headfirst, dealing with it aggressively or physically”.

The authors also suggest that in peer mediation each student is given an opportunity to tell their point of the story. They contribute to the process of setting

ground rules. After each disputant has described their side of the story, solutions are discussed and agreed on.

Since violence reached a high percentage in the society, schools are also negatively affected more than it used to be. As it is referred by Gilhooley and Scheoch (2000), peer mediation was put into application in the Scranton School District in 1993 because of the increase of arguments, fights, and name calling incidents that were disrupting the educational process. After several mediations took place during the term, many teachers and parents expressed their satisfaction.

2.4.1 How Mediation Works

As it is asserted by Lewicky, Saunders, Minton and Barry (2003), there are two assumptions in mediation. According to the first one, instead of a solution invented by a third party, the parties can and will come up with a better one. Secondly, since the relationship is an important one, the parties want to improve their ability for problem solving about their conflict.

Formal mediation, as Kochan and Jick (1978) express, is based on established rules and procedures. The mediator does not find or impose a solution for the problem. They help the disputing parties develop a solution themselves and then agree on it (Carnevale & Pruitt, 1992).

Although there are variations on the mediation process, it generally follows a reasonably common process.

1. A mediator is selected. The mediator can be a member of a professional mediation center, or can act informally as a mediator in some other capacity (manager, social worker, teacher, etc.)
1. The mediator begins by taking an active role. Usually he or she invites the parties to a meeting. He or she sets the ground rules.
2. The parties agree to follow a procedure set forth by the mediator.
3. The parties agree to listen to each other and follow some rules of civility and respect toward each other.

4. The role of the mediator is not to solve the problem but help them achieve a “negotiated” outcome. When the actual mediation starts, the mediator takes a more passive role.
5. The final stage is agreement. It can be made public with an announcement of the resolution. There may be a written agreement (Carnevale & Pruitt, 1992)

2.4.2 Qualities of an Effective Mediator

Gilhooley and Scheoch (2000) assert that it is important for students to understand the role and importance of a mediator. According to the authors, students can learn to be responsible individuals that are capable of solving their own problems. Peer mediators are facilitators of a unique process helping students solve their own problems without feeling the need for adult intervention.

According to Carnevale and Pruitt (1992), research shows that mediation 60-80 percent of cases is successful. Mediation is most likely to be successful when:

- The conflict is moderate but not high.
- The conflict is not excessively emotional and polarized.
- There is a high motivation by both parties to resolve.
- The parties are committed to follow the process of mediation.
- Resources are not strictly limited.
- The issues do not involve a basic conflict of values.
- The power is relatively equal between the parties.
- Mediation is seen as advantageous relative to going to no agreement or arbitration.
- The bargainers experience and understand the process of give-and-take, and the costs of no agreement Kochan and Jick, 1978; cited in Lewicky, Hiam, & Olander, 2003).

Mediation is not effective or more difficult to apply when:

- The bargainers are inexperienced and assume that if they simply take a hard line, the other party will eventually admit defeat.

- There are many issues, and the parties cannot agree on priorities.
- The parties are strongly committed to their positions.
- There is very strong emotion, passion, and intensity to the conflict.
- A party has an internal conflict, and is not sure what to do.
- The parties differ on major social values.
- The parties differ greatly on their expectations for what is a fair and reasonable settlement.
- The parties' resistance points do not overlap – the most one party will give is still much less than the minimum the other will accept.

Considering that conflict is inevitable, mediators can help individuals resolve their disputes while offering behaviors and language to be modeled. Mediation, if used effectively, prevent further escalation, teach participants new communication skills and methods to address their differences, and can encourage personal responsibility in the decision making process (Domenici & Littlejohn, 2001). However, it is crucial for students to know under which circumstances mediation is successful or it fails; otherwise, their efforts may result in frustration.

Having focused on the nature of mediation process and qualities of an effective mediator as they relate to conflict resolution process, the following section of the present study discusses communication skills.

Presentation

Communication skills have an active role during the process of handling conflicts. Hence, the following section of the study discusses communication and communication skills in detail as they relate to conflict management process.

2.5 Communication Skills

In its most general definition, communication is a process involving a person sending a message to another while both are being affected by their own perspectives. Communication is a complex process involving two or more people with their respective perspectives, representing their values, beliefs, assumptions, needs and various levels

(cultural, spiritual and family backgrounds), expectations, interpretations, experiences, and both past and present thoughts, feelings and behaviors (Long 1996).

According to the earliest and most influential model of communication, communication is an activity occurring between two people: a sender/source and a receiver. The sender has a thought or meaning in mind. The sender encodes this meaning into a message that is to be transmitted to a receiver. This message can be encoded into verbal language (e.g., words and sentences); nonverbal expressions (e.g., facial gestures, hand waving, and finger pointing); or both. Once encoded, the message is transmitted (e.g., via voice, facial expression, or written statement) through a channel (e.g., face-to-face interaction, telephone, e-mail, letter) to the receiver. The receiver's receptors – eyes and ears – receive the transmission and then the brain decodes it, giving meaning and understanding the message. Lastly, feedback is the process by which the receiver reacts to the sender's message. Even in one-way communication, feedback is useful to inform the sender that the message has been received, decoded, and ascribed with the meaning the sender intended. This process is especially important for language instructors as they are often challenged by communication skills during their teaching. Their students have already spent most of their lives speaking and listening; therefore, they may resist the instructors' efforts to teach them what students think they already know. (Shannon & Weaver, 1948; cited in Lewicki, Saunders, and Barry, 2006, p. 162-163). This process is displayed in Figure 2.5 below.

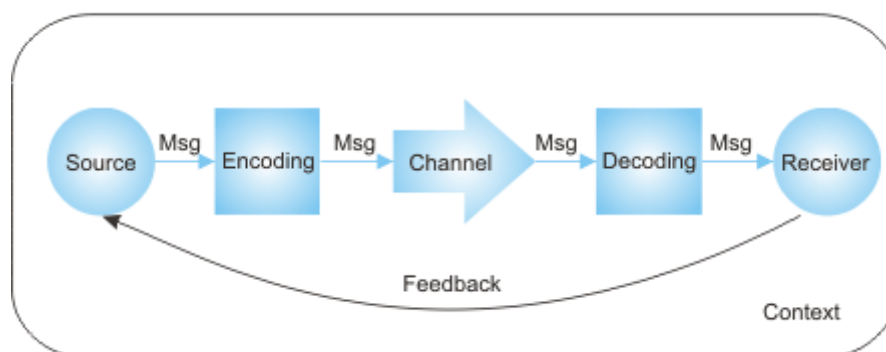


Figure 2.5 The Communication Process
Source: (from ©Mind Tools Ltd, 1995-2008)

The communication process explained by Long (1996) is briefly summarized as follows:

1. Objective interpretation of content (explicit message): The sender of the message thinks my dress is nice.
2. Subjective interpretation of content (implicit message): The sender does not really like my dress and is actually making fun of me.
3. Feeling about interpretation of meaning (angry, hurt, nervous): I feel hurt that you would make fun of my dress.
4. Feeling about the feeling (embarrassment, ashamed, inferior): I'm ashamed that I feel hurt.
5. Defense mechanism to self protect from feeling of shame (withdraw, attack, avoid): Because I feel ashamed of feeling hurt, I'll avoid eye contact and avoid you.
6. Actual behavioral response to statement (rules or guidelines): I'll withdraw as quickly as possible, and in the future, I'll go out of my way to avoid contact with you.

2.5.1 Developing Communication Skills

Weisinger (1998) states, "The basis of any relationship is communication" (107). Without communication there will be no relationship since there is no connection.

Since Weisinger (1998) believes that effective communication skills are crucial, he introduces the skills that enable individuals to communicate effectively and productively:

- Self-disclosure: clearly telling the other person what you think, feel, and want
- Assertiveness: standing up for your opinions, ideas, beliefs, and needs while respecting those of others
- Dynamic listening: hearing what the other person is really saying
- Criticism: constructively sharing your ideas and feelings about another person's ideas and actions
- Team communication: communicating in a group situation (107-108)

A democratic classroom and ultimately a democratic world call for a dialogue among all individuals. To do this, it is important that teachers shape their learning programs considering these skills.

2.5.2 Nonviolent Communication

Nonviolent communication (NVC) as a method of viewing human relationships that emphasizes deep connection with the needs of all the people involved. According to NVC, when that deep connection is present, some strategies will be necessary to meet all needs effectively. All behavior is motivated by the desire to meet universal, positive human needs – biological needs (shelter, food), social needs (connection, caring), and spiritual needs (purpose, meaning, hope). Conflict arises when the strategies to meet those needs are in conflict. In other words, conflicts arise over disagreement about strategies chosen to meet a need, not over the need itself. The authors suggest that awareness of the needs underlying each human behavior helps make it easier for individuals on both sides of an issue. Understanding the human needs underlying people's choice of strategies of behaviors frequently leads to transformations in the way "the enemy" is understood. That way, peaceful solutions can be found to meet the needs of both sides (Rosenberg, 2003).

2.5.3 Communication Problems

Corvette (2007) defines communication as "the effective transfer of intended meaning" (p. 34). If the transfer falls short of that, communication breaks down. There are various reasons of communication breakdowns.

Since communication is a two-way process, the goal in communication should be to say and hear the right things in the right way at the right time. In order for your message to be understood, it is required to say the right things in the right ways. Hearing

the other party is also necessary for you to be able to say the right things at the right time. In fact, La Bruyere summarizes this issue as follows: “It is a great misfortune neither to have enough wit to talk well nor enough judgment to be silent” (cited in Corvette, 2007, p. 85).

Human beings are naturally able to interact with those individuals who are most similar to themselves. The more people have in common related to the ways in which they take information, process information, and structure their outside world, the easier it is to communicate. As a matter of fact, long-term close relationships are generally those between people who have similar traits and characteristics of personality and temperament as well as values. Individuals’ attitudes and perceptions edit the messages they hear from others. People generally have the greatest misunderstandings and risk of conflict with those who differ from them (Corvette, 2007). Since negotiation necessitates effective communication skills, successful negotiators need to consider these key concepts of the communication process.

Communication channel also plays an important role in communication conflicts. Communication channel may be physical like five senses (sight, hearing, touch, taste and smell), mechanical like in the phone, and formal or informal like organizational communication (Budak & Budak, 1995). Direct, face-to-face communication is the richest channel since it provides not only the greatest sources of information but also the greatest opportunities for immediate feedback. Moreover, it offers verbal and body language. However, in telephone communication, although verbal tone and immediate feedback are available, body language is not. In terms of written communication, there is a risk of unintended offense and unintended meaning (Corvette, 2007).

Besides all these factors, feedback is a key concept in order to achieve an effective communication (Esatoğlu, Tengilimoğlu, & Bilgin, 1999). If the receiver re-sends the message in confirmation to what was intended, it becomes certain that communication has occurred. On the other hand, if the original sender, or source, does not hear the feedback, it is impossible to know whether communication has occurred (Corvette, 2007).

Communication processes - whether they are verbal or nonverbal – are vital to achieve negotiation goals and resolve conflicts (Lewicki, Saunders, & Barry, 2006). The

writers also refer to Chatman, Putman, and Sondak (1991) who state that communication pervades the negotiation process; accordingly, research on communication sheds light on negotiation both as a process of interaction and as a context for communication subtleties that may influence processes and outcomes. As Putnam and Poole (1987) state, the activity of having and resolving conflict occurs through communication. In other words, communication undergirds the setting and reframing of goals; the defining and narrowing of conflict issues; the developing of relationships between disputants and among constituents; the selecting and implementing of strategies and tactics; the generating, attacking, and defending of alternative solutions; and the reaching and conforming of agreements (Corvette, 2007).

Since there is a significant link between communication and negotiation, how negotiators, more specifically English instructors in this study, communicate in their lessons is as important as what they have to say. Therefore, particular aspects related to “how” of communication in the ELT environments stand out: the characteristics of language that English instructors use, the use of non-verbal communication in negotiation, and the selection of a communication channel for sending and receiving messages during the contact hours.

2.5.4 Use of Language

As Lewicki, Saunders and Minton (1999) assert, communication is a more complex concept than saying what you mean. How you say what you mean is crucial, and differs from one individual to another since using language is a learned social behavior. As the authors suggest, there is not a best way to communicate. The results of a given way of speaking may differ depending on the situation, culture, the relative rank of the speakers, their linguistic styles, and how those styles interact with one another. Therefore, any way of speaking could be perfect for communicating with one person in one situation and disastrous with someone else in another. As a matter of fact, the critical skill is to become aware of the power of linguistic style. Everything that is said must be in a certain way – in a certain tone of voice, at a certain rate of speed, and with a

certain degree of loudness. Linguistic style refers to a person's characteristic speaking patterns including such features as directness or indirectness, pacing or pausing, word choice, and the use of such elements as jokes, figures of speech, stories, questions, and apologies. That is, linguistic style is a set of culturally learned signals by which people not only communicate what they mean but also interpret others' meaning and evaluate one another as individuals. This process occurs with a wide variety of exchange partners, such as superiors, colleagues.

If one cannot know their purpose, and do not know what they are trying to accomplish, it is impossible to know whether and when they can accomplish it. Therefore, Long (1996) suggests that "communication skills are built on a knowledge of what you are trying to do, why you are trying to do it, and how you plan to accomplish it" (p. xxvi).

Tomlinson (2004) refers back to Thompson (1994), and states that Neurolinguistic programming teaches how to get good rapport with another person through the skillful use of body posture and movement, voice tone quality, language content and listening and observational skills; how to interpret meaning with; how and what to observe in the behaviors of a person we are communicating with to recognize his/her inner states; how to prepare and lead conversations; and how to formulate and reach one's own goals.

He further says that experts have unique ways of building deep levels of instant rapport through their ability to match details in behavior and language that are outside conscious awareness.

For anyone planning a career, communication is a primary element for understanding how organizations function and how to behave in organizations if an individual is to advance their careers. That way, they will understand how to use communication as a neophyte in a particular organization, during their transitions from one position to another, and throughout the various organizational activities they will engage in (Harris, 1993). As a result, English instructors should keep in mind that the activities they design for English classes can be a means of preparing their students for their future careers. That way, they can enrich their students in terms of effective conflict resolution while helping them improve their English.

2.5.5 Use of Nonverbal Communication

It is undoubted that much of what people communicate to one another is transmitted with nonverbal communication. Examples include facial expressions, body language, head movements, and tone of voice (Lewicki, Saunders, & Barry, 2006). Nonverbal messages "can convey affiliation, positive regard, interest, dominance, credibility, or status; can reinforce or punish; [and can] affect what others learn, what attitudes develop, what approaches will be modeled, and what is expected" (Tresch, Pearson, Hunter, Wyld, & Waltman, 1986).

Some particular nonverbal acts, called attending behaviors, are essential in terms of connecting with another person during a coordinated interaction like negotiation. That is because they let the other party know that you are listening and prepare the other party to receive your message. Attending behaviors include making eye contact, adjusting body position, and nonverbally encouraging or discouraging what the other says (Lewicki, Saunders, & Barry, 2006).

2.5.6 Selection of the Communication Channel

Communication may be experienced differently when it occurs through different channels. Although negotiation is considered to typically occur face-to-face, reality is that people negotiate through various communication media: over the telephone, in writing, and increasingly through electronic channels such as e-mail, instant messaging, and teleconferencing systems. The use of a particular channel shapes both perceptions of the communication task at hand and norms regarding appropriate behavior. Therefore, channel variations have potentially important effects on the negotiation processes and outcomes (Bazerman, Curhan, Moore, & Valley, 2000; Lewicki & Dineen, 2002; cited in Lewicki, Saunders, & Barry, 2006).

English classroom involves direct, face-to-face communication which is the richest communication channel. As a matter of fact, during the lesson, instructors can provide

the greatest source of information as well as the greatest opportunities for immediate feedback. On the other hand, it is crucial that teachers also be aware of the fact that human beings tend to encode messages according to their own way of taking in information (Corvette, 2007). This necessitates that teachers should know about their students' ways of encoding and decoding as well as those of their own styles.

2.5.7 Communicative Competence

Communicative competence, a concept introduced by Hymes (1966) and discussed and redefined by many authors, is based on the idea that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes. In other words, it not only refers to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately.

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic (Canale & Swain, 1980):

- *Linguistic competence*, referring to words and rules, means knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?
- *Sociolinguistic competence*, referring to appropriateness, means to know how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?
- *Discourse competence*, referring to cohesion and coherence, means to know how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are

words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

- *Strategic competence*, referring to appropriate use of communication strategies, means to know how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

2.5.8 The Link between Communicative Competence and Conflict Management

Language teaching should be based on the idea that the goal of language acquisition is communicative competence, the ability to use the language correctly and appropriately to accomplish communication goals. Therefore, English classes have an ideal potential to empower learners in terms of conflict management skills through wisely-designed activities addressing the communicative competence at the same time. To illustrate, a speaking activity designed to improve learners' strategic competence can serve a universal goal by improving learners' conflict management skills. Thus, the notion of communicative competence as applied to language teaching theory (Hymes 1972) needs to be reconsidered for the teaching of English for international communication. In other words, language teaching should go beyond its aim of language acquisition by enhancing learners' knowledge of intercultural communication by allowing them to examine the process of negotiation process actively.

In the FLE classroom, the responsibility of the English instructor is to provide opportunities for interaction in which learners control the topics and discourse. At this point, the significance of peace education and conflict management is highlighted. In fact, during the interaction among the students the value of nonviolent communication should be woven into the activities, as a result of which the students' negotiation strategies will be enriched so that they will collaborate effectively without aggression both in the classroom and in their future lives. In fact, interaction in the FLE classroom

represents interaction in daily and professional life; therefore, English lessons provide an invaluable environment to enrich conflict resolution strategies of the students so that students can be prepared for their future interaction based on the principles of universal peace. As a result, it is vital that English instructors enrich the content of the tasks they design and use activities which will develop their students' communicative competence.

2.5.9 How to Teach Strategies to Students

Teaching students to be peacemakers involves creating a cooperative climate that encourages disputants to reach mutually acceptable collaborations and not to dominate each other (Harris & Morrison, 2003). This can be achieved by teaching students “basic skills such as anger management, impulse control, emotional awareness, empathy development, assertiveness, and problem solving skills” (Harris & Morrison, 2003, p. 72). Moreover, students should be encouraged and guided in order to improve their personality traits so that they can become more mature individuals. Fulfilling this purpose is vital since non-violent negotiation requires an accurate understanding of and use of individuals' unique personality types and accurate perception and understanding of others' personality types and styles (Corvette, 2007).

English instructors can teach all these concepts by designing lesson plans and activities underlining universal principles of a cross-cultural world, namely, community, cooperation, nonviolence, and witness. It is also vital that these activities focus on issues of peace education and conflict management skills in terms of content. Moreover, these activities should be designed as role plays and scenarios which reflect real life situations so that they will prepare students for their future interactions effectively. Suggested principles of a peaceful world and instructional goals that serve them are presented in Table 2.4.

Table 2.4 Four principles of peace on Earth and instructional goals

Principles of Peace	Instructional Goals
COMMUNITY	Guide learners so that they can let the world into their lives and decide to personally be part of the solution to the world problems.
COOPERATION	Encourage learners to work with others to provide support and solidarity for those who are hurt by war and other disasters.
NONVIOLENCE	Encourage learners to respect the dignity of those who are vulnerable and prepare themselves so that their actions will do no harm.
WITNESS	Guide learners to open their hearts to the suffering of the world, and pour love into the wounds.

While putting such a model into practice, it is vital to keep in mind that negotiation should not be grounded in a largely Western, white male dominant point of view. As a matter of fact, the global environment has many actors, which consists of many cultures. It exhibits rapid economic and technological changes. Hence, it should be intended to empower students with effective skills to negotiate nonviolently, appreciating personal and cultural differences. In order to fulfill the goals of such a program, it is vital that English instructors create a safe and constructive learning environment which enhances students' social and emotional development in a conflict community.

Another crucial issue related to empowering students in nonviolent negotiation is how to put such a program in practice in the ELT classroom. According to Lewicki (2002), current conflict resolution teaching and training relies on experiential learning. The writer also emphasizes that the most well known model of experiential learning model consists of four elements: concrete experiences, observation and reflection,

formation of abstract concepts and generalizations, and active experimentation. Effective training in negotiation should be directed at each of the four elements. The first element is concrete experiences, such as role-plays, case studies and ‘live’ negotiations, in which students experience negotiation and conflict resolution processes first hand. The second element is observation and reflection, a period when students are asked to think about and evaluate the concrete experiences and convey their viewpoint via papers, journals and debriefing. The third element is the formation of abstract concepts and generalizations. Students can create their own theory of behavior in negotiation, or integrate existing theory and research. The final element is active experimentation, a time when students can use theory and concepts to set goals and experiments with new behavior. In short “the experiential learning model provides a time for experience (concrete experiences), reflection on that experience (observations and reflection), abstraction from the reflection (formation of abstract concepts) and prediction of future events (active experimentation)” (Lewicki, 2002, p. 1). As the processes of negotiation and conflict resolution are not single skills, but actually a complex set of sub-skills, it is necessary to design activities employing various skills such as defining issues, framing, listening, brainstorming, packaging, questioning, persuasion and argumentation. That is to say, in order to accomplish an efficient approach, negotiation skills should be broken down into competency-based components. This will also be helpful in assessment of the empowerment process. Competency elements could be pre-measured and post-measured to determine levels of learning, and then combined into complex conflict management scenarios (Lewicki, 2002).

2.6 Emotional Intelligence

Emotional intelligence is another effective concept regarding the process of negotiation. Research views the role of emotion in situations of conflict as fundamental. As a matter of fact, conflict is an emotionally defined and driven process, and thus recognizing this fact fundamentally alters one’s approach to conflict management. Similarly, some studies argue that emotions constitute an integral element of human relations, and hence of negotiations and conflict management. For this reason, emotional intelligence becomes a crucial concept for English instructors to handle conflicts in the

FLE classroom successfully. Research emphasizing the role of emotions in the dispute management process demonstrates that positive emotions lead to a more collaborative and less competitive behavior in negotiation than either a neutral or a negative mood. Several studies, such as Thompson, Nadler and Kim (1999), Moberg (2001), focusing on the effects of specific emotions show the impact of anger on individuals' attitudes towards an opponent, on their actual behavior in the course of conflict, and on negotiation outcomes. Similarly, positive emotional experiences in the FLE classroom can facilitate collaboration and problem solving (Desivilya & Yagil, 2005). Therefore, the following sub-section focuses on emotional intelligence in detail as it is related to the negotiation process.

2.6.1 Definition

According to Weisinger (1998), “emotional intelligence (EI) is the intelligent use of emotion” (p. xvi). The author further explains, “you intentionally make your emotions work for you by using them guide your behavior and thinking in ways that enhance your results” (p. xvi). More recently, Tomlinson (2004) argues that emotional intelligence is the ability to perceive, integrate, understand, and reflectively manage one's own and others' feelings. It is one of many other personal characteristics and abilities which is claimed to be a basis for professional development and personal integrity. Moreover, Goleman (2001) has put forward that the competencies associated with EI relate to four basic domains: (a) recognition of emotions in self; (b) recognition of emotions in others; (c) regulation of emotions in self; (d) regulation of emotions in others.

Cooper (1997) claims that emotional intelligence has certain benefits in life and work. The “four cornerstones of emotional intelligence” (Cooper and Sawaf, 1997) are as follows:

1. First cornerstone – emotional literacy – being real and true to yourself: builds awareness, inner guidance, respect, responsibility and connection.

2. Second cornerstone – emotional fitness – being clear and getting along: builds authenticity, resilience and trusting relationships.
3. Third cornerstone – emotional depth – reaching down and stepping up: builds core character and calls forth your potential, integrity and purpose.
4. Fourth cornerstone – emotional alchemy - sensing opportunities and competing for the future: builds intuitive innovation, situational transformation, and fluid intelligence.

Thanks to these competencies, it is possible for individuals to excel in human interaction. McCarthy (1998) states that in order to effectively cope with the rapid change in society and the vast spread of information technology, young children need to have and develop their emotional intelligence, through an education which will equip them with:

- A strong sense of self and empathic awareness of others;
- An awareness of the role and power of emotions in decision-making;
- A sound basis for their values and morality;
- A sense of meaning and purpose in their lives.

Tomlinson (2001) also suggests the following points regarding the importance of emotional intelligence for teachers as well as for students:

- Understanding emotions is directly connected with motivation and cognitive achievement.
- Dealing with emotions helps develop better relationships and a sense of psychological and mental well-being.

- Emotionally developed young people are better equipped to live with difference.
- Educating the emotions lead to a more effective workforce.
- Our moral outlook and value systems are deeply shaped by our attitudes and dealings.
- Our sense of meaning and purpose is derived as much from feeling as from understanding.

For the most part, existing definitions of EI are structural, viewing EI as a stable quality of the individual (Goleman, 1995); however, effective emotional functioning often appears to be situation dependent as the most adaptive action in emotional circumstance depends on the relation between the person (or persons) involved and sociocultural norms (Zeidner, Roberts, & Gerald Matthews, 2002).

2.6.2 Emotion and Negotiation

According to Barry and Oliver (1996), it is theoretically reasonable and intuitively plausible to assume that emotions play considerable roles at various stages of the negotiation process. The role of emotion in the negotiation process has been the subject of a considerably increasing body of recent theory and research during the last decade. As a result, there are a lot of important developments in the study of emotion and negotiation. The following are some selected findings (Lewicki, Saunders, & Barry 2006).

- Negotiations create both positive and negative emotions.
- Positive emotions generally have positive consequences for negotiation.
- Aspects of the negotiation process can lead to positive emotions.

- Negative emotions generally have negative consequences for negotiation.
- Aspects of the negotiation process can lead to negative emotions.
- It is possible for positive emotions to generate negative outcomes, and for negative feelings to elicit beneficial outcomes.
- Emotions can be used strategically as negotiation gambits.

2.6.3 Enhancing EI

Individual's emotions can give information about oneself, others, and situations. An angry outburst might reveal that the individual is feeling overwhelmed by an unreasonable workload. Tapping into the information provided by one's emotions, the individual is able to change their behavior and thinking. Since emotions play a crucial role in life, the key is to use emotions intelligently. That way, it is possible to intentionally make the individual's emotions work for them by using emotions help guide their behavior or thinking in ways that enrich the results.

According to research, EI is a trait which can be nurtured, developed, and augmented. EI can be increased by learning and practicing skills and capabilities making up EI (Weisinger, 1998). This process is particularly important for English instructors because they are not only responsible for improving their competence of EI but also guide their students to develop high self-awareness, manage emotions, motivate themselves, and use EI in their relationships with others.

Developing high self-awareness. Being aware of one's feelings and behavior as well as others' perceptions of the individual can influence their actions in such a way that they

can work to their benefit. High self-awareness enables the individual to monitor themselves, observe themselves in action. That is possible through some serious thoughtfulness and the courage to explore how to react to people and events. For this purpose, the individual has to (1) examine how to make appraisals, (2) tune in to their senses, (3) get in touch with their feelings, (4) learn what their intentions are, (5) pay attention to their actions (Weisinger, 1998).

In the ELT settings, it is vital that both English instructors and students be aware of their own feelings and behavior as well as others' perceptions of them. Therefore, English instructors should prioritize developing self-awareness, and as a result, create opportunities for their students to model their high self-awareness for their own relationships.

Managing Emotions. Managing emotions is different from stifling them. It means understanding them and then using that understanding to turn situations to individual's benefit. When people first become aware that they are feeling anger, they start tuning in to their thoughts. Next, they might tune in to all the physiological changes, such as fast breathing, pounding heart that they are experiencing, and practice relaxation techniques. It is important to keep in mind that it is individual's own thoughts, body changes, and behaviors that drive their emotional responses, not someone else's actions or an external event. Understanding this, it is possible to recognize that they have the power to manage anger and all other emotions. The author also provides tips to avoid distorted thinking: do not overgeneralize, stay away from destructive labeling, avoid mind reading, do not have rules about how others should act, do not inflate the significance of an event (Weisinger, 1998, pp. 27-61).

It is particularly important for English instructors to manage and lead their instincts and desires because this will help them to control negative feelings effectively, gain more respect among their students, take the responsibility of their behavior, have an open attitude towards new ideas, and more easily adapt changing priorities.

Motivating oneself. Motivation is the key to starting a task and staying with it because technically motivation expands energy in a specific direction for a specific purpose. Individuals can draw upon four sources for motivation: themselves; supportive friends, family and colleagues; an emotional mentor; and their environment. Although how people utilize these sources of motivation and cope with difficult moments differ from individual to individual, the elements of motivation are common to all people: confidence, optimism, tenacity, enthusiasm, and resiliency. (Weisinger, 1998).

The motivation of English instructors is also significant since it shapes their attitudes and behaviors in the classroom. That is, when English instructors are highly motivated, they will be more committed to their ultimate goal of helping individuals grow.

Using EI in relations with others. Considering how much a day involves interactions with others, it is important to recognize and respond to the emotions and feelings of others, guide those emotions toward productive resolution of a situation, and using those emotions to help others help themselves. It is clear that the ability to do all of this enhances both the individual and the organization. The pursuit of effective interpersonal relations necessitates developing communication skills, interpersonal expertise, and mentoring abilities (Weisinger, 1998). Considering the amount of time an English instructor spends interacting with students, it is significant that they be competent

enough to understand their students' feelings, needs and anxieties in order to be able to help them transform themselves.

1. Developing Effective Communication: Since communication is the basis of any relationship, effective communication skills are crucial. The following skills enable individuals to communicate effectively: self-disclosure (clearly telling the other person what the individual thinks, feels, and wants), assertiveness (standing up for one's opinions, ideas, beliefs, and needs while respecting those of others), dynamic listening (hearing what the other person is really saying), criticism (constructive sharing of one's ideas and feelings about another person's ideas and actions), and team communication (communicating in a group situation) (Weisinger, 1998). Since collaborative communication, which is much more than merely working together, offers opportunities for creativity and constructive problem solving (Domenici & Littlejohn, 2001), it is important that English instructors utilize collaboration. This helps them experience a greater chance to preserve ongoing relationships with their students.

2. Developing Interpersonal Expertise: No matter how smart, hardworking, and knowledgeable a person is, if he lacks interpersonal expertise, probably he will not last long in a job where he must deal with other people. Weisinger (1998) suggests two skills leading interpersonal expertise: the ability to analyze a relationship, and the skill to be able to communicate at appropriate levels so that information is exchanged effectively. Since ELT settings are social environments where the instructor and the students interact to communicate with each other, it is vital that each party be able to analyze interpersonal relationships in English classes, and be able to communicate properly with the instructor and the fellow students.

3. Assisting others help themselves: Weisinger (1998) emphasizes that an organization is a holistic entity, an integrated system that depends upon the interrelationship of the individuals who are part of it. Therefore, how each person performs influences the whole organization. Helping another person act and respond in an emotionally intelligent way is difficult. However, helping others help themselves is one of the most rewarding practices of EI. That is because in this process the individual helps another person learn, grow, be more productive, and develop a relationship that is characterized by trust and loyalty. The author suggests four ways to help others help themselves (Weisinger, 1998, pp. 183-212):

1. keep your emotional perspective.
2. know how to calm down an out-of-control person.
3. be a supportive listener.
4. help with goal planning and goal reaching.

English instructors and their students are a part of educational organizations. Therefore, how an instructor or a student performs affects the others in ELT settings where the English instructor helps the students learn, grow, be more productive, and develop a trustworthy and loyal relationship.

2.6.4 EI and curriculum

As Tomlinson (2004) puts forward, in a learning organization, the professional development of teachers and the education of learners are inevitably complementary and

mutually reinforcing. The author also refers back to MacGilchrist, Myers and Reed (1997), recognizing the role of EI in this process. As a matter of fact, in their book *The Intelligent School*, they define EI as one of nine intelligences which are present in the intelligent school. In that book, emotional intelligence is interpreted as the capacity of the culture within the school to allow feelings to be “owned, expressed and respected”. They put EI among the nine intelligences of the school – contextual intelligence, strategic intelligence, academic intelligence, reflective intelligence, pedagogical intelligence, collegial intelligence, emotional intelligence, spiritual intelligence and ethical intelligence. Tomlinson (2004) also mentions that the authors are certainly dedicated to enriching children’s learning as a result of the application of these nine intelligences.

Barner (1995) has a more developmental approach to EI. The writer explores emotions in infancy, and deals with the development of a sense of self from its early emergence, self-esteem, gender identity and reflecting on the self, focusing on self-descriptions and self-esteem.

Goleman (1998) describes a map of EI and exemplifies the competencies it includes. Self-control – one of the six competencies – is about keeping disruptive emotions and impulses in check. This competency enables people to manage their impulsive feelings and distressing emotions well; stay composed, positive and unflappable even in difficult moments; think clearly and stay focused under pressure. According to Tomlinson (2004), the examples of self-control in action in Goleman (1998) can all be matched in schools. More specifically, those with self-control and reasonably high level competencies in the 25 elements in Goleman’s model will enhance their performance.

Tomlinson (2004) further suggests that basic human emotional needs and feelings are not always recognized and accepted. When the feelings of teachers and learners are invalidated, their self-esteem is destroyed, which harms the prerequisite for successful teaching and learning. That is because, validation which is one of the key terms in EI, allows individuals to be themselves. This leads to high self-esteem. On the other hand, psychological invalidation kills confidence, creativity and individuality. Therefore, invalidation in school context in particular needs to be understood and taken seriously. Thus, the curriculum should involve staff and students developing skills in emotional self-awareness, managing emotions, empathy, communication, co-operation and resolving conflicts.

CHAPTER

3 METHOD

3.0 Presentation

In this chapter, the participants of the study, the data collection instruments of the study, the data collection procedure and data analysis procedure are explained and discussed.

3.1 The Participants of the Study

The participants of this study consist of 120 English instructors working in the Department of Basic English at Middle East Technical University, TOBB Economics and Technology University, Çankaya University, and Atılım University, Ankara, and Trakya University, Edirne, Turkey.

The number of English instructors who participated in this study is presented in Table 3.1.

Table 3.1 Instructors Participated in the Study

Name of the University	Number of the Instructors Participated
METU	55
TOBB ETU	35
Çankaya University	15
Atılım University	10
Trakya University	5

3.2 The Data Collection Procedure

In this study, the data were gathered by administering four instruments, namely demographic inventory (DI), The Rahim Organizational Conflict Inventory II (ROCI II), The Eysenck Personality Inventory Test (EPQR-A) (Appendix B), and an interview (Appendix C).

3.2.1 Demographic Inventory (DI)

This section of the inventory consists of seven questions in order to provide personal information about the participants. These questions collect data about participants' gender, age, education, teaching experience in state university and private university, in-service training program in ELT, and certificate program attended.

3.2.2 The Rahim Organizational Conflict Inventory II (ROCI II)

The Rahim Organizational Conflict Inventory ROCI-II was developed by Rahim (1983) for conflict in organizational settings. ROCI II is a 5-point Likert scale from 1 to 5 on 28 questions. Instructors rated their own negotiation strategies indicated by 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree) and 1 (strongly disagree). ROCI-II consists of five interpersonal conflict handling styles: Integrating, Obliging, Dominating, Avoiding and Compromising. In the questionnaire, styles are categorized as follows: 1, 5, 12, 22, 23, 28 are related with the integrating style; items 2, 11, 13, 19, 24 with the obliging style; items 8, 9, 18, 21, 25 with the dominating style; items 3, 6, 16, 17, 26, 27 with the avoiding style; items 4, 7, 10, 14, 15, 20 with the compromising style. A higher score represents the person's propensity to use a particular style, or styles, while handling interpersonal conflicts. Although there is no time limitation for answering the questions, the participants typically need about eight minutes to complete the ROCI-II.

In Gümüşeli's study, the reliability statistics for the Turkish version of the ROCI-II were based on the results of 40 administrators and 50 teachers who were working in high

schools through a test and retest method. The reliability of the inventory was .81 for administrators and .88 for teachers (Gümüşeli, 1994, p. 138).

Necessary permission to use this inventory in this study was obtained from Karancı.

3.2.3 The Eysenck Personality Inventory Test (EPQR-A)

The Eysenck Personality Inventory Test (EPQR-A), the third sub-section of the inventory used in this present study, was developed by Eysenck (1975) in order to define the main dimensions of human personality. Although Eysenck developed a number of personality tests, all regarded as valid and reliable, and shortened versions were developed by psychiatrists due to practical reasons.

The version used in the present study was developed by Karancı (2006) and her colleagues in METU, Psychology Department. Eysenck Personality Inventory Questionnaire (Karancı, 2006) consists of 24 items and it measures the degree of personality tendency of an individual on the bases of extroversion/introversion, emotional stability, psychoticism and lying. However, since the other two sub-scales are irrelevant to the present study, only the items which were related to extroversion/introversion factor (2, 4, 13, 15, 20, and 23) and emotional stability (1, 9, 11, 14, 18, 21) were chosen for this study. The participants answered 24 questions marking either “YES” or “NO” for each question.

Karancı (2006) and her colleagues in METU Psychology Department carried out a study to see whether this shortened form could be adapted to the Turkish setting. For this purpose, the original form of the questionnaire was translated to Turkish by three independent researchers. The researchers studied and corrected the Turkish version. Next, it was translated back to English by a bilingual speaker in order to avoid language-oriented problems. This back-translation form of the questionnaire was compared with the original one by the researchers in terms of meaning and form. The study involved 756 university students as subjects in four universities from different parts of Turkey. After conducting the study, Karancı (2006) and her colleagues evaluated the validity and reliability of this test, and concluded that the sub-scales of EPIQ-RA were all highly

consistent except for psychoticism, which is not relevant to the present the study. According to the results of their study, the reliability of emotional stability and extroversion/introversion were .82 and .84 respectively. Karancı (2006, p.8) states that “the findings of this study supported the idea that the shortened version of the Eysenck Personality Inventory Questionnaire (EPIQ-RA) is quite reliable, since the consistency coefficients are high and test revision reliability of the test is at an acceptable level”. As their study suggests, it is possible to claim that it is valid for the Turkish culture as it involved a huge number of subjects from four different regions. Karancı (2006) claims that the personality inventory test (EPIQ-RA) used in the present study is adaptable for the Turkish setting and its validity and reliability is at an acceptable level.

3.2.4 Interview

Interviews, often described as a qualitative research method, provide in-depth information about a particular research issue or question (Suler, 2002). Qualitative research interviews are attempts to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanations (Kvale, 1996). Although different authors categorize interviews in different ways, they are often categorized in relation to their structure as structured, semi-structured, and unstructured (or in-depth). In structured interviews, the interviewer asks the same questions of numerous individuals in a precise manner, offering each individual the same set of possible responses. In contrast, an unstructured interview contains many open-ended questions that are not asked in a precise, structured way. On the other hand, in a semi-structured interview, the interviewer has some set of questions but can also ask some spontaneous questions (Rudner & Schafer, 1997).

The interviews utilized in the current study which represent the qualitative part were unstructured and semi-structured. First, an unstructured interview was carried out with 4 instructors in order to build a framework about the negotiation strategies of English instructors. Afterwards, a semi-structured interview with 13 main questions was designed to enhance the interpretations of the quantitative results (see Appendix B). After piloting of the semi-structured interview, questions were revised and reevaluated.

With the use of interviews, it was intended that the study will gain a more in-depth dimension with the help of unrehearsed and spontaneous data. McNamara supports this aim suggesting that the interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (1999).

The interviews in the pilot and main study were conducted in Turkish, the native language of the participants, to make the instructors feel more comfortable in expressing themselves. The interview questions were translated into English by the researcher and proofread by a British English instructor (Appendix D).

The interviewees were chosen according to quota sampling in which the researcher determines a quota for each category of samples. In the current study, it is decided to have 16 (8 from state universities and 8 from private universities). While deciding the representative sample for the interview, the features determined with the help of the questionnaire were considered. As a result, 2 instructors from each feature (1 male and 1 female) were chosen. The details related to the representative sample for the interview are displayed in Table 3.2. Before the interviews were administered, it was announced to the instructors that volunteering instructors were needed for the interview.

Table 3.2 Representative Sample for the Interview

	Age	MA/Phd/In-Service Training/Certificate Program		No MA/Phd/In- Service Training/Certificate Program	
		Male	Female	Male	Female
State University	23-40	1	1	1	1
	41-59	1	1	1	1
Private University	23-40	1	1	1	1
	41-59	1	1	1	1

A semi-structured interview was conducted with 16 participants during the main study. Each interview session took approximately 20 minutes. Interview questions 1-9 are to elicit the relationship between English instructors' negotiation strategies and personality traits. Moreover, questions 10-13 are to investigate the relationship between English instructors' negotiation strategies and personality traits in-depth.

The interviews were recorded through digital sound recorders and conducted in the offices of the instructors. In order to decrease the anxiety of the interviewees and get more accurate answers, no other person was allowed to be in the room during the interviews. The interviewer asked the questions one by one and followed with new questions according to the answers of the interviewees. That way, it was aimed to make the participants think more on the topic and provide more information about the issue. The recordings were listened once and the important points were transcribed after the second listening. The results were categorized and evaluated by using content analysis. A summary of the interview questions and their relationship with the research questions is given in Table 3.3.

Table 3.3 Interview Questions Related to the Research Questions

Research Questions	Interview Questions
RQ Is there a relationship between English instructors' negotiation styles in the EFL classroom and their personality traits?	9. Do you think your personality traits overlap with your negotiation strategy?
RQ 1. What are the common negotiation styles that English instructors use to handle conflicts in the EFL classroom?	1. What negotiation strategies do you apply in order to resolve conflicts in your class?
RQ 2. Do negotiation strategies of English instructors differ in relation to certain demographic features?	
RQ 2.1. Is there any significant difference between male and female English instructors' negotiation strategies?	2. Do you think male and female English instructors negotiate in different ways? Please explain.
RQ 2.2. Does the age of the English instructors affect their use of their negotiation strategies?	3. Do you think English instructors of different age negotiate in different ways? Please explain.
RQ 2.3. Does the educational level of the English instructors affect their negotiation strategies?	4. Do you think English instructors from different educational backgrounds (those who have MA / Phd / in-service training / certificates or not) negotiate in different ways? Please explain.
<ul style="list-style-type: none"> Does master's degree or doctoral degree obtained affect English instructors' negotiation strategies? Does in-service program obtained affect English instructors' negotiation strategies? Do certificate programs attended affect English instructors' negotiation strategies? 	5. Do you think English instructors with different teaching experience negotiate in different ways? Please explain.
RQ 2.4. Does the work experience of the English instructors affect their negotiation strategies?	
RQ 3. What common personality traits do English instructors have?	6. How would you define your personality?
RQ 4. Is there a significant relationship between the English instructors' personality trait of extroversion/introversion and negotiation styles?	7. Do you think there is a relationship with the personality trait of extraversion/introversion and negotiation strategies of English instructors? Please explain.
RQ 5. Is there a significant relation between the English instructors' personality trait of emotional stability and negotiation styles?	8. Do you think there is a relationship with the personality trait of emotional stability and negotiation strategies of English instructors? Please explain.

3.3 Pilot Study

Before collecting data through the questionnaire, one pilot study has been conducted to evaluate the methods and instruments of the research as a whole. To achieve this, after getting a statistician's approval, data were gathered from 30 English instructors who had similar characteristics with the participants of this study. Statistical Package for Social Sciences (SPSS) 15.0 version was utilized to analyze data for the pilot study.

Reliability statistics for the Turkish version of the ROCI-II were based on the results of 30 English instructors who were working in the Department of Foreign Languages in various universities in Ankara. The reliability of the inventory according to the pilot study was .79 as it is illustrated in Table 3.4.

Table 3.4 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,797	,827	28

The reliability statistics for EPQR-A was not applied since it requires each participant to answer the items as “Yes/No”. On the other hand, the four-factor solution for 24 items in the inventory accounted for 54 % of the total variance in the pilot study.

3.4 The Data Analysis Procedures

Quantitative methods were employed to analyze the data by using Statistical Package for Social Sciences (SPSS), version15.0. An independent sample t-test was used to understand the difference between the negotiation styles and personality traits of the instructors who obtained the bachelor's degree and master's degree. Moreover,

ANOVA test was used to see the difference between age groups and teaching experiences. Regression analysis was conducted by SPSS to examine the probability of effects of personality traits on negotiation styles. The factor analysis and reliability analysis of the tool were done on the pilot data. Since there were no problems regarding the factor analysis and the reliability analysis, the same tool was used in the main study without any adaptations. The data gathered from the likert scale items were analyzed through descriptive statistics; histograms, crosstabulations and frequency distribution tables. The statistical significance level was used as $\alpha < .05$ for all the independent sample findings.

CHAPTER

4 PRESENTATION AND ANALYSIS OF THE DATA

4.0 Presentation

This chapter presents analysis of the questionnaires, the interviews and discussion of the results.

The aim of the current study is to investigate the relationship between English instructors' negotiation strategies in the EFL classroom and their personality traits. For this purpose, descriptive statistics was used to explore the English instructors' negotiation strategies in the EFL classroom and their personality traits. Inferential statistics as ANOVA was used to examine the relationship between English instructors' negotiation strategies in the EFL classroom, their personality traits and their gender, age, experience in the profession, and educational background. The quantitative instrument prepared for the implementation of the research was administered to 120 English instructors working at the preparatory schools of Middle East Technical University, TOBB Economics and Technology University, Çankaya University, Atılım University and Trakya University. For the qualitative part of the study, semi-structured interviews were conducted with 16 English instructors employed at these universities.

The quantitative instrument of this study consists of three parts. In the first part of the first instrument, which is the demographic inventory part, information about the participants was gathered. The second part is "The Rahim Organizational Conflict Inventory II (ROCI II)". This section of the questionnaire consists of 28 questions that are 5-point likert scale type items to determine English instructors' negotiation strategies in the EFL classroom. The third one is "Eysenck Personality Inventory (EPI)", which consists of 24 items to identify English instructors' personality traits. In this section, the instructors rated their own personality traits by answering the questions as "yes" or "no".

The universe of the study comprises all the English instructors employed at the English preparatory schools of universities in Turkey. Therefore, the instrument of the study was taken to the instructors working at the universities in Ankara by the researcher. Moreover, the instrument was sent to the instructors working at the universities in other cities through the Internet. However, the return rate of the questionnaire was limited. Therefore, the sampling of the main study covers 55 instructors from Middle East Technical University, 35 instructors from TOBB Economics and Technology University, 15 instructors from Çankaya University, and 10 instructors from Atılım University and 5 instructors from Trakya University, considering the time limitations and the difficulty to reach all the universities in Turkey in a limited time span.

Quantitative methods were employed to analyze the data by using Statistical Package for Social Sciences (SPSS) 15.0 version. An independent sample t-test was used to understand the difference between the bachelor's degree and master's degree teachers according to their negotiation styles and personality traits. Moreover, ANOVA test was used to see the difference between age groups and teaching experiences. Regression analysis was conducted by SPSS to examine the probability of effects of personality traits on negotiation styles. The factor analysis and reliability analysis of the tool were studied on the data gathered during the piloting. Since there were no problems regarding the factor analysis and the reliability analysis, the same tool was used in the main study without any adaptations. The data gathered from the likert scale items were analyzed through descriptive statistics results of which were illustrated by figures and frequency distribution tables. The statistical significance level was used as $\alpha < .05$ for all the independent sample findings.

As for the qualitative data, 16 English instructors were chosen among the 120 participants. The numerical values regarding the interview analysis demonstrate the representative group's tendency in terms of negotiation strategies. The discussion section in the fifth chapter was developed through the examination of questionnaire analysis and the interview questions which help to investigate the issues deeply.

4.1 Descriptive Analysis Regarding the Characteristics of the Participants

In the first part of the first scale, the subjects involved in this study were asked to provide personal information about themselves. The questions asked in this section provided data about participants' gender, age, education, teaching experience in state universities and private universities, in-service training program in ELT, and certificate program attended. Descriptive statistics regarding the demographic features of participants is revealed in tables and graphics as figures.

Among the 120 subjects involved in the study, 83 % (n= 99) were females, whereas 17 % (n= 21) were males. Figure 4.1 shows the distribution of English instructors according to their gender.

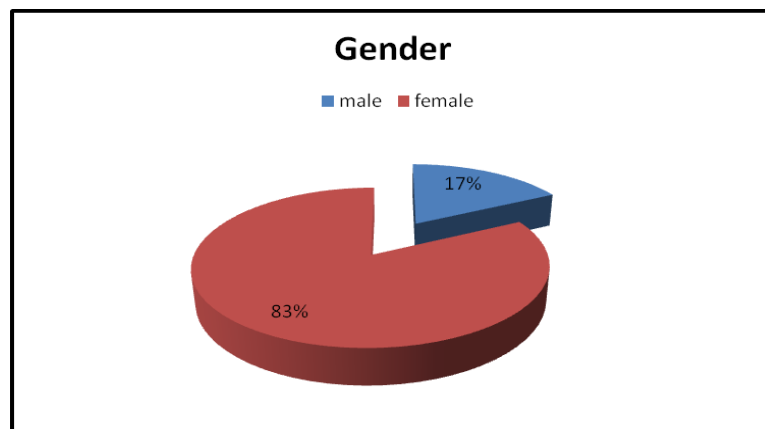


Figure 4.1 Gender distribution of the instructors

In relation to the instructors' age, among the 120 respondents, 28 % (n=33) were in the 20-25 years age group, 29 % (n=35) were in the 26-30 years age group, 9 % (n=11) were in the 31-35 years age group, 11 % (n=13) were in the 36-40 years age group, 23 % (n=28) were in the 41 years and above age group. Figure 4.2 represents the distribution of age groups of the instructors.

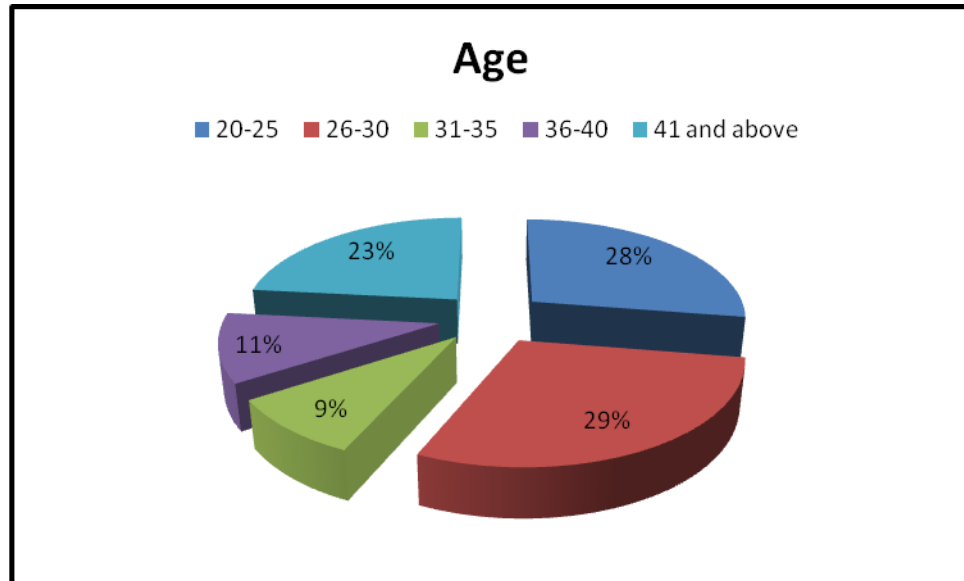


Figure 4.2 Age distribution of the instructors

The participants who hold a bachelor's degree constitute 50 % (n=60) of the overall population, while 48 % (n=48) of them have a master's degree. Only 2% (n=2) of the instructors had a doctorate degree. Since t-tests require almost equal distribution among categories, instructors who have a doctorate will be considered in the category of master's degree when the t-test is done with the educational background in the following parts of the present study. The distribution of the English instructors according to their latest education level is presented below in Figure 4.3.

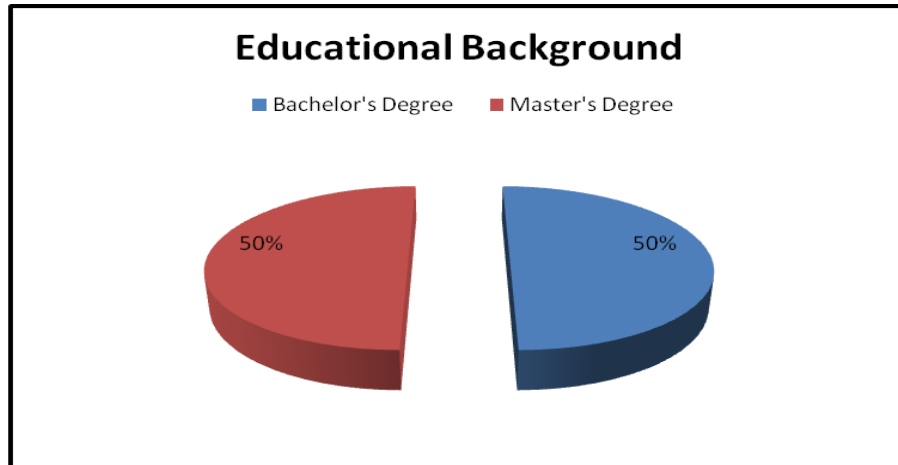


Figure 4.3 Distribution of educational background of the participants

Regarding the instructors' teaching experience, among the 120 respondents, 44% are in the group of experienced in state universities while 32% are in the group of experienced in private universities. Moreover, 24% of the instructors are in the group of experienced in both state and private universities. Figure 4.4 displays the distribution of the instructors' teaching experience.

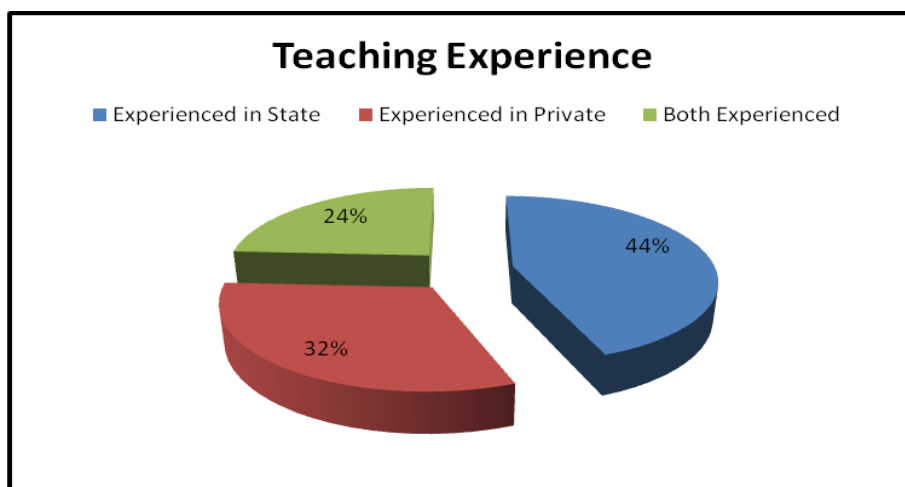


Figure 4.4 Distribution of teaching experience

Regarding the instructors' teaching experience in a state university, the data has almost no outlier category on teaching experience in a state university. Among the 120 respondents, 34 instructors (28,3 %) are in the group of 11 years and more teaching experience, 8 instructors (6,6 %) are in the group of 6-10 years, 22 instructors (18,3) are in the group of 3-5 years, 18 instructors (15 %) are in the group of 1-2 years while 38 instructors (31,6%) have no experience in a state university. Figure 4.5 illustrates the distribution of the instructors' teaching experience in a state university.

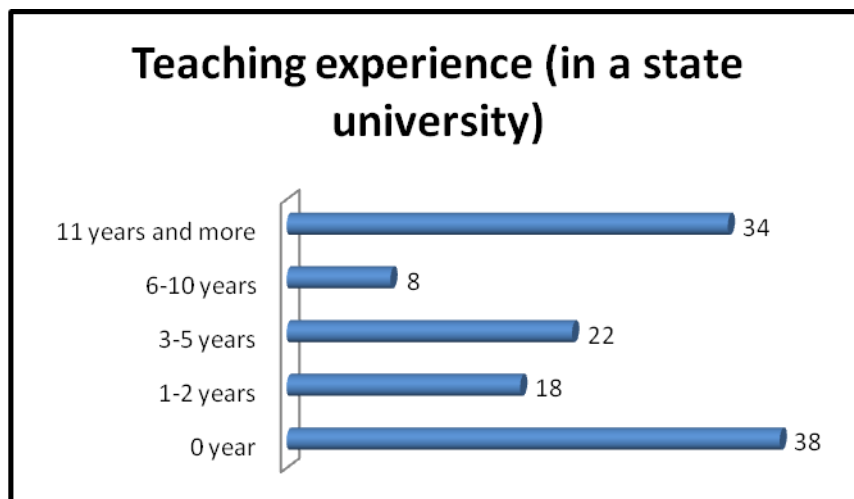


Figure 4.5 Distribution of teaching experience in a state university

Regarding the instructors' teaching experience in private universities, among the 120 respondents, 7 instructors (5,8 %) are in the group of 6 years and more, 30 instructors (25 %) are in the group of 3-5 years, 29 instructors (24,16 %) are in the group of 1-2 years and finally 54 instructors (45 %) are in the group of 0 year of experience. Figure 4.6 displays the distribution of the instructors' teaching experience in a private university.

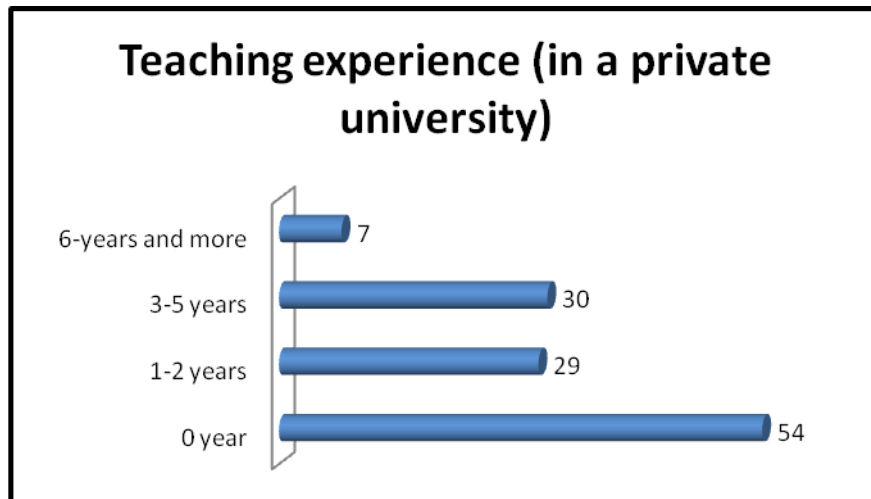


Figure 4.6 Distribution of teaching experience in a private university

The category of teaching experience of the respondents is going to be focused separately as non-experienced, experienced in one institution (state or private) and experienced in both kinds of institutions in t-test analyses.

When the instructors' involvement in an in-service program was investigated, most of the respondents (82%, n=93) indicated that they had attended in-service training programs in ELT. On the other hand, only 18% (n=27) of the instructors stated that they had not attended any in-service training programs in ELT. Figure 4.7 shows the distribution of instructors' attendance in in-service training program in ELT.

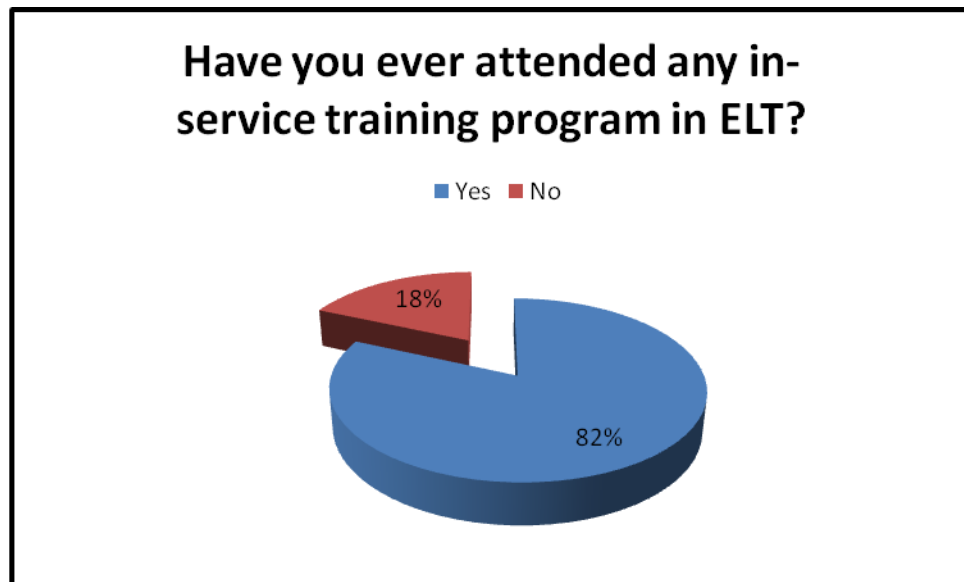


Figure 4.7 Distribution of attendance in in-service training program in ELT

The answers for the question of “do you have any teaching certificates” display almost equal distribution. While % 55 of the respondents (n=66) do not have any teaching certificates, %45 of them (n=54) do. Figure 4.8 shows the distribution of the instructors’ having teaching certificates.

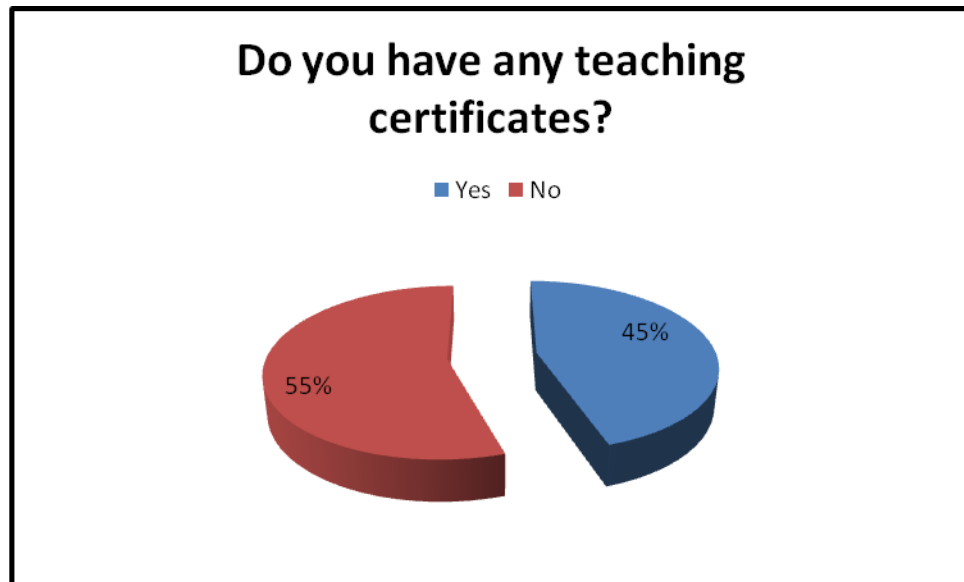


Figure 4.8 Distribution of Participants who own teaching certificates

4.2 Reliability Statistics of Questionnaire Items

Before analyzing the questionnaire, SPSS reliability analysis was conducted in order to check the reliability of the items in the questionnaires. This analysis was conducted on the second part of the instrument - Q₁ and Q₂ - which includes likert-type items.

Regarding the first questionnaire, Cronbach Alpha analysis was calculated to find the reliability coefficients of the items. If the value of Cronbach's Alpha is between 0.60 and 0.80, the scale is highly reliable. In this study, the value of Cronbach's Alpha is 0,727. Therefore, the instrument used in this study could be considered reliable. The results of the reliability statistics of the first questionnaire are shown in Table 4.1.

Table 4.1 Reliability Analysis of Q₁

Cronbach's Alpha	N of Items
,727	28

Regarding Q_2 , the Cronbach's Alpha is 0,61. As a result, it can be claimed that the instrument is reliable. Table 4.2 shows the reliability statistics of Q_2 .

Table 4.2 Reliability Statistics of Q_2

Cronbach's Alpha	N of Items
,612	16

When a particular item is removed from consideration, the computation of Cronbach's Alpha is a useful measure of that item's contribution to the entire test's assessment performance. In the column of "Cronbach's Alpha if Item Deleted", contribution of the item to the entire test is seen. For example, when a question is deleted from the scale and the Alpha statistics climbs to 0,95, that question should be examined and perhaps rewritten. However, the reliability statistics of Q_1 in the current study reveals that there is no such item. When the items are observed, it is concluded that more or less all items are close to each other to be part of the scale. It is seen that the extraction of any items for increasing the reliability of the scale is not necessary due to the fact that the reliability of the instrument will not increase in that case. For this reason, there is no need to delete any items. Table 4.10 displays the item analysis for Q_1 .

Table 4.3 Item Analysis for Negotiation Styles

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Herkesçe kabul edilebilir bir çözüm bulmak için sorunu öğrencilerimle birlikte incelemeye çalışırım.	93,025	63,268	0,265	0,719
Öğrencilerimin genel olarak ihtiyaçlarını karşılamaya çalışırım.	92,775	65,386	0,173	0,724
Kötü duruma düşmekten kaçınmak için öğrencilerimle anlaşmazlıklarımı açığa vurmamaya çaba gösteririm.	94,533	59,343	0,385	0,709
Ortak bir karara ulaşabilmek için fikirlerimi öğrencileriminkiyle birleştirmeye çalışırım.	93,208	61,897	0,435	0,710
Bir soruna hepimizin beklentilerini karşılayacak çözümler bulmak için öğrencilerimle birlikte çalışmaya çaba gösteririm.	93,000	61,429	0,469	0,708
Öğrencilerimle görüş ayrılıklarımı açıkça tartışmaktan kaçınırım.	94,842	59,664	0,360	0,711
Bir çıkmazı çözmek için orta bir yol bulmaya çalışırım.	93,100	62,276	0,354	0,714
Fikirlerimi kabul ettirmek için baskı yaparım.	95,550	66,216	0,024	0,733
Kendi lehime karar çıkartmak için yetkimi kullanırım.	95,433	63,222	0,241	0,720
Öğrencilerimin isteklerini dikkate alırım.	92,883	65,885	0,056	0,731
Öğrencilerimin isteklerini koşulsuz benimserim.	95,400	63,267	0,244	0,720
Bir sorunu birlikte çözebilmek için öğrencilerimle tam bir bilgi alışverişi yaparım.	93,175	64,583	0,188	0,723
Öğrencilerime ödün veririm.	94,633	63,764	0,127	0,730
Anlaşmazlıklarda tıkanmayı gidermek için orta bir yol öneririm	93,192	63,047	0,391	0,714
Bir uzlaşma sağlanabilmesi için öğrencilerimle görüşürüm.	93,017	64,201	0,342	0,718
Öğrencilerimle anlaşmazlıktan kaçınmaya çalışırım.	94,208	59,326	0,367	0,710
Öğrencilerimle karşı karşıya gelmekten kaçınırım.	94,608	59,719	0,336	0,713
Kendi lehime karar çıkarmak için bilgi ve becerilerimi kullanırım.	94,567	62,785	0,174	0,727
Öğrencilerimin önerilerine uyarım.	93,717	67,028	-0,048	0,738
Bir uzlaşma sağlamak için pazarlık yaparım.	94,250	60,861	0,317	0,715
Sorunun beni ilgilendiren yönünü sıkı takip ederim.	93,325	63,448	0,252	0,720
Sorunun mümkün olan en iyi şekilde çözülebilmesi için tüm endişelerinin açığa çıkmasına çaba gösteririm.	93,317	64,302	0,163	0,725
Hepimizce kabul edilebilecek kararlara ulaşabilmek için öğrencilerimle işbirliği yaparım.	93,108	63,123	0,364	0,715
Öğrencilerimin beklentilerini karşılamaya çaba gösteririm.	93,033	64,100	0,300	0,719
Rekabet gerektiren bir durumda üstün yönlerimi kullanırım.	94,117	61,969	0,228	0,722
Kırgınlığı önlemek için öğrencilerimle görüş ayrılığımı açığa vurmam.	94,650	60,650	0,336	0,713
Öğrencilerime hoş olmayan sözler söylemekten kaçınırım.	92,883	64,003	0,154	0,727
Bir sorunun doğru anlaşılabilmesi için onlarla çalışmaya çaba gösteririm.	92,875	64,346	0,287	0,720

Regarding the item analysis of Q₂, since the items of “Sıklıkla kendinizi her şeyden bıkmış hisseder misiniz?” and “Kaygılı bir kişi misiniz?” lower the Cronbach’s Alpha, they have not been taken into account in the analysis. Table 4.4 shows the item analysis of Q₂.

Table 4.4 Q2 Reliability Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q3.3r	7,3833	7,129	,061	,559
q3.15r	6,9583	6,612	,180	,545
q3.16r	7,3917	7,265	-,018	,568
q3.20r	6,6500	6,666	,278	,530
q3.22r	6,9333	6,298	,312	,518
q3.1r	7,0833	6,632	,178	,545
q3.2r	6,7667	6,248	,392	,506
q3.4r	6,7833	6,575	,233	,535
q3.6r	7,4500	7,124	,153	,550
q3.8r	7,1583	6,538	,234	,534
q3.9r	7,1083	7,139	-,019	,581
q3.11r	7,2083	6,402	,315	,520
q3.12r	7,2583	6,899	,111	,555
q3.13r	7,0583	6,274	,323	,516
q3.14r	6,9333	7,021	,022	,574
q3.18r	7,1833	6,840	,112	,556
q3.21r	7,2500	6,794	,156	,548
q3.23r	6,8000	6,262	,366	,510

4.3 Analysis of the Questionnaire

In this study, five main research questions were asked to investigate the relationship between English instructors’ negotiation styles in the EFL classroom and their personality traits. The data was gathered from English instructors working at the English preparatory schools of Middle East Technical University, TOBB Economics and Technology University, Çankaya University, Atılım University, and Trakya University. The results will be presented in the same order with the research questions posed for the study.

4.3.1 Research Question 1

In the first research question, the aim was to explore the common negotiation styles that English instructors use to handle conflicts in the EFL classroom. In order to find out the answer to this question, the data gathered via “The Rahim Organizational Conflict Inventory (ROCI-II)” was subjected to descriptive and factor analyses. Descriptive statistics was used to portray means and standard deviations of the items and variables.

According to the results, collaborating has the highest mean score with 4,19. Then, compromising comes with 4. However, the other sub-groups are under 4 (accommodating 3,36; avoiding 2,98; dominating 2,67). Table 4.5 shows the means and standard deviations of the items and variables.

Table 4.5 Descriptive statistics of sub-groups of negotiation styles

	N	Minimum	Maximum	Mean	Std. Deviation
collaborating	120	3,166667	5	4,191667	0,425412
compromising	120	2,666667	5	4	0,418971
accommodating	120	1,8	4,6	3,363333	0,438472
avoiding	120	1,166667	5	2,9875	0,746658
dominating	120	1,4	4,6	2,676667	0,589649
Valid N (listwise)	120				

Following the descriptive statistics, factor analysis was conducted. The purpose of the factor analysis was to look for the possible multi-dimensionality of the negotiation strategies. Before the analysis, questionnaire items were grouped with the help of factor analysis. As a result of factor analysis, constructs were formed. The rotated solution yielded 5 interpretable factors, the eigenvalues of which are given in tables.

For this purpose, the factor analysis of Q₁ representing the first part of the scale was made. As shown in Table 4.6, the 28 questions in Q₁ accounted for 50, 23 % of the total variance for 5 factor negotiation strategies. Table 4.6 illustrates the results of total variance. According to the results, Factor 1 was identified as ‘Integrating’ (collaborating) and it has 6 items. Integrating as a factor explains 17,06 % of the total

variance. Factor 2 was identified as ‘Avoiding’ and includes 6 items explaining 12,95 % of the total variance. Factor 3, “Compromising”, comprised 6 items explaining 7,69 % of the total variance. Factor 4 was identified as ‘Dominating’ and includes 5 items explaining 6,93% of the variance. Lastly, Factor 5 was identified as “Obliging (Accommodating)” and it has 5 items explaining 5,6 % of the total variance. It is clear that the first few factors explain relatively large amounts of variance whereas subsequent factors only small amounts of variance. For this reason we take a criterion of 50 % of variances.

Table 4.6 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4,777	17,059	17,059	4,777	17,059	17,059	3,757	13,419	13,419
2	3,625	12,947	30,006	3,625	12,947	30,006	3,239	11,569	24,988
3	2,152	7,687	37,693	2,152	7,687	37,693	2,742	9,793	34,781
4	1,939	6,926	44,620	1,939	6,926	44,620	2,313	8,262	43,043
5	1,568	5,601	50,221	1,568	5,601	50,221	2,010	7,178	50,221
6	1,430	5,108	55,329						
7	1,236	4,414	59,743						
8	1,002	3,577	63,320						
9	,950	3,393	66,714						
10	,874	3,121	69,834						
11	,823	2,939	72,773						
12	,770	2,750	75,523						
13	,723	2,580	78,104						
14	,671	2,395	80,498						
15	,628	2,244	82,742						
16	,584	2,085	84,827						
17	,549	1,962	86,790						
18	,514	1,835	88,625						
19	,468	1,673	90,298						
20	,449	1,603	91,901						
21	,423	1,512	93,412						
22	,351	1,252	94,665						
23	,331	1,183	95,848						
24	,296	1,057	96,905						
25	,274	,980	97,885						
26	,247	,883	98,769						
27	,193	,690	99,459						
28	,151	,541	100,000						

Extraction Method: Principal Component Analysis.

Analysis results of factor groups in Q1 and their correlation coefficients are presented in Tables 4.7. The names of the factors are presented in the right column of the tables. The five-factor solution for 28 items accounted for 50,22 % of the total variance. A minimum factor loading of .30 is a criterion for considering an item to be a part of a factor. As it is seen in Table 4.7, all the items are higher than .30. This means

that all items have significant loadings. Moreover, according to the degree of loading, they are grouped successfully.

Table 4.7 Factor Loading for Q1

	1	2	3	4	5	
Herkesçe kabul edilebilir bir çözüm bulmak için sorunu öğrencilerimle birlikte incelemeye çalışırım.	0,480575					Integrating
Bir soruna hepimizin beklentilerini karşılayacak çözümler bulmak için öğrencilerimle birlikte çalışmaya çaba gösteririm.	0,789608					
Bir sorunu birlikte çözebilmek için öğrencilerimle tam bir bilgi alışverişi yaparım.	0,424841					
Sorunun mümkün olan en iyi şekilde çözülebilmesi için tüm endişelerinin açığa çıkmasına çaba gösteririm.	0,413772					
Hepimizce kabul edilebilecek kararlara ulaşabilmek için öğrencilerimle işbirliği yaparım.	0,688834					
Bir sorunun doğru anlaşılabilmesi için onlarla çalışmaya çaba gösteririm.	0,345053					
Kötü duruma düşmekten kaçınmak için öğrencilerimle anlaşmazlıklarımı açığa vurmamaya çaba gösteririm.		0,485216				Avoiding
Öğrencilerimle görüş ayrılıklarımı açıkça tartışmaktan kaçınırım.		0,710958				
Öğrencilerimle anlaşmazlıktan kaçınmaya çalışırım.		0,753269				
Öğrencilerimle karşı karşıya gelmekten kaçınırım.		0,821323				
Kırgınlığı önlemek için öğrencilerimle görüş ayrılığımı açığa vurmam.		0,834028				
Öğrencilerime hoş olmayan sözler söylemekten kaçınırım.		0,311236				
Ortak bir karara ulaşabilmek için fikirlerimi öğrencileriminkiyle birleştirmeye çalışırım.			0,763983			Compromising
Bir çıkmazı çözmek için orta bir yol bulmaya çalışırım.			0,632997			
Öğrencilerimin isteklerini dikkate alırım.			0,565314			

Table 4.7 (continued)

Anlaşmazlıklarda tıkanmayı gidermek için orta bir yol öneririm			0,541745			
Bir uzlaşma sağlanabilmesi için öğrencilerimle görüşürüm.			0,445361			
Bir uzlaşma sağlamak için pazarlık yaparım.			0,568225			
Fikirlerimi kabul ettirmek için baskı yaparım.				0,651781		Dominating
Kendi lehime karar çıkartmak için yetkimi kullanırım.				0,703292		
Kendi lehime karar çıkarmak için bilgi ve becerilerimi kullanırım.				0,739141		
Sorunun beni ilgilendiren yönünü sıkı takip ederim.				0,344296		
Rekabet gerektiren bir durumda üstün yönlerimi kullanırım.				0,711989		
Öğrencilerimin genel olarak ihtiyaçlarını karşılamaya çalışırım.					0,620459	Obliging
Öğrencilerimin isteklerini koşulsuz benimserim.					0,456569	
Öğrencilerime ödün veririm.					0,670948	
Öğrencilerimin önerilerine uyarım.					0,672396	
Öğrencilerimin beklentilerini karşılamaya çaba gösteririm.					0,710418	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.						

4.3.2 Research Question 2

The second research question of the present study was “Do negotiation strategies of English instructors differ in relation to certain demographic features?” This research question was divided into four sub-questions to test the relationship between the negotiation strategies of English instructors and each of four variables (gender, age, educational background, and experience).

The first variable of research question 2 aimed to explore whether there is a significant difference between male and female English instructors’ negotiation strategies. In Table 4.8, the mean scores of sub-groups of negotiation styles are displayed according to gender. It has been observed that the means of males are slightly

higher than females’. In order to understand whether this mean difference is statistically significant or not, independent t-test was used.

Table 4.8 Descriptive Statistics of Sub-groups of Negotiation Styles Regarding to the Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Collaborating	male	21	4,2937	,49133	,10722
	female	99	4,1700	,40962	,04117
Accommodating	male	21	3,3905	,34915	,07619
	female	99	3,3576	,45649	,04588
Dominating	male	21	2,9429	,64851	,14152
	female	99	2,6202	,56388	,05667
Avoiding	male	21	3,2143	,84021	,18335
	female	99	2,9394	,72079	,07244
Compromising	male	21	4,0079	,46689	,10188
	female	99	3,9983	,41067	,04127

Independent samples t-test has been conducted to evaluate the mean differences in the two groups (Table 4.9). This analysis has been done to find out if there are any significant differences between the two groups. Findings showed that there is a significant mean difference in negotiation styles between males and females in terms of dominating.

Interpretation of the independent t-test table has two stages. The homogeneity of the variance between the two groups is examined using Levene’s Test for Equality of Variances. If the ‘Sig.’ (p-value) is greater than 0.05, it can be assumed that variances are equal. It is possible to test the hypothesis using the t-test row of results labeled *Equal variances assumed*. Since the value of sig (2-tailed) of dominating is smaller than 0.05, it can be concluded that regarding dominating, there is a significant mean difference between males and females. Therefore, we failed to reject the hypothesis that there is a significant difference between male and female English instructors’ negotiation strategies. As a result, it can be concluded that the frequency of dominating negotiation strategy of English instructors differ according to their gender while there is no significant difference in terms of other negotiation strategies.

Table 4.9 Independent T-Test for Negotiation Styles and Gender

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Collaborating	Equal variances assumed	3,24	0,07	1,21	118	0,23	0,12
	Equal variances not assumed			1,08	26,22	0,29	0,12
Accommodating	Equal variances assumed	0,98	0,32	0,31	118	0,76	0,03
	Equal variances not assumed			0,37	36,16	0,71	0,03
Dominating	Equal variances assumed	0,06	0,81	2,32	118	0,02	0,32
	Equal variances not assumed			2,12	26,79	0,04	0,32
Avoiding	Equal variances assumed	1,99	0,16	1,54	118	0,13	0,27
	Equal variances not assumed			1,39	26,60	0,17	0,27
Compromising	Equal variances assumed	1,17	0,28	0,10	118	0,92	0,01
	Equal variances not assumed			0,09	26,95	0,93	0,01

The second variable in research question 2 was age. A one-way analysis of variance was conducted to evaluate the relationship between English instructors negotiation strategies and their age. The independent variable age included five levels: 20 - 25 years, 25 - 30 years, 31 - 35 years, 36 - 40 years and 41 years and more.

Table 4.10 shows the analysis of variance for testing the hypothesis that there is a significant difference in the negotiation strategies of English instructors according to

five age categories. By analyzing this table, we will be able to tell whether we have enough evidence to reject this hypothesis. By looking at the observed significance level, which is labeled Sig, whether the hypothesis is rejected or not is seen. Since all of the values in the column of Sig. are higher than 0, 05, the hypothesis that the age of English instructors affects their negotiation strategies is rejected. Moreover, since 0,223, 0,773, 0,236, 0,276, and 0,476 are higher than 0, 05, we fail to reject the null hypothesis that there is no significant difference in the negotiation strategies of English instructors according to five age categories. As a result, it can be concluded that the age of English instructors do not affect their negotiation strategies.

Table 4.10 One-way Anova Test for Negotiation Styles and Age

		Sum of Squares	Df	Mean Square	F	Sig.
Collaborating	Between Groups	1,033	4	,258	1,448	,223
	Within Groups	20,503	115	,178		
	Total	21,536	119			
accommodating	Between Groups	,352	4	,088	,449	,773
	Within Groups	22,527	115	,196		
	Total	22,879	119			
Dominating	Between Groups	1,932	4	,483	1,408	,236
	Within Groups	39,443	115	,343		
	Total	41,375	119			
Avoiding	Between Groups	2,862	4	,716	1,296	,276
	Within Groups	63,480	115	,552		
	Total	66,342	119			
compromising	Between Groups	,623	4	,156	,883	,476
	Within Groups	20,266	115	,176		
	Total	20,889	119			

As for the third variable in the second research question, the relationship between educational background and negotiation strategies of English instructors was examined. In order to find the answer to this research question, it was separated into three categories: English instructors' postgraduate study, in-service training, and certificate programs attended.

For this purpose, descriptive statistics was conducted. Since there are just 2 instructors who have a doctorate degree in the sample of the study, they were considered

under the group of bachelor's degree in order to do t-test. As Table 4.11 shows, the mean values of the instructors who have a master's degree are slightly higher than those who have a bachelor's degree in collaborating, accommodating, dominating, and avoiding negotiation strategies. However, the mean value of the instructors who have a bachelor's degree (4,01) is slightly higher than the mean value of the instructors who have a master's degree (3,98).

Table 4.11 Descriptive statistics of sub-groups of negotiation strategies regarding education

	Education	N	Mean	Std. Deviation	Std. Error Mean
collabrating	Bachelor's Degree	60	4,1639	,38387	,04956
	Master's Degree	60	4,2194	,46486	,06001
accommodating	Bachelor's Degree	60	3,3533	,46339	,05982
	Master's Degree	60	3,3733	,41574	,05367
dominating	Bachelor's Degree	60	2,6733	,56324	,07271
	Master's Degree	60	2,6800	,61968	,08000
avoiding	Bachelor's Degree	60	2,9556	,80714	,10420
	Master's Degree	60	3,0194	,68622	,08859
compromising	Bachelor's Degree	60	4,0194	,39188	,05059
	Master's Degree	60	3,9806	,44689	,05769

On the other hand, when the Sig (2-tailed) values are considered, there is no significant difference between master's degrees and bachelor's degrees in terms of the negotiation strategies they employ in their EFL classes because none of the Sig. (2-tailed) values is lower than 0.05. In fact, Table 4.12 shows the analysis of variance for testing the hypothesis that there is a significant relationship between educational degree and negotiation strategies of English instructors. As a result, we fail to reject the null hypothesis that there is no significant relationship between educational degree and negotiation strategies of English instructors.

Table 4.12 Independent t-test for negotiation strategies and MA degree

		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference
collabrating	Equal variances assumed	2,28	0,13	-0,71	118	0,48	-0,06
	Equal variances not assumed			-0,71	113,92	0,48	-0,06
accommodating	Equal variances assumed	0,04	0,84	-0,25	118	0,80	-0,02
	Equal variances not assumed			-0,25	116,64	0,80	-0,02
dominating	Equal variances assumed	0,32	0,57	-0,06	118	0,95	-0,01
	Equal variances not assumed			-0,06	116,94	0,95	-0,01
avoiding	Equal variances assumed	1,05	0,31	-0,47	118	0,64	-0,06
	Equal variances not assumed			-0,47	115,02	0,64	-0,06
compromising	Equal variances assumed	0,45	0,50	0,51	118	0,61	0,04
	Equal variances not assumed			0,51	116,02	0,61	0,04

As for the second variable of the second sub-question, whether in-service programs obtained affect English instructors' negotiation strategies has been examined.

In the theoretical structure, attending in-service training programs in ELT has a key role. When the mean scores are considered, it is seen that except for compromising, instructors who have attended programs in ELT apply negotiation strategies more often than those who have not.

Table 4.13 Descriptive statistics of sub-groups of negotiation strategies regarding attending in-service training programs in ELT

Have you ever attended any in-service training program in ELT?		N	Mean	Std. Deviation	Std. Error Mean
collaborating	Yes	98	4,1990	,43452	,04389
	No	22	4,1591	,38994	,08314
accommodating	Yes	98	3,3714	,43837	,04428
	No	22	3,3273	,44741	,09539
dominating	Yes	98	2,7224	,59526	,06013
	No	22	2,4727	,52931	,11285
Avoiding	Yes	98	2,9881	,77926	,07872
	No	22	2,9848	,59519	,12690
compromising	Yes	98	3,9949	,43636	,04408
	No	22	4,0227	,33843	,07215

When independent t-test is carried out (Table 4.14), it is found that there is a significant difference only in dominating mean scores between the two groups since Sig. (2-tailed) value (0.04) is lower than 0.05. Thus, we fail to reject the hypothesis that in-service training programs attended in ELT affect English instructors' negotiation strategies.

Table 4.14 Independent t-test for negotiation strategies and attending in-service training programs in ELT

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
collaborating	Equal variances assumed	1,67	0,20	0,40	118	0,69	0,04
	Equal variances not assumed			0,42	33,77	0,67	0,04
accommodating	Equal variances assumed	0,03	0,86	0,43	118	0,67	0,04
	Equal variances not assumed			0,42	30,72	0,68	0,04
Dominating	Equal variances assumed	1,65	0,20	1,81	118	0,04	0,25
	Equal variances not assumed			1,95	34,02	0,04	0,25
Avoiding	Equal variances assumed	2,08	0,15	0,02	118	0,99	0,00
	Equal variances not assumed			0,02	39,02	0,98	0,00
compromising	Equal variances assumed	2,03	0,16	-0,28	118	0,78	-0,03
	Equal variances not assumed			-0,33	38,44	0,74	-0,03

The third category related to educational background of English instructors and their negotiation strategies is certificate programs they attended. For this purpose, the hypothesis that certificate programs attended affect English instructors' negotiation strategies was examined.

According to Table 4.15, having teaching certificates is not a parameter for English instructors' negotiation strategies since all sig (2-tailed) values are higher than 0.05. In other words, the values of collaborating, accommodating, dominating, avoiding, and compromising are 0,62, 0,57, 0,74, 0,84, 0,52 respectively. As a result, the hypothesis that certificate programs attended affect English instructors negotiation strategies is rejected. On the contrary, there is enough evidence that we fail to reject the null hypothesis that certificate programs attended do not affect English instructors' negotiation strategies.

Table 4.15 Independent t-test for negotiation strategies and having teaching certificates

		F	Sig.	t	df	Sig. tailed) (2-	Mean Difference
collaborating	Equal variances assumed	0,07	0,80	0,49	118	0,62	0,04
	Equal variances not assumed			0,49	112,22	0,62	0,04
accommodating	Equal variances assumed	0,22	0,64	0,58	118	0,57	0,05
	Equal variances not assumed			0,57	107,74	0,57	0,05
dominating	Equal variances assumed	0,05	0,82	0,33	118	0,74	0,04
	Equal variances not assumed			0,33	113,40	0,74	0,04
avoiding	Equal variances assumed	0,09	0,76	0,21	118	0,84	0,03
	Equal variances not assumed			0,20	110,18	0,84	0,03
compromising	Equal variances assumed	1,47	0,23	0,66	118	0,51	0,05
	Equal variances not assumed			0,64	103,03	0,52	0,05

As for the last variable of the second research question, the effect of experience on English instructors' negotiation styles was examined. The hypothesis of this sub-question is that the institution type where instructors work in has an effect on their negotiation strategies. In order to examine this, the data was grouped as non-experienced, experienced in one institution (state university or private university), and experienced in both kinds of institution (state university and private university).

According to the one way Anova results (Table 4.16), there are only slight differences in terms of the scores of collaborating, accommodating, avoiding, and compromising categories. However, as the value of dominating shows (sig.=0,04), the negotiation strategy of dominating scores differ for the three categories. The mean score of dominating is higher for the group of experienced in both kinds of institution. That is, the value of the instructors who are experienced in both state universities and private universities is higher than those in other two groups, namely the instructors who are non-experienced or experienced in only one type of institution. Thus, we fail to reject the hypothesis that the institution type where instructors work in has an effect on their negotiation strategies.

Table 4.16 Descriptive statistics of sub-groups of negotiation strategies regarding teaching experience

State		N	Mean	Std. Dev.	Private	N	Mean	Std. Dev.
collaborating	no experienced	38	4,24	0,39		54	4,22	0,45
	Experienced	53	4,20	0,44		37	4,22	0,38
	both experienced	29	4,11	0,44		29	4,11	0,44
	Total	120	4,19	0,43		120	4,19	0,43
accommodating	no experienced	38	3,38	0,41		54	3,38	0,46
	Experienced	53	3,37	0,47		37	3,38	0,42
	both experienced	29	3,32	0,43		29	3,32	0,43
	Total	120	3,36	0,44		120	3,36	0,44
dominating	no experienced	38	2,57	0,51		54	2,67	0,62
	Experienced	53	2,69	0,60		37	2,59	0,49
	both experienced	29	2,79	0,65		29	2,79	0,65
	Total	120	2,68	0,59		120	2,68	0,59
Avoiding	no experienced	38	2,99	0,76		54	2,96	0,75
	Experienced	53	2,97	0,75		37	3,00	0,76
	both experienced	29	3,01	0,75		29	3,01	0,75
	Total	120	2,99	0,75		120	2,99	0,75
compromising	no experienced	38	4,05	0,40		54	3,95	0,39
	Experienced	53	3,95	0,39		37	4,05	0,40
	both experienced	29	4,03	0,50		29	4,03	0,50
	Total	120	4	0,42		120	4	0,42

Table 4.17 shows the analysis of variance table for the One-way Anova test. The null hypothesis in the category is that the population value for average scores is the same for instructors in three types of teaching experience. By analyzing this table, enough evidence to reject the null hypothesis can be obtained. In other words, by looking at the observed significance level, which is labeled Sig, it is possible to conclude whether the null hypothesis can be rejected or not. Since the dominating value is $0,045 < 0,05$, the null hypothesis that the population value for average scores is the same for instructors in the three categories of types of teaching experience can be rejected. To conclude, there is a significant difference between teaching experience types and negotiation strategy of dominating.

Table 4.17 One-way Anova Test for negotiation strategies and teaching experience

		Sum of Squares	df	Mean Square	F	Sig.
Collaborating	Between Groups	,283	2	,142	,780	,461
	Within Groups	21,253	117	,182		
	Total	21,536	119			
accommodating	Between Groups	,084	2	,042	,215	,807
	Within Groups	22,795	117	,195		
	Total	22,879	119			
dominating	Between Groups	,810	2	,405	1,168	,045
	Within Groups	40,565	117	,347		
	Total	41,375	119			
avoiding	Between Groups	,030	2	,015	,027	,973
	Within Groups	66,312	117	,567		
	Total	66,342	119			
compromising	Between Groups	,281	2	,140	,797	,453
	Within Groups	20,608	117	,176		
	Total	20,889	119			

4.3.3 Research Question 3

The third research question aimed to explore the common personality traits English instructors have. For this purpose, the data obtained via Eyesenck Personality Inventory (EPI) has been used. Descriptive statistics of the subgroups of personality, namely extraversion/introversion and emotional stability, have been examined. As it can be interpreted from Table 4.18, the mean value of the extroversion personality trait of the English instructors participated in this study is 0,65. On the other hand, the mean value for their emotional stability is 0,36 (Table 4.19).

Table 4.18 Descriptive statistics for the English instructors' personality trait of extroversion

	N	Minimum	Maximum	Mean	Std. Deviation
Extroversion	120	,00	1,00	,6556	,31662
Valid N (list wise)	120				

Table 4.19 Descriptive statistics for the English instructors' personality trait of emotional stability

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Stability	120	,00	1,00	,3639	,29938
Valid N (list wise)	120				

The data has also been examined regarding the demographic features of the instructors. For this aim, initially the mean values of personality sub-groups regarding gender have been studied. Table 4.20 displays the mean values of personality sub-groups regarding gender. As it is observed in the table, emotional stability of the instructors changes according to their gender. The mean score for emotional stability of males is 0,40; whereas, that of females is 0,29. Hence, it can be stated that the emotional stability of males is higher than that of females. Moreover, the value of extroversion is also different in the two groups. The mean score for extroversion of males is 0,79; however, that of females is 0,62. As a result, it can be claimed that male instructors are more extrovert than female instructors.

Table 4.20 Descriptive statistics of sub-groups of personality regarding gender

Gender		N	Mean	Std. Deviation	Std. Error Mean
Emotional stability	male	21	,4048	,34889	,07613
	female	99	,2904	,31075	,03123
Extroversion	Male	21	,7937	,23514	,05131
	female	99	,6263	,32480	,03264

In order to understand whether the mean differences in terms of extroversion/introversion and emotional stability are statistically significant or not, independent t-test has been conducted. As it is seen in Table 4.21, the value of Sig. (2-tailed) is $0,03 < 0,05$. Therefore, it can be concluded that there is a significant difference between gender and personality type of extroversion. However, there is no significant difference between gender and emotional stability since the value of Sig. (2-tailed) is $0,14 > 0,05$, it can be claimed that there is no significant difference between gender and personality type of emotional stability.

Table 4.21 Independent T Test for Personality and Gender

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Emotional stability	Equal variances assumed	0,47	0,49	1,50	118	0,14	0,11
	Equal variances not assumed			1,39	27,14	0,18	0,11
Extroversion	Equal variances assumed	4,89	0,03	2,24	118	0,03	0,17
	Equal variances not assumed			2,75	38,19	0,01	0,17

When the relationship between English instructors' personality traits of extroversion and emotional stability and their educational background is examined, there are slight differences. As Table 4.22 displays, it is seen that the mean value of the sub-group of the instructors with a bachelor's degree is 0,38 while the mean value of the instructors with a MA degree is 0,34 in terms of emotional stability. Moreover, the mean value of English instructors with a bachelor's degree is 0,63 although it is 0,67 for the instructors with a master's degree in terms of extroversion.

Table 4.22 Descriptive statistics of personality regarding education

Education		N	Mean	Std. Deviation	Std. Error Mean
Emotional stability	Bachelor's Degree	60	,3833	,31188	,04026
	Master's Degree	60	,3444	,28764	,03713
Extroversion	Bachelor's Degree	60	,6361	,30761	,03971
	Master's Degree	60	,6750	,32681	,04219

However, when the results of t-test for personality and educational background are examined, it can be concluded that there is no significant difference between personality and education since both of the values in Sig. (2-tailed) are higher than 0,05 (Table 4.23).

Table 4.23 Independent t-test for personality and education

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Emotional stability	Equal variances assumed	0,24	0,63	0,71	118	0,48	0,04
	Equal variances not assumed			0,71	117,24	0,48	0,04
Extroversion	Equal variances assumed	0,08	0,77	-0,67	118	0,50	-0,04
	Equal variances not assumed			-0,67	117,57	0,50	-0,04

When the Anova test results in Table 4.24 and Table 4.25 are analyzed, it is clear that there is not a significant relationship between English instructors' personality traits of extroversion/introversion or emotional stability and the categories of being experienced, inexperienced, or experienced in both state universities and private universities.

Table 4.24 One-way Anova Test for personality and teaching experience in state university

		Sum of Squares	df	Mean Square	F	Sig.
Emotional stability	Between Groups	,425	2	,213	2,126	,124
	Within Groups	11,699	117	,100		
	Total	12,124	119			
Extroversion	Between Groups	,141	2	,070	,698	,500
	Within Groups	11,789	117	,101		
	Total	11,930	119			

Table 4.25 One-way Anova Test for personality and teaching experience in private university

		Sum of Squares	Df	Mean Square	F	Sig.
Emotional stability	Between Groups	,519	2	,259	2,614	,077
	Within Groups	11,606	117	,099		
	Total	12,124	119			
Extroversion	Between Groups	,080	2	,040	,397	,673
	Within Groups	11,849	117	,101		
	Total	11,930	119			

When the effect of in-service training programs in ELT on English instructors' personality traits is inspected, there seems to be slight differences (Table 4.26). However, when the results of t-test in Table 4.27 are examined, it is clear that there is no significant difference according to Sig. (2-tailed) values both of which are higher than 0,05.

Table 4.26 Descriptive statistics of personality regarding attendance of in-service training programs in ELT

Have you ever attended any in-service training program in ELT?		N	Mean	Std. Deviation	Std. Error Mean
Emotional Stability	Yes	98	,2934	,32313	,03264
	No	22	,3864	,29608	,06312
Extroversion	Yes	98	,6616	,31790	,03211
	No	22	,6288	,31678	,06754

Table 4.27 Independent t-test for personality and attendance of in-service training programs in ELT

		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Emotional stability	Equal variances assumed	0,35	0,55	-1,24	118	0,22	-0,09
	Equal variances not assumed			-1,31	33,22	0,20	-0,09
Extroversion	Equal variances assumed	0,01	0,91	0,44	118	0,66	0,03
	Equal variances not assumed			0,44	31,22	0,66	0,03

Lastly, English instructors' personality traits were examined from the viewpoint of teaching certificates obtained. The descriptive statistics of personality regarding teaching certificates obtained is displayed in Table 4.28. As it is shown in the table, the mean value for emotional stability of the instructors with teaching certificates is 0,28 while the mean value for emotional stability of those without teaching certificates is 0,34. Moreover, the mean value for extroversion of the instructors with teaching certificates is 0,64 although the mean value for extroversion of those without teaching certificates is 0,67.

Table 4.28 Descriptive statistics of personality regarding having teaching certificates

Do you have any teaching certificates?		N	Mean	Std. Deviation	Std. Error Mean
Emotional stability	Yes	54	,2778	,30587	,04162
	No	66	,3371	,32960	,04057
Extroversion	Yes	54	,6420	,35526	,04835
	No	66	,6667	,28345	,03489

The results regarding the personality traits of instructors regarding teaching certificates were also examined with the help of independent t-test. As Table 4.29 displays, Sig-2 tailed values regarding personality trait of emotional stability of the instructors from both sub-groups are 0,31. Moreover, Sig-2 tailed value regarding personality trait of extroversion of the instructors who have teaching certificates is 0,67 while Sig-2 tailed value regarding personality trait of extroversion of the instructors who do not own teaching certificates is 0,68. Since all of these values (0,31, 0,67, and 0,68) $>0,05$, there is no significant difference between the personalities of people who have teaching certificates or those who have not.

Table 4.29 Independent T Test for Personality and Having Teaching Certificates

		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Emotional stability	Equal variances assumed	0,68	0,41	-1,01	118	0,31	-0,06
	Equal variances not assumed			-1,02	116,10	0,31	-0,06
Extroversion	Equal variances assumed	6,13	0,01	-0,42	118	0,67	-0,02
	Equal variances not assumed			-0,41	100,38	0,68	-0,02

4.3.4 Research Question 4 and 5

The fourth question aimed to explore the common personality traits English instructors have. For this purpose, the data obtained via Eyesenck Personality Inventory (EPI) and Rahim Organizational Conflict Inventory II (ROCI-II) have been examined.

The Pearson's correlation is used to find a relationship between negotiation strategies and personality traits of extroversion and emotional stability. In order to see the relationships that might exist between the variables, Pearson correlation coefficients were calculated. As Table 4.30 illustrates, significant positive correlation has been found only between collaborating and extraversion ($r: 0,170$). However, there is no significant relationship between emotional stability and any of negotiation strategies.

Table 4.30 Correlations of Negotiation Styles and Personality

		Emotional stability	Extroversion
Collaborating	P.C	0,071	0,170
	Sig. (2-t.)	0,439	0,049
	N	120	120
accommodating	P.C	0,013	0,090
	Sig. (2-t.)	0,888	0,329
	N	120	120
dominating	P.C	0,149	0,108
	Sig. (2-t.)	0,104	0,240
	N	120	120
avoiding	P.C	0,091	0,031
	Sig. (2-t.)	0,321	0,737
	N	120	120
compromising	P.C	0,000	0,000
	Sig. (2-t.)	1	1
	N	120	120

According to these results, we fail to reject the hypothesis that there is a significant relationship between English instructors' personality trait of extroversion and negotiation strategies. However, the hypothesis that there is a significant relationship

between English instructors' personality trait of emotional stability and negotiation strategies is rejected. Therefore, it can be concluded that this study fails to reject the null hypothesis that there is no significant relationship between English instructors' personality trait of emotional strategy and negotiation strategies.

4.4 Results of the Questionnaire

The quantitative data of this study was analyzed through SPSS 15. First, descriptive statistics of the participants were given so as to provide an overall view of the participants' demographic features. After that, SPSS reliability and factor analyses were conducted in order to check the reliability of the items in the questionnaires. Then the items were grouped with the help of factor analysis to strengthen the results of analysis. Later, descriptive statistics regarding the relationship between English instructors' negotiation strategies and personality traits is presented. Following that, ANOVA test was used to see the difference between age groups and teaching experience. Regression analysis was conducted by SPSS to examine the probability of effects of personality traits on negotiation styles. Summary of the applied tests for the analysis of the quantitative data in the light of research questions is shown in Table 4.31.

Table 4.31 Summary of the Quantitative Results of the Study

Research Questions	Analysis Conducted	Results
1. What are the common negotiation styles that English instructors use to handle conflicts in the EFL classroom?	Descriptive Statistics and Factor Analysis	5 Factors Factor 1: Collaborating (17,06 %) Factor 2: Avoiding (12,95 %) Factor 3: Compromising (7,69 %) Factor 4: Dominating (6,93%) Factor 5: Accommodating (5,6 %)
2. Do negotiation strategies of English instructors differ in relation to certain demographic features? 2.1. Is there any significant difference between male and female English instructors' negotiation strategies? 2.2. Does the age of the English instructors affect their use of their negotiation strategies? 2.3. Does the educational level of the English instructors affect their negotiation strategies? 2.3.a. Does master's degree or doctoral degree obtained affect English instructors' negotiation strategies? 2.3.b. Does in-service program obtained affect English instructors' negotiation strategies? 2.3.c. Do certificate programs attended affect English instructors' negotiation strategies? 2.4. Does the work experience of the English instructors affect their negotiation strategies?	1.Descriptive Statistics, Independent t-test, 2.Descriptive Statistics, One-way Anova Test 3. Descriptive Statistics, Independent t-test 4. Descriptive Statistics, Independent t-test 5.Descriptive Statistics, Independent t-test 6. One-way Anova Test	1. There is a significant mean difference in negotiation styles between males and females in terms of dominating. 2. The age of English instructors does not affect their negotiation strategies. 3. There is no significant relationship between educational degree and negotiation strategies of English instructors. 4. In-service training programs attended in ELT affect English instructors' negotiation strategies since there is a significant difference in dominating mean scores between the two groups (Sig. (2-tailed) value $0.04 < 0.05$). 5. Certificate programs attended do not affect English instructors' negotiation strategies. 6. There is a significant difference between teaching experience types in negotiation strategy of dominating in three groups (dominating value is $0.045 < 0.05$).
3. What common personality traits do English instructors have?	Descriptive Statistics	1. Male instructors are more extrovert than female instructors (The mean score for extroversion of males is 0,79; however, that of females is 0,62.). 2. The emotional stability of males is higher than that of females (The mean score for emotional stability of males is 0,40; whereas, that of females is 0,29)
4. Is there a significant relationship between the English instructors' personality trait of extroversion/introversion and negotiation styles?	Pearson's Correlation	There is a significant relationship between English instructors' personality trait of extroversion and negotiation strategies (significant positive correlation has been found only between collaborating and extraversion ($r: 0,170$)).
5. Is there a significant relation between the English instructors' personality trait of emotional stability and negotiation styles?	Pearson's Correlation	There is no significant relationship between English instructors' negotiation strategies and their emotional stability.

4.5 Analysis of the Interviews

In this section, the analysis of the interviews is presented. In the context of the present study, content analysis of the interviews was used as supplementary source of data to improve the quality of interpretation and inference of the results. Krippendorff (2004) emphasizes that content analysis is potentially one of the most important research techniques in the social sciences. The writer also claims that the content analyst views data as representations not of physical events but of texts, images, and expressions which have been created to be seen, read, interpreted, and acted on for their meaning, and must therefore be analyzed with such uses in mind. Analyzing texts in the contexts of their uses distinguishes content analysis from other methods of inquiry. In the light of this information, the data gathered from the interviews were analyzed through content analysis and presented under research questions. In this section, tables illustrating the percentages demonstrate the tendency of the representative group with whom the interviews were carried out.

4.5.1 Research Question 1

The first research question of the present study was to underline English instructors' negotiation strategies they employ to resolve conflicts in their classes. Therefore, the first question of the interview aimed to highlight the negotiation strategies that English instructors use to handle conflicts in the EFL classroom. In the light of the data gathered through the preliminary study, the instructors were first asked how they perceived conflicts. Almost all of the instructors who are teaching at a private university stated that conflicts are inevitable. On the other hand, most of the instructors teaching at state universities claimed that conflicts naturally occurred in social life but they did not frequently experienced conflicts in their classes. Few of them stated that they did not experience conflicts since they created a respectful atmosphere in their classes.

When 16 instructors were asked how they handled conflicts in their classes, 25% (n=4) of the instructors stated that conflicts should be resolved in a way that could please

both parties. They claimed that when conflicts occurred, individuals should apply particular abilities such as empathy and communication skills in order to both make themselves better understood by the opponents and understand the others. 25% (n=4) of the interviewees claimed that conflicts are signals of particular inconvenience conditions during the lesson. If a student causes conflict, the instructor should focus on the issues which may possibly discourage the student or other students. There might be a problem regarding the motivation or personal life of the student. Or, the materials could be inappropriate for the level of the student. If the instructor aims to fulfill a fruitful lesson, the inappropriate conditions should be removed. Therefore, as one of them exemplified, if students resist doing a particular activity during the lesson, the instructor should use another activity. These interviewees also expressed that they were like a parent or a friend towards their students. On the other hand, 18,8 % (n=3) of the interviewees claimed that conflicts might occur because of issues related to classroom management. As they stated, an ideal instructor should take control of everything during the lesson since they are the authority. The instructor is also the most knowledgeable person in the classroom. Therefore, s/he should decide the solution which will best accomplish the goals of the lesson. Among 16 instructors, 12% (n=2) suggested that conflict situations could lead to both negative and positive outcomes depending on the way the involved parties approached conflicts. According to them, conflicts were valuable opportunities to better communicate with students in the ELT classroom. As they emphasized, that way, conflicts could be turned into opportunities to build an effective atmosphere for a fruitful learning to occur. They further explained that if they reacted patiently and let their students express themselves, they could more appropriately find a solution which could please both parties. However, as they stated, if they tried to impose the way they thought the best, an unpleasant atmosphere occurred since the students were forced to accept and apply the instructor's ideas. Lastly, 18,8 % (n=3) of the instructors asserted that conflicts should be ignored in ELT classrooms since they negatively affect learning settings. They specified that especially English classes were places where communication occurred between several individuals with different perspectives of life. According to them, since it was impossible to find an efficient solution which could please everyone and since the instructor was the knowledgeable one, conflicts should either be avoided, or solved by

the instructors in the most effective way. The percentages regarding the results are presented in Table 4.32.

Table 4.32 Interview responses regarding negotiation strategies of English instructors in the ELT classroom

Q1 What negotiation strategies do you apply in order to resolve conflicts in your class?		
Negotiation Strategy Applied by the instructors	N	%
Compromising	4	25%
Accommodating	4	25%
Dominating/competing	3	18,8%
Avoiding	3	18,8%
Collaborating	2	12%

In addition, the opinions of the participants are provided in the excerpts below:

I do not think that I experience a lot of conflicts with my students. That is because we respect each other a lot. The more you respect others, the more they respect you. Since this is my philosophy in the classroom, I have rarely had conflicts with my students so far. My belief is that teaching a language necessitates motherly love. Therefore, I have always tried to make my students feel that they are like my children. First of all, I try to make my students think that they are different individuals. I try to make them think no matter how young they are, they are precious. As a result, whenever I have a conflict with my students, I always do my best in order to resolve it positively. That way, I indirectly make my lessons easier. As a matter of fact, learning a language is a difficult task. If you handle problems positively, you can win your students (Interviewee 1, negotiation strategy: accommodating).

When a conflict arises in my classes, I follow some different methods of handling conflicts, which I have developed through time and experience of teaching English. I cannot put them all in one category. As far as I remember, I had a shouting, yelling attitude. I tend to apply “the silent punishment method”. I do isolate the student and put him/her alone, without a peer. I just look at the student’s eyes for a few seconds in order to make them understand that I got annoyed. That way, I make the student understand that s/he is being treated differently from others. During the break, the student questions herself/himself and comes to my office. At that point negotiation starts. That is how I handle the conflict. During the negotiation process, I create empathy so that the student can put him/herself in my shoes. Then, the student apologizes for what s/he has done. Once we talk, we reach a consensus (Interviewee 2, negotiation strategy: dominating)

In general, when a conflict occurs with my students, first of all, I listen to the student; then, I put myself into his/her shoes in order to be able to look at the situation from his/her point of view. This is what I do in general. However, sometimes I need to prevent discussions about critical issues such as racism since it may cause even deeper conflicts which are almost impossible to handle. But, I encourage my students to express their opinions about other issues such as gender roles which are “less risky”. When it comes to problematic behavior, which inhibits the flow of the lesson, at first I ignore the student or the behavior. If s/he insists on it, I assign particular tasks for that student (Interviewee 4, negotiation strategy: integrating and avoiding)).

In a conflict situation, I believe that both groups should listen to each other. At this point, communication skills are crucial. Empathy, expressing oneself appropriately, using the right tone of voice, etc. These are all very important communication skills in order to resolve conflicts positively. This is the case in the English classroom, as well. When a conflict occurs with one of my students, the first thing I do is to listen to them so that they express their point. While doing this, they also calm down and look at the situation in logical way. Afterwards, I express my point of view. While doing this, I try to help them put themselves in my shoes. Finally, we reach a consensus together weighing the negative and positive points of each situation (Interviewee 5, negotiation strategy: compromising).

4.5.2 Research Question 2

The second research question aimed to find out the effect of demographic features on English instructors’ negotiation strategies. For this purpose certain interview questions were formed.

The second question of the interview was to highlight whether male and female English instructors negotiate in different ways. Among 16 instructors, 43% (n=7) claimed that an individuals’ negotiating strategy had nothing to do with their sex. They added that being affected by several other factors such as experience, ability to communicate, and personality, male and female instructors could behave in a similar way. They also underlined that the most effective factor affecting an instructor’s negotiation strategy is their personality. On the other hand, 57 % (n=9) of the instructors stated that whether an instructor is a male or a female is influential on the way they handle a conflict situation. Considering different psychological features of each sex, 66% (n=6) of the instructors stated that female instructors tended to take conflicts personally and react in more negative ways. Moreover, they stated that male instructors

were more likely to be more solution-oriented since they did not focus on details too much. However, 44 % (n=3) of the instructors claimed that male instructors had a tendency to be more authoritative and, as a result, were more likely to solve conflicts by using their authority. Some of the instructors stated that male instructors could even tend to yell at the students causing the conflict. Another significant issue suggested by some of the instructors was that individuals from different sexes could communicate more sufficiently than those from the same sex. In fact, 31% (n=5) of the instructors expressed that female instructors could communicate better with male students, and male instructors could communicate with female students more appropriately. Moreover, they asserted that the behaviors of the students change according to the sexes of their instructors. As they claimed, students tended to cause more problems in the classroom if their instructors were from the same sex with them. In addition, two of the instructors accepted that they could empathize with students from the different sex more easily than they could with those from the same sex. Therefore, they stated that they sometimes needed to force themselves to try to suitably solve conflicts created by the students from the same sex with them. The percentages regarding the results are presented in Table 4.33.

Table 4.33 Interview responses regarding the effect of gender on negotiation strategies of English instructors in the ELT classroom

Q2 Do you think male and female English instructors negotiate differently?		
Instructors	f	%
<ul style="list-style-type: none"> • The gender of the instructor has a significant role in the way they negotiate with their students. 	9	57 %
<ul style="list-style-type: none"> • The gender of the instructor does not have a significant role in the way they negotiate with their students 	7	43 %

Sample responses gathered from the interviews are as follows:

From my experience, men and women do not handle conflicts differently. However, younger women tend to be more emotional in this respect. They get offended. They take it personal. On the other hand, more experienced ladies are more distant from emotions so that they can handle the situation with reasoning and negotiating. That is why I do not think female and male instructors handle conflicts differently (Interviewee 2).

Generally it is stated that males can manage their emotions better than women do. However, there are women who prove the opposite of this. In my opinion, because of the nature of human beings, I support this view to some extent. However, it must be underlined that when the individual gains awareness of his/her nature and empowers him/herself accordingly, the sex of the instructor becomes ineffective in their negotiation strategies as it is in other aspects as well (Interviewee 7).

I believe that the sex of instructors is very effective on the way they negotiate. A female instructor can better communicate with male students. As a result, I, for example, tend to be more understanding towards male students. That is to say, we can easily find a solution. On the other hand, as far as I have observed, male instructors can better communicate with female students. This is undeniable. This is the nature of human beings (Interviewee 8).

Females and males generally approach conflicts differently. This is the case for English instructors as well. To illustrate, as far as I have observed, female instructors are more impatient towards female students while they become more tolerant towards male students. This is the same for male instructors and their male students, as well. Especially, male instructors can lose their temper and start yelling at the students. They may even insult their students (Interviewee 10).

The sex of the instructor is crucial especially for communication. So far I have observed that female instructors can communicate with male students better while male instructors can communicate with female instructors better. I can claim this based on my experience. This is also true for the students. Since they are at an age when they are mostly interested in the opposite sex, their approach towards the instructors from the opposite sex is usually friendlier. They do not tend to create problems. Instead, they would like to learn more about them. They would like to have conversations with them more often (Interviewee 15).

The third interview question referring to the second research question of the study intended to detect whether English instructors' age has a significant role in the way they negotiate. This question explored the influence of the English instructors' age on their negotiation strategies. For this purpose, the interviewees were asked whether they thought English instructors of different age groups negotiate in different ways. 25%

(n=4) of the instructors claimed that instructors become more mature individuals as they become older; as a result, they could approach students like a parent, which result in more positive reactions towards their students. They also stated that students tended to be more respectful towards older instructors, which subconsciously prevented them from causing problems. On the other hand, they added that younger instructors tended to be more inexperienced, which resulted in less appropriate reactions towards conflicts. However, 19% (n=3) of the instructors claimed that older instructors had more difficulty in understanding the underlying reasons of students creating conflicts. As they suggested, that was why older instructors tended to impose their ideas on the students more than young instructors. 57% (n=9) of the instructors claimed that the way English instructors perceive and handle conflicts was not affected by their age. According to those instructors, a younger instructor could behave in more mature ways than an older instructor when the need occurred. Moreover, they suggested that the issue was whether the instructor could learn from their experiences or their observation. The percentages regarding the results are presented in Table 4.34.

Table 4.34 Interview responses regarding the effect of age on negotiation strategies of English instructors in the ELT classroom

Q3 Do you think English instructors in different age groups negotiate in different ways?		
Instructors	f	%
<ul style="list-style-type: none"> The age of the instructor has a significant role in the way they negotiate with their students. 	7	43%
<ul style="list-style-type: none"> The age of the instructor does not have a significant role in the way they negotiate with their students 	9	57%

The example excerpts of the interviews are given below:

When I first started teaching English, I was 21. Most of my students were older than me, though. I still remember how ashamed I felt during the first minutes in my first teaching hour. All of the eyes were on me. However, at that moment I thought that I had to feel “love” in the eyes of my students. Thanks to that idea, I was the authority in the class. That is to say, age can affect the way an English instructor negotiates in the classroom to some extent. They can train themselves in order to better resolve conflicts no matter how young they are (Interviewee 2).

Younger instructors tend to be inexperienced. Moreover, we live in a culture in which teachers are supposed to get the utmost respect. During the initial years of their profession, instructors face a totally different profile of students. They do not see what they have expected. This annoys the instructor. I have seen instructors who quit teaching because of this. Most of the young ladies go to their office and cry, isolate themselves. Male ones tend to bang the wall, bang somewhere outside the classroom, or swear with a loud voice. However, as years pass and they grow up, this situation changes. They become less aggressive. They start negotiating more often. As a result, age does make a difference (Interviewee 9).

Age is certainly plays an important role in the tendency of negotiating. I may empathize in a more effective way when I get older. I may understand my students better. However, I feel that I can understand what they feel or think more right now since we are almost at the same age with my students. That is what I think. In my opinion, being closer to the age of the students is an advantage for an English instructor. Moreover, I have observed that older instructors are more like their mothers but I do not think that they are able to understand them. As a result, they may enforce their own solutions to the students instead of letting them expressing themselves (Interviewee 13).

The age of an English instructor may be effective in the way they negotiate to some extent. That is because the personality of that instructor stands out by forming the base underlining their behaviors. As a result, a younger instructor can behave in a more appropriate way than an older one does. Regardless of his/her age, instructors can resolve conflicts fruitfully if they have learnt from their own or others’ experience (Interviewee 14).

Age is important because of its effects in the instructor. When people are younger, they lack world knowledge and experience. This may mislead them. For example, in my first year in this profession, I used to trust students more than necessary. However, through years, I have learnt that students may manipulate things in order to benefit more. They may lie. When I compare myself in my first years and now, I can better understand the intention of the students. Thus, I am more cautious. In my opinion, this is learnt as years pass (Interviewee 16).

The fourth interview question referring to the second research question, which is related to the English instructors' educational background, focused on whether English instructors with different educational backgrounds negotiated differently. For this aim, the instructors were asked whether having a MA/PhD diploma, or attending in-service/certificate programs affected the way English instructors handle conflicts in their classes. 12% (n=2) of the instructors claimed that the time when the instructors started these programs was more important than having any of these diplomas or certificates. Indeed, they stated that if instructors started a master's program immediately after they graduated from their faculties, they tended to continue the psychology of being a student rather than an instructor. As they suggested, those instructors tended to be more aggressive towards problematic behaviors of students. On the other hand, they put forward that if they started pursuing academic programs after obtaining a perspective of an instructor, they were more likely to negotiate more effectively with their students. However, 18% (n=3) of the instructors stated that only bachelor's degree had a significant role in way instructors negotiate since the thinking system of the instructors were mostly shaped during undergraduate period. According to this viewpoint, English instructors tend to handle conflicts in their classrooms similar to the way their professors did when they were undergraduate students. They also stated that other degrees or certificates people obtain after graduation were not really influential on the way they negotiate. Yet, 57 % (n=9) of the interviewees declared that any kind of degrees or certificates could affect the way instructors dealt with conflicts only if they are aware of their responsibility and role as role models who could change their students' lives for ever. They claimed that if instructors had become aware of particular issues such as individual differences, communication skills, emphatic listening, and improved themselves in these areas, they were most likely to employ these skills in their classes. Otherwise, they claimed, no matter what training they attended, their attitudes towards conflicts were impossible to change. Lastly, 12% (n=2) of the interviewees noted that degrees or certificates could not change instructors' negotiation strategies since it was more related to their perspective in life and in their profession. As they asserted, unless individuals consider each student as a human being whose improvement they were

responsible for, no kind of diplomas or certificates could enhance the way they handle conflicts. The percentages regarding the results are presented in Table 4.35.

Table 4.35 Interview responses regarding the effect of educational background on negotiation strategies of English instructors in the ELT classroom

Q4 Do you think English instructors from different educational backgrounds (those who have MA / Phd / in-service training / certificates) negotiate in different ways?		
Instructors	n	%
• The time when instructors obtain their diplomas or certificates has a significant role in the way they negotiate with their students.	2	12%
• Only bachelor's degree has a significant role in the way instructors negotiate.	3	18%
• The educational background of the instructor does not have a significant role in the way they negotiate with their students.	9	56%
• The educational background of the instructor has a significant role in the way they negotiate with their students.	2	12%

Some of the ideas of the interviewees are presented below:

This issue is a little bit critical. We should first of all consider the family, the culture, the dimension of the city in which the instructors grow up. There is a sudden shock when they come to big cities to teach. That shock disappears when the instructors become instructors. Secondly, the degrees that instructors obtain also influence the instructor. If an instructor starts MA immediately after they graduate, that instructor tends to be more aggressive during a conflict. Whereas, if an instructor finds a job and discovers his/her abilities, that instructor tends to negotiate more when a conflict occurs in the classroom. That is because the sense of being a student does not disappear if an instructor goes on his/her education with a post graduate program before starting the profession. However, the one who gets into the profession right after graduation behaves more like a teacher (Interviewee 3).

Personality and experience are more important than the educational background of the instructor. If the individual is not aware of his strengths and weaknesses and willing to

improve himself-herself, all kinds of training programs lose their importance. Therefore, the awareness of the instructors is more significant in order to enhance the way s/he negotiates rather than what diplomas or certificates s/he has obtained (Interviewee 5).

Education, diplomas, certificates are all very important and influential on how English instructors handle conflicts only if they are eager to apply what they learn in their teaching. If they are willing to and do their best to enrich their teaching methods and the way they treat students, then having all these degrees of certificates makes a difference. I have seen professors who are so knowledgeable; they know everything about ELT and human beings. However, they were not successful at all in their application of the theory. They could not even communicate appropriately with the students (Interviewee 7).

The educational profile of English instructors is very important in improving an appropriate stance towards conflicts. In-service training provided by the institution, certificates obtained from programs attended thanks to personal efforts of the instructor, MA, or Phd diplomas may contribute to the empowerment of the instructors only if they are open to the change and if they are aware of the need to improve their methods and approaches. Otherwise, all of these programs and training would be useless. Another point is that the instructor must be young enough to make the necessary changes in his/her method. I have seen several old and experienced instructors who think that their method is the best. They do not believe that they need to change. They do not encourage novelties claiming that new things are not good (Interviewee 11).

Educational background is certainly effective on the instructor's negotiation strategies. The point is how the instructors get the training or education. To illustrate, I do not think that in-service training programs are effective. This is firstly because the school conditions in real life are generally totally different. Secondly, if the instructors do not feel the need to improve themselves in a certain field, no matter what programs or courses they attend, the result will be useless. Therefore, the instructors must be aware of their needs (Interviewee 14).

The fifth interview question referring to the second research question of the study aimed to examine whether English instructors' work experience has a significant role in the way they negotiate with their students. For this purpose, 16 English instructors were asked whether experience had a role in English instructors' negotiation strategies. 31% (n=5) of the interviewees answered this question by saying that experience was one of the most influential factors forming an instructor's negotiation strategy. They claimed that individuals built their own effective negotiation strategies based on their similar experiences. Therefore, as they added, when they came across with a similar conflict, they could handle it more adequately. On the other hand, 68% (n=11) of the instructors

supported this viewpoint indirectly. They stated that experience contributed to English instructors' negotiation strategies positively by helping them enhance the way they handle conflicts with students only if individuals could utilize their past experiences appropriately. They highlighted that there were instructors who had been teaching English for several decades but had not empowered themselves in terms of communication skills. Hence, as they concluded, they had been perceiving conflicts as inappropriate incidents which should be avoided. The percentages regarding the results are presented in Table 4.36. Moreover, the interviewees were asked whether the type of institution where the instructors gain experience was effective on their negotiation strategies. Majority of them stated that instructors who work at private universities can expand their viewpoints and enrich themselves in terms of experience more than the ones working at state universities since the working conditions and the profile of their students at private universities are more challenging.

Table 4.36 Interview responses regarding the effect of experience on negotiation strategies of English instructors in the ELT classroom

Q5 Do you think English instructors with different teaching experiences negotiate in different ways?		
Instructors	f	%
<ul style="list-style-type: none"> • Experience affects English instructors' negotiation strategies. 	5	31%
<ul style="list-style-type: none"> • Experience affects English instructors' negotiation strategies positively only if they learn from what they have experienced. 	11	68%

Some of the excerpts from the interviews are provided below:

An instructor who is experienced is different from the one without any teaching experience. That is because while teaching English instructors learn human psychology. Although we take many courses regarding human psychology at the university, one cannot understand its importance comprehensively without “living it”. The more experience you gain in teaching, the more you learn about it. The way you teach in your first year is different from the way you teach in your tenth year.

Therefore, it is so important to be in touch with the instructors who are more experienced than you. That way, you can learn many things from them. As a result, you can utilize the experience of other instructors (Interviewee 1).

Age and experience go hand in hand. They are parallel to each other. They both help instructors handle conflicts reasonably and intellectually. So, we cannot separate them from each other (Interviewee 4).

The more experienced instructors get, the more authoritative they become. Instead of making use of their experience to better understand what the others think, they tend to impose their own truths to the students (Interviewee 8).

The importance of experience is inevitable in our case. However, an instructor does not need to live every kind of conflict beforehand so that they will better know what to do next time. They may also improve themselves and their point of view by learning from others or experiences of others, as well (Interviewee 13).

4.5.3 Research Question 3

As the third research question seeks to ascertain the personality traits of English instructors, the interviewees were asked about their personality traits. In general, the interviewees (n=10, 62,5 %) stated that they are patient, respectful, and self-confident. Almost all of the instructors who are at the 21-40 age range (n=6, 37 %) claimed that they are friendly while the ones who are at the 41-58 age range (n=5, 31 %) generally stated that they are like a parent. Especially the older female instructors stated they are like a mother towards their students since they consider them their own children. Moreover, generally male instructors (n=3, 19 %) described themselves as humorous in their communication with students.

As for the personality traits studied in this study, almost half of the English interviewees (n=9, 56 %) claimed that they are extroverts. However, 44 % (n=7) of them stated they are not so extroverted individuals in their social lives but they have to be extroverted in the classroom since they are the instructor. Moreover, only 6 interviewees (37 %) stated they have a high emotional stability in the classroom. 4 of these instructors belonged to the 41-58 age group but 2 of them were from the 21-40 age group. The ones who belonged to the older group underlined that their emotional stability increased not only because of the experience they obtained in the profession but also because of the

social and communication skills they improved in their lives. Table 4.37 shows the results regarding the sixth question.

Table 4.37 Interview responses regarding the effect of personality traits of English instructors on their negotiation strategies

Q6 What common personality traits do you have?		
Characteristics of English instructors	N	%
<ul style="list-style-type: none"> Extroverted 	9	56%
<ul style="list-style-type: none"> Emotional stability 	6	37%
<ul style="list-style-type: none"> patient, respectful, self-confident 	10	62,2%
<ul style="list-style-type: none"> friendly 	6	37%
<ul style="list-style-type: none"> like a parent 	5	31%
<ul style="list-style-type: none"> humorous 	3	19%

Example opinions of interviewees are as follows:

There is a very strong relationship between English instructors' negotiation strategies and their personality. If an instructor has an aggressive personality, this definitely influences the way they handle conflicts. Another point is that being a teacher cannot be learnt later on. A teacher first of all must feel the willingness to teach another. The willingness to teach is first discovered by the self and then others. That feeling existed in me. Therefore, my professors at university supported me to enrich my teaching methods. I would also like to underline that teaching has two secrets: patience and love. If one's personality features do not consist enough of these, that person cannot handle conflicts fruitfully, which will affect their teaching negatively (Interviewee 2).

Personality has a significant role in the way instructors handle conflicts or negotiate. Personality traits which are formed during the initial years of childhood are so hard to be changed even through training or education. Unless the individual is ready for this change, it is almost impossible. As a result, the instructor needs to self-criticize himself/herself, or his/her teaching methods. It is the only time that s/he can change. However, if the instructor persists that the methods or techniques s/he applies are useful, no matter what program s/he attends, there will not be any changes. The most

critical factor here is the family in which the instructor grows since family is the most crucial factor in the formation of personality. This is unquestionable (Interviewee 7).

Personality is one of the most effective factors on the conflict management strategies of English instructors. If an instructor is very energetic full of life, this directly reflects to the atmosphere of the class, the activities they design, the way they communicate (Interviewee 12).

Personality is the main factor that regulates all the other issues contributing to the way instructors approach students and the subject matter. If an instructor is obsessed with what s/he knows and does in the classroom, and never welcomes new ideas, it is necessary to empower the way s/he resolves conflicts no matter what education or training s/he gets, how old s/he becomes, how much experience s/he gains, or which gender s/he belongs to (Interviewee 13).

Personality is very important in our profession. If an instructor is social, extrovert, and friendly, in his/her lessons, it is more probable that students will be motivated, like to learn that subject matter. However, if the instructor considers only what s/he says, and ignores others' ideas, that instructor is certain to lose most of his/her students. We are living in such an era that it is impossible to make someone do something appropriately unless they are willing to do so. This is also against human psychology (Interviewee 15).

4.5.4 Research Question 4

The fourth research question seeks whether English instructors' personality trait of extroversion/introversion has a significant role in their negotiation strategies. For this purpose, the eighth question of the interview was designed to highlight whether there is a significant relationship between the English instructors' personality trait of extroversion/introversion and negotiation styles. With this aim in mind, interviewees were asked what they thought about the relationship between the English instructors' personality trait of extroversion/introversion and negotiation styles. All of the interviewees emphasized that there is a strong relationship between the personality traits of extroversion or introversion and the way an English instructor negotiates in the classroom (Table 4.38). They underlined that an extrovert instructor is good at interpersonal skills and communication skills, which helps them design more fruitful lessons and better communicate with students.

Table 4.38 Interview responses regarding the relationship between English instructors' personality trait of extroversion/introversion and negotiation styles

Q8 Do you think there is a significant relationship between English instructors' personality trait of extroversion/introversion and negotiation styles?		
Instructors	n	%
<ul style="list-style-type: none"> There is a strong relationship between English instructors' personality trait of extroversion/introversion and negotiation styles. 	16	100%

Some example opinions of interviewees are as follows:

Whether an instructor is extravert or introvert definitely has a significant role in the way they handle conflicts. Introvert instructors are more ineffective in terms of speech, or in conveying their message. This can cause lack of communication, misunderstanding, which can ultimately cause more conflicts. On the other hand, a more social instructor may negotiate a lot considering that new generation is very democratic. In this case, the students may exceed their limits. Thus, this point here is to be able to apply the right strategy when necessary. That is why my students can understand from my eyes that I may negotiate but I can still roar (Interviewee 6).

Whether an instructor is extroverted or introverted make a big difference in the way s/he considers a conflict and negotiates with students. That is, an introverted instructor will most probably ignore or avoid conflicts occurring in the classroom. However, an extroverted instructor is better at communication; thus, s/he may easily establish authority over the students and resolve conflicts the way s/he thinks the best. Nevertheless, if an instructor is extroverted and has empowered him/herself ideally, this will eventually help him/her be an efficient negotiator. Therefore, besides extroversion, empowerment in terms of communication skills, conflict management skills, and personality is crucial (Interviewee 7).

I think there is a strong relationship between the personality traits of extroversion or introversion and the way an instructor negotiates in the classroom. To illustrate, an extrovert instructor is better at interpersonal skills. This is a plus for an English instructor because such a person can better communicate with the students. On the other hand, an introvert person may have difficulty in sharing with the students. Since that instructor does not like sharing their ideas or feelings with others in their social life, such an instructor may not behave themselves in the classroom. This may cause other conflicts (Interviewee 9).

In my opinion, An English instructor's being extrovert triggers success more than his/her being introvert. Being extrovert is always more advantageous for an English instructor because teaching English does not mean writing all the rules and grammatical points on the board and then waiting for the students to speak the language. ELT settings are the ones which need communication, interaction, emotional management, and social skills more than any others because of their

communicative nature. As a result, being extrovert provides more opportunities for an instructor in his/her addressing to the class, designing lessons and activities and putting them into practice (Interviewee 10).

4.5.5 Research Question 5

The last question of the interview aimed to highlight whether there is a significant relationship between the English instructors' personality trait of emotional stability and negotiation styles. For this purpose, interviewees were asked what they thought about the relationship between the English instructors' personality trait of emotional stability and negotiation styles. As all of the interviewees stressed, there is an unquestionable relationship between the personality traits of emotional stability and the way an English instructor negotiates in the classroom (Table 4.39). They highlighted that ELT classes are settings which consists several individuals from different backgrounds trying to communicate in a foreign language and a different culture. Therefore, conflicts are indispensable during English lessons between instructors and students or among students. This necessitates that an English instructor manage his/her emotions and also constitute an effective model for the students.

Table 4.39 Interview responses regarding the relationship between English instructors' personality trait of emotional stability and negotiation styles

Q9 Do you think there is a significant relationship between English instructors' personality trait of emotional stability and negotiation styles?		
Instructors	f	%
<ul style="list-style-type: none"> There is a strong relationship between English instructors' personality trait of emotional stability and negotiation strategies. 	16	100%

The example opinions of interviewees are as follows:

Emotional stability is an interesting point. In general, we, English language instructors, are not satisfied with our financial situation, our salaries. I can observe this in all English instructors around me. I am not talking about extremely high increases. By making small amounts of increases in the English instructors' salaries, managements can turn their instructors into magicians who create a super teaching atmosphere in their classroom. That is why I strongly believe that financial situation and as a result emotional stability of the instructor has a significant role in the way they resolve conflicts (Interviewee 1).

Emotional stability is a key concept in teaching. We, instructors, are human beings. We have emotions, feelings. We may sometimes be very happy, or we may feel very pessimistic from time to time. No matter how much we try not to reflect these feelings into the classroom, it is so difficult to fulfill. For example, when I get angry during the lesson, I try to be more silent in order not to reflect this in the atmosphere of the class. This time, the students may misunderstand my silence. They say, "Teacher, why are you so silent? Do not you love us?" I mean, emotional control is so crucial in our profession since our material is the human brain. An English instructor must have a high emotional stability in order to achieve their goals fruitfully. This is critical (Interviewee 5).

Emotional stability has a significant role in the way a person reacts at the time of conflict. If the individual's emotions differ easily in an unstable way, it is more probable that the individual will react in a negative way ignoring the results of his/her actions. However, if the instructor's emotions are more balanced, it is easier to predict his/her reactions. Also, that instructor will behave in a more cautious manner (Interviewee 10).

It is unquestionable that the emotional stability of an English instructor has a significant role in the way s/he handles conflicts and negotiates. Because of the social nature of ELT classes, there will always be conflicts or different ideas. At those times, if an English instructor reacts in an aggressive or negative manner, this may easily destroy the students' motivation towards English. On the other hand, if s/he does not react to a critical incident, this may cause other unpleasant outcomes (Interviewee 16).

In order to get more in-depth answers to the research questions 4 and 5, the interviewees were asked an additional question which aimed to examine whether the personality traits of English instructors overlap with their negotiation strategies. Thus, the seventh interview question intended to detect whether the personality traits of English instructors overlap with their negotiation strategies. Therefore, the interviewees were asked if they think that their personality traits overlap with their negotiation

strategies. 31 % of the interviewees (n=5) answered this question positively. In other words, they stated that there is a strong relationship between their personality traits and the way they resolve conflicts. On the other hand, 69 % of the interviewees (n=11) stated that they try to be “more active in a conflict situation in the classroom since they have to” although they would behave in a different manner in their personal lives. They emphasized that the position they have in the classroom necessitates that they take the control of the situation in the classroom (Table 4.40).

Table 4.40 Interview responses regarding the relationship between English instructors' personality trait and their negotiation strategies

Q7 Do you think the personality traits of English instructors overlap with their negotiation strategies?		
Instructors	n	%
• The personality traits of English instructors overlap with their negotiation strategies.	5	31 %
• The personality traits of English instructors do not overlap with their negotiation strategies.	11	69 %

The opinions of the participants are provided in the excerpts below:

I can describe myself as a patient and understanding person. My personality features certainly overlap with my negotiation strategies. I am definitely the same person with the one among my friends. The only thing is that I become a more understanding and patient person in the classroom (Interviewee 3).

When I learn something new, I can apply it in the classroom. To illustrate, I have read some articles about conflict management and have been trying to put the insights I have obtained when a conflict occurs during my interaction in the classroom. I can refer to those articles and try my best in order to better resolve the conflict. On the other hand, as far as I have experienced, it is more difficult to apply them in my personal life since I have particular personality traits which have been formed throughout my life. As a result, the way an English instructor negotiates may not be the same in the professional life and in private life. That is to say that, the personality traits an instructor has overlap with the way s/he negotiates in his/her personal life while they most frequently do not overlap with the way s/he negotiates in the classroom (Interviewee 7).

4.6 Results of the Interview

The nine questions in the semi-structured interview aimed at finding in-depth answers to the research questions of the present study with the help of qualitative data.

The first research question of the study aims to discover English instructors' negotiation strategies. Thus, the first question of the interview aims to find out English instructors' common negotiation strategies to handle conflicts in the EFL classroom. Majority of the interviewees stated that they tried to resolve conflicts by considering the needs of both parties. They emphasized that if only one party gets what they want, this will result in negative outcomes by discouraging the motivation of the students. As they expressed, it can be stated that they mostly apply the negotiation strategy of compromising. Another group including 25 % of the interviewees claimed that they tend to regard their students either as their children or their friends. As a result, they claimed that they could understand their feelings and needs, which helps them to better satisfy their expectations. According to them, the best negotiation strategy to resolve conflicts with students is accommodating since students may be discouraged if conflicts are not handled positively. The third most common negotiation strategy that English instructors used in the EFL classroom was dominating. These interviewees stated that they make the student understand his fault by applying particular techniques such as isolating the student from the other students. Avoiding strategy was also the same with dominating in terms of its frequency to be used by English instructors. The interviewees using this strategy asserted that conflicts are unpleasant situations which prevent a satisfactory lesson to be fulfilled by distracting the learner's motivation. Therefore, as they claimed, the best way to handle conflicts is to avoid them. The least common negotiation strategy employed by English instructors was collaborating. The interviewees that use this strategy most claimed that conflicts should be handled effectively with patience because conflicts can be turned into opportunities to build a fruitful learning atmosphere and positive communication to occur.

Since the second research question focused on the role of English instructors' demographic features in the way they negotiate with students, the question 2 through 5 in the interview aimed to find answers to the effect of certain demographic features on

the English instructors' negotiation strategies. These questions focused on the effect of demographic features such as sex, age, educational background, and work experience of the instructors. The first demographic feature explored was gender. More than half of 16 instructors stated that gender plays an important role in handling a conflict situation. Their major focus was that female instructors can better communicate with male students while male instructors can better communicate with female students. They also stated that this is because of the human nature that individuals can better communicate with the ones from the opposite sex. However, almost half of the instructors claimed that this nature of human beings can be overcome through empowerment in terms of personality, training, and experience. As a result, they concluded that the sex of the English instructors do not necessarily affect the way they handle conflicts in their classes.

The second demographic feature whose effect on the English instructors' negotiation strategies was examined was age. Some of the interviewees stated that English instructors in different age groups negotiate in different ways. They underlined two reasons for this. First of all, as they claimed, instructors become more mature individuals as they become older; as a result, they could approach students like a parent, which resulted in more positive reactions towards their students. Secondly, they stated that older instructors had more difficulty in understanding the underlying reasons of students creating conflicts. As they suggested, that was why older instructors tended to impose their ideas on the students more than young instructors did. Nevertheless, the majority of instructors claimed that the way English instructors perceive and handle conflicts was not necessarily affected by their age. According to those instructors, a younger instructor could behave in more mature ways when the need occurred than that of an older instructor.

The next demographic feature investigated in the interview explored the relationship between the educational background of the instructors and the way they handled conflicts in their classes. Most of the interviewees declared that any kind of degrees or certificates could affect the way English instructors deal with conflicts only if they are aware of their responsibility and role as role models who could change their students' lives.

The last demographic feature focused on the relationship between English instructors' negotiation strategies and experience. The answers to this question demonstrated that all of the interviewees supported the idea that experience was one of the most influential factors forming an instructor's negotiation strategy as individuals build their own effective negotiation strategies based on their similar experiences. Moreover, most of the instructors supported the idea that experience affects English instructors' negotiation strategies positively only if they learn from what they have experienced. They underlined that experience contributes to English instructors' negotiation strategies positively by helping them enrich the way they handle conflicts with students only if instructors could utilize their past experiences appropriately. Moreover, when the interviewees were asked whether the type of university where the instructors gain work experience makes a difference, most of them stated that instructors who work at private universities can empower themselves in terms of experience more than the ones working at state universities since the working conditions and the profile of their students at private universities are more challenging.

The third research question aims to identify personality traits of English instructors. Thus, the answers to the sixth interview question focusing on English instructors' personality traits point out that English instructors see themselves as patient, respectful, and self-confident, friendly, and like a mother. Some of the male instructors have also specified that they have a good sense of humor. As the results showed, although some of the instructors identified themselves as extrovert individuals, most of them stated that they have to be extrovert in the classes while they are not in their personal lives. Moreover, a few interviewees stated that they have a high emotional stability in the classroom. Most of these individuals were in the 41-58 age group.

The questions 7 through 9 in the interview aimed to clarify the relationship between English instructors' personality traits and their negotiation strategies. The answers to the seventh interview question, which seeks to unearth the effect of English instructors' personality trait of extroversion on their negotiation strategies, reveals that all of the interviewees think that there is a strong relationship between the personality traits of extroversion or introversion and the way an English instructor negotiates in the

classroom. This result is also correlated with the results gained from the quantitative data.

As the answers to the eighth question uncover, all of the interviewees stressed that there is an unquestionable relationship between the personality traits of emotional stability and the way an English instructor negotiates in the classroom. As the answers to the ninth question show, a majority of the interviewees think that their personality traits do not overlap with their negotiation strategies. They claimed that because of their position in the classroom, they feel the need to behave in a different manner from what they really are in their personal lives.

Summary of the results of the qualitative data in the light of the research questions is illustrated in Table 4.41.

Table 4.41 Summary of the Qualitative Results of the Study

Interview Questions	Analysis Conducted	Results
1. What are the common negotiation styles that English instructors use to handle conflicts in the EFL classroom?	Content Analysis	<p>5 Factors</p> <p>Factor 1: Compromising (25 %)</p> <p>Factor 2: Accommodating (25 %)</p> <p>Factor 3: Dominating (20 %)</p> <p>Factor 4: Avoiding (18 %)</p> <p>Factor 5: Collaborating (12 %)</p>
<p>2. Do negotiation strategies of English instructors differ in relation to certain demographic features?</p> <p>2.1. Is there any significant difference between male and female English instructors' negotiation strategies?</p> <p>2.2. Does the age of the English instructors affect their use of their negotiation strategies?</p> <p>2.3. Does the educational level of the English instructors affect their negotiation strategies?</p> <p>2.3.a. Does master's degree or doctoral degree obtained affect English instructors' negotiation strategies?</p> <p>2.3.b. Does in-service program obtained affect English instructors' negotiation strategies?</p> <p>2.3.c. Do certificate programs attended affect English instructors' negotiation strategies?</p> <p>2.4. Does the work experience of the English instructors affect their negotiation strategies?</p>	Content Analysis	<p>1. The sex of the instructor has a significant role in the way they negotiate with their students (n=9, 57 %).</p> <p>2. The age of the instructor has a significant role in the way they negotiate with their students (n=9, 57 %).</p> <p>3. The educational background of the instructors is effective on the way they negotiate with their students (n=11, 68 %).</p> <p>4. In-service training attended has a significant role in the way English instructors negotiate with their students only if the instructors gain the awareness of considering each student as a human being whose improvement they are responsible for.</p> <p>5. Certificate programs attended do not affect English instructors' negotiation strategies.</p> <p>6. Experience affects English instructors' negotiation strategies positively only if they learn from what they have experienced (n=11, 68 %)</p>
3. What common personality traits do you have?	Content Analysis	<p>Characteristics of English instructors</p> <ul style="list-style-type: none"> • Extroverted (n=9, 56%) • High emotional stability (n=6, 37%) • patient, respectful, self-confident (n=10, 62,2%) • friendly (n=6, 37%) • like a parent (n=5, 31%) • humorous (n=3, 19)
4. Is there a significant relationship between the English instructors' personality trait of extroversion/introversion and negotiation styles?	Content Analysis	4. There is a strong relationship between English instructors' personality trait of extroversion/introversion and negotiation styles (n=16, 100%).
5. Is there a significant relation between the English instructors' personality trait of emotional stability and negotiation styles?	Content Analysis	5. There is a strong relationship between English instructors' personality trait of emotional stability and negotiation styles (n=16, 100%).

4.7 Results

In this section, the results of the quantitative data and the qualitative data in the light of the research questions are compared.

The first research question aimed to identify the common negotiation strategies of English instructors. For this purpose, the instrument of the study included items referring to 5 negotiation strategies. As the results of the quantitative data showed, the most common negotiation strategy used by English instructors was Collaborating (17,06 %). Avoiding was the second common strategy with a ratio of 12,95 %. The next common strategies used by the instructors were Compromising (7,69 %), Dominating (6,93%), and Accommodating (5,6 %). According to the results of the interview, the most common negotiation strategies employed by English instructors were Compromising (25%) and Accommodating (25%). The following three negotiation strategies were Dominating (18%), Avoiding (18%), and Collaborating (12%). As a result, the results of the two instruments do not seem to be parallel to each other. Table 4.42 illustrates the results of both of the instruments regarding the first research question.

Table 4.42 Summary of the results of the first research question

Research Question	Results of the Questionnaire	Results of the Interview
1. What are the common negotiation styles that English instructors use to handle conflicts in the EFL classroom?	5 Factors Factor 1: Collaborating (17,06 %) Factor 2: Avoiding (12,95 %) Factor 3: Compromising (7,69 %) Factor 4: Dominating (6,93%) Factor 5: Accommodating (5,6 %) %)	5 Factors Factor 1: Compromising (25 %) Factor 2: Accommodating (25 %) Factor 3: Dominating (20 %) Factor 4: Avoiding (18 %) Factor 5: Collaborating (12 %)

The second research question examined the relationship between English instructors' demographic features and the way they negotiate with their students. For this purpose, the data were examined under certain sub-categories: gender, age, education, and experience. When the results obtained from the two instruments related to gender are compared, the results of the quantitative data showed that there is a significant mean

difference in negotiation styles between males and females in terms of dominating. Likewise, the results of the qualitative data displayed that the gender of the instructor has a significant role in the way they negotiate with their students (n=9, 57 %). The results are summarized in Table 4.43.

Table 4.43 Summary of the results regarding gender

Research Question	Results of the Questionnaire	Results of the Interview
2. Do negotiation strategies of English instructors differ in relation to certain demographic features? 2.1. Is there any significant difference between male and female English instructors' negotiation strategies?	1. There is a significant mean difference in negotiation styles between males and females in terms of dominating.	1. The sex of the instructor has a significant role in the way they negotiate with their students.

Regarding the role of age in English instructors' negotiation strategies, the quantitative data showed that the age of English instructors do not affect their negotiation strategies while the qualitative data showed that the age of the instructor has a significant role in the way they negotiate with their students (n=9, 57 %). The results are summarized in Table 4.44.

Table 4.44 Summary of the results regarding age

Research Question	Results of the Questionnaire	Results of the Interview
2.2. Does the age of the English instructors affect their use of their negotiation strategies?	2.2. The age of English instructors does not affect their negotiation strategies.	2.2. The age of the instructor has a significant role in the way they negotiate with their.

As for the role of educational background in English instructors' negotiation strategies, the results obtained through the questionnaire showed that educational background does not have a significant role in the way English instructors negotiate with their students although the results obtained through the interview suggest that there is a

relationship between the educational degree the English instructors have and the way they negotiate with their students.

Table 4.45 Summary of the results regarding education

Research Question	Results of the Questionnaire	Results of the Interview
2.3. Does the educational level of the English instructors affect their negotiation strategies? 2.3.a. Does master's degree or doctoral degree obtained affect English instructors' negotiation strategies? 2.3.b. Does in-service program obtained affect English instructors' negotiation strategies? 2.3.c. Do certificate programs attended affect English instructors' negotiation strategies?	2.3. There is no significant relationship between educational degree and negotiation strategies of English instructors. In-service training programs attended in ELT affect English instructors' negotiation strategies since there is a significant difference in dominating mean scores between the two groups (Sig. (2-tailed) value $0.04 < 0.05$). Certificate programs attended do not affect English instructors' negotiation strategies.	2.3. The educational background of the instructor is effective on the way they negotiate with their students (n=11, 68 %). In-service training attended has a significant role in the way English instructors negotiate with their students only if the instructors gain the awareness of considering each student as a human being whose improvement they are responsible for. Certificate programs attended do not affect English instructors' negotiation strategies

Lastly, when the results regarding experience were compared, the quantitative data showed that there is a significant difference between types of teaching experience in negotiation strategy of dominating in three groups (dominating value is $0.045 < 0.05$). According to the results of the qualitative data, experience affects English instructors' negotiation strategies positively only if they learn from what they have experienced (n=11, 68 %). In short, the results for the second question are not always in line with each other. The reasons of these differences are discussed in the fifth chapter in detail. The results are shown in Table 4.46.

Table 4.46 Summary of the results regarding experience

Research Question	Results of the Questionnaire	Results of the Interview
2.4. Does the work experience of the English instructors affect their negotiation strategies?	2.4. There is a significant difference between teaching experience types in negotiation strategy of dominating in three groups (dominating value is $0.045 < 0.05$).	2.4. Experience affects English instructors' negotiation strategies positively only if they learn from what they have experienced (n=11, 68 %)

The answer to third research question which aimed to identify personality traits of English instructors' was also examined through quantitative and qualitative instruments. According to the results obtained from the questionnaire, male instructors are more extrovert than female instructors (The mean score for extroversion of males is 0,79; however, that of females is 0,62.). Moreover, the emotional stability of males is higher than that of females (The mean score for emotional stability of males is 0,40; whereas, that of females is 0,29). As for the results of the interview, 56 % of the instructors (n=9) are extroverted while the value of emotional stability for them is 37 % (n=6). As a result, the results obtained from the qualitative data have not only supported but also enriched the results obtained from the quantitative data. The results are summarized in Table 4.47.

Table 4.47 Summary of the results regarding personality traits

Research Question	Results of the Questionnaire	Results of the Interview
3. What common personality traits do English instructors have?	<p>Male instructors are more extrovert than female instructors (The mean score for extroversion of males is 0,79; however, that of females is 0,62.).</p> <p>The emotional stability of males is higher than that of females (The mean score for emotional stability of males is 0,40; whereas, that of females is 0,29)</p>	<p>Characteristics of English instructors</p> <ul style="list-style-type: none"> • Extroverted (n=9, 56%) • High emotional stability (n=6, 37%) • patient, respectful, self-confident (n=10, 62,2%) • friendly (n=6, 37%) • like a parent (n=5, 31%) • humorous (n=3, 19)

The fourth research question aimed to examine the relationship between extroversion-introversion and English instructors' negotiation strategies. According to the results of the quantitative data, there is a significant relationship between English instructors' personality trait of extroversion and negotiation strategies (significant positive correlation has been found only between collaborating and extraversion (r: 0,170). Likewise, the results of the qualitative data showed that there is a strong relationship between English instructors' personality trait of extroversion/introversion and negotiation styles (n=16, 100%). Therefore, it can be claimed that there is a

correlation between personality trait of extroversion-introversion and the way English instructors negotiate with their students. The results are shown in Table 4.48.

Table 4.48 Summary of the results regarding extroversion-introversion

Research Question	Results of the Questionnaire	Results of the Interview
4. Is there a significant relationship between the English instructors' personality trait of extroversion/introversion and negotiation styles?	4. There is a significant relationship between English instructors' personality trait of extroversion and negotiation strategies (significant positive correlation has been found only between collaborating and extraversion.	4. There is a strong relationship between English instructors' personality trait of extroversion/introversion and negotiation styles.

Lastly, the fifth research question aimed to highlight the relationship between the English instructors' personality trait of emotional stability and negotiation styles. As the results of the quantitative data showed, there is no significant relationship between English instructors' negotiation strategies and their emotional stability. On the other hand, the results of the qualitative data demonstrated that there is a strong relationship between English instructors' personality trait of emotional stability and negotiation styles (n=16, 100%). The results are shown in Table 4.49.

Table 4.49 Summary of the results regarding emotional stability

Research Question	Results of the Questionnaire	Results of the Interview
5. Is there a significant relation between the English instructors' personality trait of emotional stability and negotiation styles?	5. There is no significant relationship between English instructors' negotiation strategies and their emotional stability.	5. There is a strong relationship between English instructors' personality trait of emotional stability and negotiation styles.

In order to obtain more in-depth insights regarding the relationship between English instructors' negotiation strategies and personality traits, the role of extroversion and introversion in the English instructors' negotiation strategies of dominating and collaborating was investigated separately for male and female instructors. As the results demonstrated, the mean value of introvert instructors' use of dominating is 2,8, making

the value of introvert instructors' use of dominating strategy significant. However, since only 2 of 21 male instructors were introvert, further research which includes more male participants might be more helpful. The results also revealed that the mean value of 24 introvert female instructors' use of dominating negotiation strategy is 2,6. Table 4.50 shows the results regarding the introvert male and female instructors in terms of their use of dominating negotiation strategy.

Table 4.50 Descriptive Statistics for introvert male and female instructors' use of dominating strategy

	N	Minimum	Maximum	Mean	Std. Deviation	%
Male	2	2,80	2,80	2,8000	,00000	100
Female	24	1,60	3,80	2,6000	,58977	68
Valid N (listwise)	26					

According to the results, the mean value of 18 extrovert male instructors' use of dominating negotiation strategy is 2,9. Moreover, the results revealed that the mean value of 60 extrovert female instructors' use of dominating negotiation strategy is 2,7. Table 4.51 shows the results regarding the extrovert male and female instructors' use of dominating negotiation strategy.

Table 4.51 Descriptive Statistics for extrovert male and female instructors' use of dominating strategy

	N	Minimum	Maximum	Mean	Std. Deviation	%
Male	18	2,00	3,80	2,8667	,56983	73,6
Female	60	1,60	4,00	2,6933	,53800	65
Valid N (listwise)	78					

As the results of the descriptive statistics demonstrated, only 1 English instructor's personality trait of extroversion-introversion was not extrovert or introvert. This means that this instructor has developed the skills for both extroversion and introversion; thus he is able to use these skills depending on the conditions. As the results revealed, the mean value of this instructor's use of dominating negotiation strategy is 4,6. On the other hand, the results revealed that 15 female English instructors have developed the skills for both extroversion and introversion. The mean value of these female instructors' use of dominating negotiation strategy is 2,4. Table 4.52 shows the results regarding the non-extrovert/non-introvert female instructor's use of dominating negotiation strategy.

Table 4.52 Descriptive Statistics for the non -extrovert/non-introvert female instructors' use of dominating strategy

	N	Minimum	Maximum	Mean	Std. Deviation	%
female	15	1,40	3,20	2,3600	,58162	72
Valid N (listwise)	15					

The results revealed that the mean value of the introvert male instructors' use of collaborating negotiation strategy is 3,75. As the results revealed, the mean value of the introvert female instructors' use of collaborating negotiation strategy is 4,11. Table 4.53 shows the results regarding the introvert male and female instructors' use of collaborating negotiation strategy.

Table 4.53 Descriptive Statistics for the introvert male and female instructors' use of collaborating strategy

	N	Minimum	Maximum	Mean	Std. Deviation	%
Male	2	3,50	4,00	3,7500	,35355	94
Female	24	3,33	4,83	4,1181	,38848	85
Valid N (listwise)	26					

According to the results, the mean value of the extrovert male instructors' use of collaborating negotiation strategy is 4,34. Moreover, the results revealed that the mean value of the extrovert female instructors' use of collaborating negotiation strategy is 4,2. Table 4.54 shows the results regarding the extrovert male and female instructors' use of collaborating negotiation strategy.

Table 4.54 Descriptive Statistics for the extrovert male and female instructors' use of collaborating strategy

	N	Minimum	Maximum	Mean	Std. Deviation	%
Male	18	3,50	5,00	4,3426	,48666	87
Female	60	3,17	5,00	4,1889	,42349	84
Valid N (listwise)	78					

As the results of the descriptive statistics demonstrated, the mean value of the male instructor who is non-extrovert/non-introvert in terms of his use of collaborating negotiation strategy is 4,5. On the other hand, the results revealed that the mean value of the use of collaborating negotiation strategy of 15 female English instructors who are non-extrovert or non-introvert is 4,2. Table 4.55 shows the results regarding the non-extrovert/non-introvert male and female instructor's use of collaborating negotiation strategy.

Table 4.55 Descriptive Statistics for the non-extrovert/non-introvert male and female instructors' use of collaborating strategy

	N	Minimum	Maximum	Mean	Std. Deviation	%
Male	1	4,50	4,50	4,5000		100
Female	15	3,50	5,00	4,1778	,40565	84
Valid N (listwise)	16					

4.7.1 Comparison of Male and Female Instructors' Use of Dominating and Collaborating Strategies

When all of the participants were considered, the results of the descriptive statistics revealed that 26 of the 120 instructors were introvert. The mean value of these introvert English instructors' dominating strategy is 2,61 while the mean value of these introvert instructors' collaborating strategy is 4,01. Table 4.56 demonstrates the mean value of these introvert English instructors' use of dominating and collaborating strategies.

Table 4.56 Descriptive Statistics for the introvert instructors' use of dominating and collaborating strategies

	N	Minimum	Maximum	Mean	Std. Deviation	%
dominating	26	1,60	3,80	2,6154	,56829	69
collaborating	26	3,33	5,00	4,0192	,39533	80
Valid N (listwise)	26					

As the results of the descriptive statistics revealed, 78 of the 120 instructors were extrovert. The mean value of these extrovert English instructors' use of dominating strategy is 2,73 while the mean value of these extrovert instructors' collaborating strategy is 4,0. Table 4.57 demonstrates the mean value of these extrovert English instructors' use of dominating and collaborating strategies.

Table 4.57 Descriptive Statistics for the extrovert instructors' use of dominating and collaborating strategies

	N	Minimum	Maximum	Mean	Std. Deviation	%
dominating	78	1,60	4,00	2,7333	,54669	68
collaborating	78	2,67	5,00	3,9957	,41524	80
Valid N (listwise)	78					

According to the results of the descriptive statistics, 16 of the 120 instructors were non-extrovert/non-introvert. The mean value of these non-extrovert/non-introvert English instructors' dominating strategy is 2,5 while the mean value of these non-extrovert/non-introvert instructors' collaborating strategy is 4,0. Table 4.58 demonstrates the mean value of these non-extrovert/non-introvert English instructors' use of dominating and collaborating strategies.

Table 4.58 Descriptive Statistics for the non-extrovert/non-introvert instructors' use of dominating and collaborating strategies

	N	Minimum	Maximum	Mean	Std. Deviation	%
dominating	16	1,40	4,60	2,5000	,79331	54
collaborating	16	2,83	4,67	3,9896	,49617	85
Valid N (listwise)	16					

4.8 Summary of the Findings

The general findings obtained through the quantitative and qualitative data of the study are listed below:

- The common negotiation strategies of English instructors are collaborating, avoiding, compromising, dominating, and accommodating, respectively. The frequency of use of the negotiation strategies, especially collaborating and dominating, is influenced by the personality traits of extroversion-introversion and emotional stability.
- Male and female instructors negotiate differently in order to handle conflicts in the FLE classroom. Especially male instructors use the negotiation strategy of dominating more than female instructors do.
- English instructors at different ages negotiate in different ways. However, their age loses its role in their negotiation strategies provided that English instructors become aware of their weaknesses and strengths and choose to improve their skills accordingly.

- The educational background of the English instructors does not have a significant role in their negotiation strategies. However, if the instructors gain the awareness of considering each student as an individual and appreciating their differences, educational degrees and certificates obtained, and training programs attended affect the way they negotiate positively.
- There is a significant relationship between English instructors' work experience and the way they negotiate. The results of the study demonstrate that English instructors tend to use the negotiation strategy of dominating more as they get more experienced in teaching.
- The personality trait of extroversion-introversion has a significant role in the way English instructors negotiate.
- Male instructors are more extrovert than female instructors.
- The emotional stability of female instructors is lower than that of male instructors.
- The personality trait of emotional stability does not have a role in the way English instructors negotiate since they feel that they have to behave according to the rules and responsibilities assigned by the school management.

In the next chapter, the findings of the study are discussed in the light of literature and suggestions are offered.

CHAPTER

5 CONCLUSION

5.0 Presentation

This chapter presents the summary of the study, discussion of the findings, pedagogical implications and recommendation for further research.

5.1 Summary of the Study

This study aimed to examine the relationship between English instructors' negotiation styles in the EFL classroom and their personality traits. Two scales were designed for the study. The first scale is composed of two questionnaires with 52 items in total and a demographic inventory. The questionnaire used in this study included two parts. The initial questionnaire was The Rahim Organizational Conflict Inventory II (ROCI II), a questionnaire which was developed by Rahim (1983). The second one was Eyesenck Personality Inventory (EPI), a questionnaire developed by Eyesenck and Eyesenck (1975). Since the study is the first study in the context of English language teaching which focuses on English instructors' negotiation strategies to resolve conflicts in the ELT classes and the effect of their personality traits on their negotiation strategies, the researcher conducted a pilot study to evaluate the methods and instruments of the research as a whole. To achieve this, data were gathered from 30 English instructors who had similar characteristics with the participants of this study. The reliability of the inventory according to the pilot study was .79.

As the second scale, a semi-structured interview was developed by the researcher. The interview questions were based on various questionnaires, literature review, and a preliminary interview with a group of English instructors. The questions in the tool were evaluated by experts in the fields of Turkish and English languages who work at

different universities in Ankara. According to the feedback gathered from these instructors, the scales were revised. The semi-structured interview was piloted with 4 instructors from different universities.

The sample size of the research was 120 English instructors working at the English preparatory schools of Middle East Technical University, TOBB Economics and Technology University, Çankaya University, Atılım University, and Trakya University. The quantitative data were gathered through the questionnaires and fostered and broadened with qualitative data obtained from the open ended questions in the interviews. 16 English instructors (M = 8, F = 8) took part in the interviews. These 16 instructors were chosen among the 120 participants as the representative group considering the features of gender, age, education, and experience in the profession. The interviews were semi-structured and 9 main questions were asked to the participants. The sessions were carried out in the mother tongue of the participants. The questionnaire analysis and the interview analysis which supports the analysis of the quantitative data were integrated in the discussion section. The numerical values revealed in the interview analysis demonstrate the tendency of the representative group. In order to analyze the quantitative data, SPSS 15.0 (Statistical Package of Social Sciences) was used. Qualitative data were analyzed through content analysis. Afterwards, the research findings were interpreted and presented in accordance with this classification.

5.2 Discussion

The main purpose of the study was to answer the question whether there is a relationship between English instructors' negotiation styles in the EFL classroom and their personality traits. To answer this question, a set of research questions were designed. These questions aimed to identify the negotiation strategies employed by English instructors to resolve conflicts in FLE classes and examine the role of certain demographic features such as gender, age, educational background, and work experience; personality traits of extroversion-introversion and emotional stability in their conflict management strategies.

This section provides discussion based on the findings of the study. The discussion starts with the comments on the findings regarding the negotiation strategies of English instructors. It continues with comments regarding different factors influencing the preferences of particular negotiation strategies of English instructors who carry differing features, namely gender, age, education, and experience; personality traits, namely extroversion-introversion and emotional stability. It also evaluates the findings of the present study in the light of previous research. The section ends with general explanations regarding the findings and comments about how to train English instructors so that they become effective negotiators who are able to collaborate and empower students without aggression and dominating.

Regarding the negotiation strategies of English instructors, the results of the quantitative data revealed that a majority of English instructors who are non-extrovert/non-introvert use the negotiation strategy of collaborating (integrating) to resolve conflicts in the FLE classes. Since this strategy is a win/win approach, it can be argued that English instructors generally encourage the situation that both parties involved could find a way to get the other person and themselves what they both want. It can also be stated that most of the English instructors use acquisition of information about the student as a tactical choice that can be used by a negotiator having a collaborating style. Listening and expressing one's feelings and desires are also the example key behaviors of the English instructors using this style effectively. As this strategy acknowledges the concerns of the parties involved and identifies clearly their goals, the general attitude of the English instructors using this strategy is positive. This style involves collaboration between the parties for problem solving. Thus, the English instructors using this strategy encourage trust and openness so that both the instructor and the students can exchange information and analyze their differences to reach a solution acceptable to them.

This is similar to the findings of Rahim (1986) and McIntyre (1997) who found that integrating is the primary conflict strategy which may reflect social desirability since it is considered a positive one, involving a high concern for self and others. Several authors have proposed that this strategy is more effective in a democratic work environment than other strategies because it implies a balance between the self and other dimensions (McIntyre,

1997). As a result, it can be stated that English instructors who use the strategy of integrating to handle conflicts in their classes are good at using negotiations to search beneath the surface of conflicts and to discover the basic needs, interests and perceptions of their students during the process. Hence, English instructors need to be empowered in developing a tendency of using this strategy effectively. This is crucial particularly for two reasons. Firstly, the process of empowerment in terms of negotiation skills will provide a challenge for them, as a result of which they will develop effective negotiation strategies for FLE classes. Another critical outcome of this process will be that English instructors will become more self-confident, which will provide knowledge in the discipline and mastery of English.

The results of the quantitative data also revealed that avoiding and compromising are the second most frequent negotiation strategies used by English instructors while the negotiation strategies of dominating and accommodating are used less often than the others. As these results reveal, English instructors tend to withdraw or deny a problem or conflict because of the inability or unwillingness to deal with the problem. Moreover, they tend to try finding a middle-ground approach focused on meeting the needs of others without totally giving up their own needs or aims. When the reasons of their withdrawal were analyzed, it reveals that English instructors have several reasons to avoid negotiation during the lesson. According to the results, gender, lack of experience, age, and personality traits such as extroversion-introversion and emotional stability were factors which have a role in their preference of avoiding and compromising in order to handle conflicts with their students.

The results regarding the role of gender in the way English instructors negotiate showed that there is a significant mean difference in negotiation strategies between male and female English instructors in terms of dominating. As exemplified by the interviews, male and female instructors negotiate differently in order to handle conflicts in their classes. Male instructors tend to be more dominating as they get older and gain more experience in the profession. Indeed, they behave in a competitive style as making remarks with no regard for the others' feelings or position, generally having retorts, refusing to back down, and discussing differences in front of other uninvolved people. On the other hand, female instructors tend to feel more like a friend or a parent, which

encourages them to behave in a more compromising manner, generally splitting up the difference, exchanging concessions, or seeking a quick middle-of-the-road position.

Extroversion-introversion and emotional stability could be other factors influencing both genders differently in the way they negotiate. Indeed, male instructors are more extrovert in their relationships, which could make them more dominating to handle conflicts in the classroom, as well. They are also more stable in terms of their emotions. This is another factor which helps them maintain the power of authority as the instructor in the classroom. On the other hand, female instructors tend to be more introvert and less stable in terms of their emotions especially during the first years of their profession. As they get older and become more experienced, they develop an intimacy with students thanks to their female instincts, which makes them use compromising as a negotiation strategy.

As further analysis of the negotiation styles and gender demonstrated, introvert male instructors tend to resolve conflicts in the FLE classroom by using the negotiation strategy of dominating more than the extrovert male instructors. On the other hand, introvert male instructors are more likely to handle conflicts by using collaborating strategy than the introvert female instructors. It is also significant that introvert female English instructors tend to use the negotiation strategy of collaborating more to handle conflicts in the FLE classroom than they tend to use dominating strategy. Moreover, extroversion also has a significant role in the female instructors' use of the negotiation strategy of collaborating since extrovert females are more likely to use collaborating strategy than they do dominating strategy. As these results demonstrate, introvert or extrovert male instructors are likely to use the negotiation strategies of collaborating or dominating depending on the conditions while introvert or extrovert female instructors generally tend to use collaborating strategy. These results regarding the role of extroversion-introversion in the way both genders use the negotiation strategies of dominating and collaborating are valuable because they may provide insights regarding the process of developing nonviolent negotiation. In fact, these results show that extroversion-introversion leads to different outcomes in the way genders use dominating and collaborating negotiation strategies. Thus, they should be considered while preparing the conflict management training program for English instructors and student

teachers. That is because extroversion and introversion result in different tendencies in males and females. Therefore, a conflict management training program should consider the preference of both genders and aim to empower male and female communication so that they can develop effective skills for negotiation strategies.

The reason of the significant difference between male and female instructors' negotiating strategies might be due to the fact that males and females have different communication strategies. As literature presents, males and females might have different viewpoints into the same things, which result from differing characteristics of their genders. As a result, they might approach conflicts in different manners and provide different solutions. Indeed, a number of studies examining individual differences in conflict management style have focused on gender as an explanatory variable. Studies such as Rubin and Brown (1975), Rahim (1983), and Brewer et al. (2002) support the idea that men and women negotiate differently. Likewise, as the results of this study reveal, dominating is the predominant strategy for men and compromising for women to resolve conflicts in the FLE classes. However, the literature lacks findings regarding the relationship between gender and the way English instructors negotiate. Thus, more research could be helpful regarding the role of gender in the way English instructors negotiate in order to present more satisfying results.

Another aim of the study was to find out whether English instructors' age has a significant role in their negotiation strategies. Regarding this issue, the results obtained demonstrated that there is no significant relationship between English instructors' age and the way they negotiate.

However, as revealed by the interviews, the age of the English instructors' do not have a significant role provided that maturity, rather than age, might be significant in the adoption of a more collaborative style of conflict resolution. Briefly, the results of the study are in line with the findings of De Cenzo (1997) who claimed that regardless of age, mature individuals who are active, independent, self-sensitive, have deeper thoughts, more varied interests, long-term perspective, and superiority status, recognize the fact that conflicts are opportunities for empowerment and handle conflicts using collaborating effectively.

When the relationship between educational background and the way English instructors negotiate is examined, the questionnaire results showed that there is no significant relationship between English instructors' educational degree and their negotiation strategies. In fact, when the results regarding bachelors or MA degrees, in-service training programs, and certificate programs attended are examined, it can be concluded that English instructors' educational background does not have a significant role in the way they resolve conflicts occurring in their classes.

As revealed by the interviews, these degrees and certificates obtained and programs attended are significant for English instructors in resolving conflicts in the FLE classes only if the instructors gain the awareness of considering conflicts as opportunities to better communicate with students. These results were significant since they highlight the concept of "awareness" of considering each student as a human being whose improvement English instructors are responsible for. According to these results, it can be concluded that it is crucial to train English instructors in the field of conflict management to become aware of their need to be qualified in terms of how they handle conflicts in their classes in order to constitute better models for their students and improve the capacities to resolve conflicts.

As for the role of work experience in the way English instructors negotiate, similar to the findings of Eidson (2003) who found that there was a correlation between years of experience and preferred conflict management style, the results in this study showed that there is a significant relationship between English instructors' experience in their profession and their negotiation strategies. The results especially underlined that English instructors should learn from their experience in order to improve the way they consider conflicts. In contrast to the findings of Drory and Ritov (1997) who found that experienced subjects are less dominating, more obliging, and more avoiding, the results in this study demonstrated that more experienced English instructors, especially the ones who are experienced in both state and private universities, tend to use the negotiation strategy of dominating more than the ones with less experience. This could result from the fact that the instructors who are introvert gain self-confidence as they get more experience in different types of institutions through years, which causes them to become more aware of their power as an instructor. This is a critical point to consider while

providing training programs for English instructors. That is, in-service training programs or certificate programs regarding improving conflict management skills should be prepared keeping the participant instructors' experience in the profession in mind. The role of extroversion-introversion in the way English instructors negotiate is examined in a more detailed manner in the following paragraphs of this section.

Another aim of the study was to find out whether there is a significant relationship between personality traits of extroversion-introversion and emotional stability and English instructors' negotiation strategies. For this purpose, common personality traits of English instructors were investigated. The results obtained through the quantitative data were consistent with the results obtained through qualitative data. In fact, the results of both of the instruments revealed that male instructors are more extrovert than females. Moreover, the results showed that the emotional stability of the male instructors were higher than that of females.

When the relationship between the personality trait of extroversion-introversion was examined, the results from both quantitative and qualitative data showed that English instructors' personality trait of extroversion-introversion has a significant role in their negotiation strategies. Similar to the findings of Yürür (2009) who found a positive correlation between the negotiation strategy of integrating and extroversion, the results of the study demonstrated that English instructors who have high extroversion tend to resolve conflicts by using collaborating, accommodating, and compromising negotiation strategies more often than the ones who are more introvert. It is also significant that the English instructors who have low extroversion tend to use avoiding and dominating negotiation strategies.

Extroversion might be a personality trait which provides individuals with interpersonal skills. Thus, extrovert people can communicate with others more comfortably while introvert people usually find it challenging to socialize with other people around them. This might be an explanation for the reason why introvert English instructors mostly prefer to avoid conflicts or try to end them by using negotiation strategy of dominating, which exerts control over the participants.

The results of the study further showed that emotional stability does not have a "significant difference" role in the way English instructors negotiate. However,

interview analysis revealed that the participants tend to be “more active in a conflict situation in the classroom” since they feel they “have to” although they would behave in a different manner in the same situation in their personal lives. They emphasized that the position they have in the classroom necessitates that they take the control of the situation in the classroom. When they were asked how they were more “active” during a conflict in the classroom, they referred to their role as a teacher and the rules assigned by the management of the institution. As their answers revealed, there are other factors influencing their attitude towards conflicts in the classroom such as their position which necessitates authority over the students and rules determined by the institution. Moreover, they stressed the difference between their approach to conflicts in the classroom and in daily life. These results were in line with the findings of Yürür (2009) who found that there was a strong relationship between the personality trait of emotional stability and the way individuals handle conflicts. It might be a possibility that emotionally stable English instructors interpret conflicts differently from the ones who are emotionally unstable.

When the findings of the study are considered as a whole, it is clear that they are in line with the contributions of Lerner et al. (1985), who suggest that the one goal is to recognize the value of many different negotiation strategies of interacting with one’s context, provided that there is some value placed on how well the strategy fits the specific situation. Therefore, the findings of this study highlight that continuing education might be useful for teachers to determine which conflict management strategy fits the situation. Training in conflict management might assist English instructors to get rid of aggression and tendency of dominating while they are learning how to collaborate. The results of the study have significant implications for training programs which aim to empower English instructors. In fact, it is vital that they aim to enrich the negotiation strategies of English instructors so that they will be able to acquire the collaborating strategy effectively. This is crucial when we consider English instructors’ role as a model for the students who influence their relationships in the future in terms of managing and resolving interpersonal and international conflicts, the tendency to be assertive, and feeling confident in their profession. The results of this study are also noteworthy in that they could inspire further research in the field.

5.3 Pedagogical implications

People around the globe have started embracing conflict resolution as a key component of a quality education. Peace education, both a philosophy and a process involving empowering people with the skills, attitudes, and knowledge to create a safe world and build a sustainable environment, enhances the purpose of education, which is to reveal and tap into those energies that make full enjoyment of a meaningful and productive existence (Harris & Morrison, 2003).

As indicated in chapter II, negotiation is vital in human life, and so in peace education, because life is full of human interaction. Since individuals use information and knowledge to get what they want, they need negotiation, a process of using knowledge of self and other combined with an analysis of information and time, tapping the power to affect behavior (Corvette, 2007). In order to negotiate well so that both parties could win, individuals need to learn about negotiation strategies and the necessary skills to be able to implement these strategies effectively in real life.

Due to the cross-cultural features requiring the ability to adjust to almost infinitely diverse intercultural communication situations, EFL settings are significant environments that reflect real life in that they entail conflicts and conflicting situations. Therefore, it is crucial that English instructors not only become knowledgeable about negotiation strategies but also be able to put them into practice in their classes. This is noteworthy especially in three dimensions:

1. Negotiation strategies provide vital skills for instructors to communicate with their students appropriately.
2. An instructor who has been empowered with necessary skills to handle conflicts in such a way that both parties win can constitute suitable models for their students.
3. The model represented by the instructor is crucial for the students to improve effective approaches to handle conflicts fruitfully in their professional lives both on the national and international platforms throughout their lives.

When the application dimension of this process is considered, it is certain that English instructors, especially the ones working at high schools and universities, have a direct role in improving the way students communicate. Since these students will assume the responsibility of various professions in their future lives, it is essential to empower them with particular skills to achieve successful communication in different relationships such as doctor-patient, lawyer-client, teacher-student, and business relations in order to survive in their professional environments.

The English instructors who have been empowered in terms of conflict management can design speaking lessons, activities, and tasks through which students can also be empowered in terms of negotiation skills. As a matter of fact, speaking lessons are invaluable settings for this goal because they provide intercultural communication situations reflecting real life which entails conflicts and conflicting situations.

However, English instructors, as the results of this study reveal, also need to be trained in order to be able to enrich their strategies to handle conflicts successfully both in real life and in their classes. In more specific terms, first of all, English instructors must be trained in terms of negotiation skills, personality traits, mediation, communication skills, and emotional intelligence so that they will become effective negotiators. Since people cannot give what they do not have, this is vital. Considering this fact and the findings of this study, the needs of English instructors can be specified as follows:

Awareness. English instructors can contribute to peace both by helping their students understand and deal creatively with the consequences of violent human behavior and by teaching them how to be peacemakers (Harris & Morrison, 2003). Although peace education can be taught in many different settings, English classes constitute more significant environments because of their cross-cultural nature. Therefore, it is crucial that English instructors become aware of the potential they hold in their hands. As the results of this study reveal, 57 % (n=9) of the interviewees declared that degrees or certificates could affect the way instructors deal with conflicts only if they are aware of their responsibility and role as role models who could change their students' lives for

ever. They claimed that if instructors become aware of particular issues such as individual differences, communication skills, emphatic listening, and improved themselves in these areas, they are most likely to employ these skills in their classes. Otherwise, they claimed, no matter what training they attend, their attitudes towards conflicts are impossible to change. Moreover, most of the interviewees noted that degrees or certificates could not change instructors' negotiation strategies since it is more related to their perspective in life and in their profession. As they asserted, unless individuals consider each student as a human being whose improvement they are responsible for, no kind of diplomas or certificates could enhance the way they handle conflicts.

Essential skills/abilities. In order for English instructors to constitute appropriate models for their students, they need to be empowered in terms of particular skills. According to Bodine and Crawford (1998), six categories or skills/abilities are essential to all conflict resolution education initiatives:

- orientation abilities: values, beliefs, and attitudes which promote nonviolence, empathy, fairness, justice, trust, tolerance, self-respect, respect for others, and appreciation for controversy.
- perception abilities: ability to understand how oneself and others can have different, yet valid, perceptions of reality.
- emotional abilities: the ability to manage and effectively communicate a range of emotions, including anger, fear and frustration.
- communication abilities: active listening skills, speaking to be understood and listening to understand.
- creative-thinking abilities: the ability to construct cognitive models and to perceive and solve problems in new ways.
- critical thinking abilities: skills to compare and contrast data, predict and analyze situations, and construct and test hypotheses.

However, obtaining these skills is not enough in order to constitute effective models. English instructors also need to be able to implement these skills in their lives and

classes effectively. Otherwise, as the analysis of the qualitative data of this study reveal, their conflict resolution behaviors in class cannot be natural enough to constitute natural models for the students.

Developing Materials and Activities. Since educational activities are purposeful, teachers try to achieve certain goals that help structure and evaluate the learning process through instructional activities. In more specific terms, peace education has short-and-long-term goals. Peace educators need to be able to respond to the immediate situations that threaten life in their classrooms and in the world. They also aim to create human consciousness in the permanent structures that desire peaceful existence and hence transform human values to promote nonviolence (Harris & Morrison, 2003).

English instructors can help students develop positive self images, a sense of responsibility for self and others, a capacity to trust others, and a caring for the well-being of the natural world. English classes which are cross-cultural settings constitute appropriate environments to achieve these. Thus, English instructors need to consider concepts related to resolving conflicts positively while developing materials and designing activities. In fact, they can address communicative competence of the learners by creating appropriate settings thanks to wisely-designed activities through which students can be empowered in terms of negotiation strategies.

5.3.1 Empowering English Instructors in Conflict Resolution Skills

Peace education assumes that conflict is inevitable. Therefore, it is not to be avoided, but addressed in ways that promote understanding and transformation. Therefore, peace educators need to help their students challenge stereotypes about “the other”, and learn to empathize with the plight of diverse human beings (Harris & Morrison, 2003). However, considering the survival of the planet, this is not an easy task to achieve. Although English instructors are among the ones who hold a treasure in their hands to overcome obstacles that inhibit human welfare by empowering students through effectively planned lessons, they may not recognize the crucial potential they

possess. Hence, they need to first become aware of this valuable opportunity to bridge different cultures and guarantee survival in the world, next empower themselves with effective skills and competencies to be able to constitute appropriate models for their students and design fruitful lesson plans through which they enhance their students to be able to resolve conflicts positively.

As the findings of this study emphasize, conflict management training for English instructors can be achieved through two significant ways. Firstly, administrators of English preparatory schools should include peace education and conflict management in their teacher training and in-service training programs. As most of the interviewees of the present study have underlined, preparing students of English for communication among people from a broad range of backgrounds, who will often communicate beyond their own or their interlocutors' speech communities in some kind of ill-defined third zone, implies the need to have a highly developed repertoire of communication strategies (Nunn, 2005). This necessitates that besides linguistic, sociolinguistic, discourse, and strategic competencies, English instructors be empowered in a set of skills which ultimately help them "provide their students with insights into building peaceful communities by promoting an active democratic citizenry interested in equitable sharing of the world's resources" (Harris & Morrison, 2003, p. 74-75). This can be achieved by teaching teachers and students peace building strategies that use nonviolence and effective communication strategies to improve human communities.

The second and more significant way to enrich the way English instructors resolve conflicts nonviolently both in their own lives and in the classroom is the inclusion of peace education and conflict management in the curricula of the departments of education as a part of their EFL programs. That way, English instructors can be empowered for their heroic but at the same time energizing task of legitimizing the basic principles underlying the current global order. Thus, they can reassess fundamental assumptions regarding human motivations, essential values, and ultimate goals in order to create a non-violent world. First of all, English instructors should be trained to know how to resolve conflicts positively, how to be assertive in their negotiations, how to feel confident as a teacher, how to empower their students, show they can use various

negotiation strategies both in their lessons and in life. Therefore, the goal of this course that needs to be integrated into the curriculum should be to train participants in such a way that they can learn how to transform conflicts so that both the instructor and the students can be empowered in resolving conflicts in many ways. The student teachers could be trained about how to employ the negotiation strategies of collaborating, compromising, accommodating, avoiding, and dominating. Thus, they can show the consequences of these negotiation strategies through activities and tasks comprising real life situations in their classes. It is also important that student teachers should be taught how to get rid of aggression and dominating manners while improving collaborative approaches to conflicts both in their daily lives and future classes.

5.3.2 Components of Conflict Resolution Skills for English Instructors' Program

A conflict resolution curriculum or program includes certain components that are intended to help develop critical skills or abilities for constructive conflict management. These include an appropriate understanding of conflict, principles of conflict resolution (win-win, interest-based, and problem-solving), process steps in problem solving (i.e. agreeing to negotiate and establishing ground rules for the negotiation, gathering information about the conflict, exploring possible solution options, selecting solution options, and reaching agreements), and skills to use each of these steps effectively (i.e. active listening, reframing, understanding, and factoring into the process the impact that cultural differences have on the dispute) (Jones, 2000). However, a program for English instructors must go further than teaching these features in order to activate their creativity so that they can effectively harmonize these skills with ELT activities and materials. Since ELT classes are settings where English instructors can help students understand conflict dynamics and empower them to use communication skills to build and manage peaceful relationships thanks to effectively designed lessons, they should be trained through a conflict management course which offers a substantive basis and training in the pedagogy and methodologies of peace education, providing the participants with the skills and knowledge to teach for a culture of peace within their

unique learning community. The topics suggested for a conflict management course for the student teachers are provided in Appendix E.

5.4 Suggestions for Further Research

Based on the findings of the current research, the following suggestions might be helpful for administrators, teacher trainers and English teachers:

The differences and similarities between newly graduated English instructors' and experienced English instructors' negotiation strategies can be researched. Such studies may benefit from direct observation of the instructors' actual strategies of negotiation when dealing with conflicts in their classes.

Approximately 83 % of the participants of this study are female English instructors. In order to get more reliable results regarding the differences between male and female English instructors' negotiation strategies, a more equal gender distribution might be beneficial for the studies that will be carried out in the future.

5.5 Limitations

In the present study, two scales were used in order to gather data. In addition to the questionnaire for quantitative analysis, interview results were very helpful in providing more insight into the study. However, the relationship between English instructors' personality traits and negotiation strategies in the classroom environment may be observed through the use of video to present more realistic results.

The findings of this study are confined to 120 English instructors working at the English Preparatory Schools of four universities because of time limitations. Another study, involving larger sample sizes would be more representative about the relationship between English instructors' personality traits and negotiation strategies they employ to handle conflicts in their classes.

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APPENDICES

APPENDIX A

Lesson Plan

Level: High Intermediate

Theme: Negotiation Strategies

Duration: 50'

Skills: Reading and Speaking

Materials: 2 Pictures, Role-play cards, music CD, reading text

Objectives:

The students will:

- a. activate their schemata on the theme of conflict,
- b. read and learn about five negotiation strategies,
- c. explain negotiation strategies to their group members,
- d. comprehend the negotiation strategies in detail,
- e. find out their own conflict management strategy,
- d. discuss the significance of win-win conflict resolution

Warm-Up (5')

The room is aired by the teacher before the lesson starts. Seats are arranged in a circle so that interaction is easier during the session. There are posters of people from different settings and different nationalities living in peace on the walls. A piece of relaxing new age music is played in the background as students enter the room. In order

to keep students alert and relaxed, these pieces of music will be on during seat-work activities as well. The teacher welcomes students and lets them have a close look at the posters and talk about them among themselves before the session starts. She walks among students and interacts with them by talking about the posters as well.

Pre-reading (10’):

The instructor shows Picture 1 to the students and asks them to describe the picture. That way, the instructor elicits that there is a conflict among the people in the picture. Next, s/he writes the following questions on the board and asks the students to note down the answers for these questions individually. While the students are working, the instructor plays music.

- Where do people generally experience conflicts?
- What are the causes of conflicts?
- What are the results of conflicts?

The instructor elicits answers from the students

The instructor shows the students Picture 2 and asks how to resolve these conflicts. As the students tell her their answers, the instructor leads them with further questions and draws mind-maps on the board. While doing this, the instructor especially highlights the destructive effects of conflicts which are managed ineffectively.

Next, the instructor asks “In order not to have such negative effects of conflicts, how should individuals reacts in conflict situations?” That way, the instructor guides the students to think about different negotiation strategies and elicits their answers.

While-reading (20')

The instructor distributes the survey worksheet to the students and asks them to read the situations and decide what they would most likely do and circle a, b, c, d or e. S/he tells them to be as honest as possible.

When the students complete answering the questions, s/he tells them to find out the animal which symbolizes their conflict management style.

The instructor asks the students to form groups of five. Then, s/he lets each group member choose a card on which one of the five negotiation strategies is written. Afterwards, s/he tells them that they have 5 minutes to read and comprehend their strategy by answering the following questions on the board.

1. What are the features of the negotiation strategy?
2. Which animal is the symbol of the negotiation strategy? Why?
3. What situations are appropriate to use the negotiation strategy?
4. What situations are not appropriate to use the negotiation strategy?

Later, the instructor asks the students to explain the negotiation strategy they studied to other group members so that all members learn about all of the strategies. When every member learns about five negotiation strategies, they are supposed to fill in the chart about the features of the strategies individually.

Chart:

Strategies	Symbol Animal	When to use the strategy	When not to use the strategy
Cooperating			
Accommodating			
Compromising			
Competing			
Avoiding			

When the groups finish their task, the instructor explains that their way of handling conflicts is called their conflict resolution strategy. Next, s/he elicits the features of each strategy and writes the following on the whiteboard.

There are five styles most people use:

1. A person who always tries to run away from conflict—a TURTLE.
2. A person who always FIGHTS when they have a problem—a LION.
3. A person who always gives in—a CHAMELEON.
4. A person who always tries to satisfy some of their needs – a ZEBRA.
5. A person who learns to face conflict and uses a WIN/WIN approach without fighting without giving in—a DOLPHIN.

Then, the instructor asks them “Are you a TURTLE, LION, CHAMELEON, ZEBRA or DOLPHIN?” Afterwards, she says, “Review your answers circled in the survey. If you circled “a” to the questions above, you use a TURTLE style, if you circled “b” a LION

style, “c” a CHAMELEON, “d” a ZEBRA, and “e” an DOLPHIN style”. That way, s/he guides them to analyze their own conflict management strategy that they found out through the survey. S/he further asks, “Which style do you usually use? Do you use more than one style? Do you use a different style at home than you use in the classroom? If so, why do you think that is the case?”

That way, it is aimed that all students learn about each negotiation strategy. This is important for the next stage of the lesson during which the students will be using the appropriate strategy to resolve conflicts.

After-Reading (speaking) (15’)

The instructor asks the students to form groups of three. This time, each group draws a role-play card from the file that the instructor provides. Their task is to use appropriate negotiation strategies to resolve the conflicts in their cards.

When the students are ready, each group explains how they resolve the conflicts first and then presents their negotiation process to the class. After doing that, each group explains the reason why they have chosen that strategy. After each group’s presentation, the instructor invites the class to comment on their friends’ conflict resolution strategy.

Follow-Up:

The instructor writes the following steps on the board in a scrambled order and asks the groups to unscramble them to resolve conflicts positively. Then, s/he elicits their answers and puts the steps in an order on the board. Next, s/he asks the importance of win-win conflict resolution in life. That way, she guides the students to discuss the benefits of the win-win conflict management process.

STEPS TO WIN/WIN CONFLICT RESOLUTION:

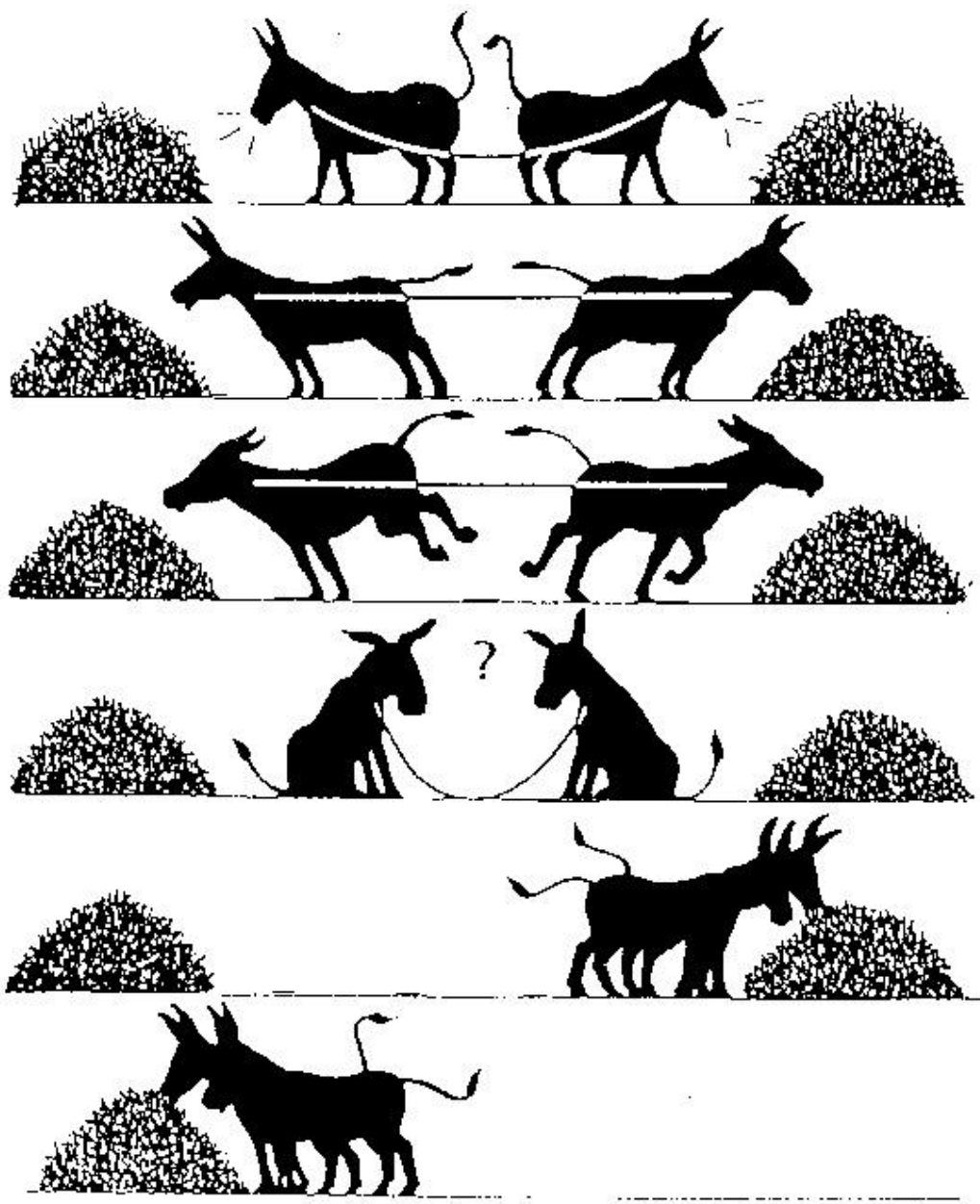
1. State clearly what you need or expect.
2. Listen carefully to what the other person needs or expects.
3. Think together of at least three or four ways that everyone can get (most of) what they need.
4. Choose the best option and act on it!

Pictures

Picture 1:



Picture 2:



Worksheet: What's your style?

Read the situations below. Decide what you would most likely do and circle a, b, c or d. Be as honest as possible!

1. You and your brother or sister share a bedroom. He or she is always complaining that you're messy and constantly complains about your clothes not being put away. You're tired of the nagging. What do you do?

- a) Ignore him/her and mutter under your breath.
- b) Yell at him/her and throw things around to make the room even messier.
- c) Clean the room immediately and make sure you always keep things to his/her standard.
- d) Accept to clean the room on only if he or she lets you use his or her CD player.
- e) Ask him/her to talk to you about how you can both enjoy the space you share.

2. You're working beside a classmate who hums softly while she works. No one else seems to hear it, but you find it very difficult to concentrate on your work. What do you do?

- a) When leaving class, tell someone else how annoying the person is.
- b) Hit her hard on the arm and tell her to stop singing.
- c) Tell her that you like her singing.
- d) Tell her that you will not share your chocolate with her again unless she stops singing.
- e) Ask her to stop.

3. You're on a crowded city bus and you have just sat down on the last seat available. An adult with a large briefcase sits beside you. He's not aware that the briefcase is half on your lap; you're uncomfortable and wish that he would remove it. What would you do?

- a) Try to ignore your discomfort by thinking of something else.

- b) Constantly bump into him so he moves.
- c) Move further over in the seat so that he has more room for his briefcase.
- d) Tell him that you are going to help him get the briefcase out of the bus only if he removes it from your lap.
- e) Explain how uncomfortable the situation is for you and ask him to move his briefcase.

Adapted from: National Film Board of Canada. 2007.

Negotiation Strategies

Choosing A Conflict Management Style

In every situation we are responsible for our actions. Conflict situations offer each of us an opportunity to choose a style for responding to the conflict. The key to effective conflict prevention and management is to choose the conflict management style appropriate for the conflict. Most of us have a favorite style that we use in conflict situations, but we are all capable of choosing a different style when it is appropriate.

Five main types of conflict management styles are described below: Cooperative problem-solving, competing, avoiding, accommodating and compromising. Animals are associated with each style to help you remember the differences among the styles. Remember that animals, like people, may have a favorite style, but they may also choose to adopt a new style in special situations.



Cooperative Problem Solving

Choosing a cooperative problem-solving style enables people to work together so everyone can win. Using this style, people try to find a solution that will help everyone meet their interests and help everyone maintain a good relationship.

A dolphin usually chooses a cooperative problem-solving style. Dolphins use whistles and clicks to communicate with each other to catch food cooperatively and to summons help. For example, when a dolphin is sick or injured, other dolphins will help it to the surface so it can breathe.

Although the dolphin usually chooses to be a cooperative problem solver, it can also choose other styles depending on the situation. For example, if a dolphin has a baby and a shark is in the area, the dolphin will choose to use a competitive style to deal with the shark. Continuing to use its favorite style of cooperation would greatly endanger the life of the baby dolphin.

Competing



Choosing a competitive style means that a person is putting his/her interest before anyone else's interests. In fact, sometimes people who use the competitive style try so hard to get what they want that they ruin friendships.

A lion can be a symbol of a competitive style. The lion's roar helps the lion to satisfy its interests. For example, if the lion's family is hungry and needs food, the lion may use its strength and loud roar to get the food because it is important for the family.

However, the lion can also choose to use a compromising or accommodating style when playing or resting with a lion cub.

Compromising



People choose a compromising style when it is important for them to satisfy some of their interests, but not all of them. People who compromise are likely to say "let's split the difference" or "something is better than nothing."

A zebra can be a symbol for the compromising style. A zebra's unique look seems to indicate that it didn't care if it was a black horse or a

white horse, so it "split the difference" and chose black and white stripes.

However, a zebra may not choose a compromising style for all things. A zebra may choose a cooperative or competitive style like the dolphin or lion depending on the situation.

Avoiding



People who chose the avoiding style do not get involved in a conflict. A person choosing the avoiding style might say "you decide and leave me out of it."

A turtle is a symbol for the avoiding style because it can avoid everything by pulling its head and legs into its shell to get away from everyone.

A turtle also chooses other styles at times. It does not always choose to stay in its shell, because it would miss out on everything from eating to swimming.

Accommodating



People who choose an accommodating style put their interests last and let others have what they want. Many times these people believe that keeping a good friendship is more important than anything else.

A chameleon is a symbol of the accommodating style because it changes its color to match the color of its environment. By changing its color to accommodate its surroundings, the chameleon fits quietly into its environment.

Although the chameleon may always change its color to accommodate its surroundings, it may choose other styles when it is hunting for food, taking care of its young, or hiding from enemies.

Role-Play Cards

1. Six months ago you received a promotion in mid-sized company and the other candidate for the position is now on your team. You respect the person's abilities in certain areas, but you are uncomfortable with their disrespect for your deadlines. Although this has not become a serious problem, you have had to delay production on certain items and your supervisor has criticized you for this.

2. You are the Artistic Director of small but thriving theatre company and lately, the Business manager has met with two prominent actors and all but promised them roles in your next season's productions. One of the actors is not used to stage work, and although he is popular on television, does not meet the standards you require.

3. You are a receptionist in a busy office at high school with many people to respond to including: parents, students, teachers, administrators. Recently, a new principal has been hired who considers you his personal assistant. Previous principals have not required that you respond to their email and voice mail messages and you cannot find the time to do this and complete the rest of your work.

4. You and your sibling share a bedroom and you think they are too neat and they think you are too messy. They are always complaining about your clothes not being put away, when you leave them on the chair and you are tired of the nagging. Use the steps above to talk to your sibling.

5. You are working beside a classmate who hums softly while she works. No one else seems to hear it, but you find it very difficult to concentrate on your work Use the steps above to talk to your classmate.

6. You are on a crowded city bus and an adult with a large brief case sits beside you. They are not aware that the brief case is half on your lap; you are uncomfortable and wish that they would remove it. Use the steps above to talk to the adult.

APPENDIX B

İNGİLİZCE OKUTMANI ANKETİ

Bu çalışmanın amacı İngilizce okutmanlarının öğrencilerle olan iletişimlerinde ortaya çıkan anlaşmazlıkları ya da sorunları çözmede kullandıkları uzlaşma stratejileri ile kişilik özellikleri arasındaki ilişkiyi belirlemektir. Anket sonuçları araştırmacı dışındaki kişilerle kesinlikle paylaşılmayacak ve araştırma dışında kesinlikle kullanılmayacaktır.

Lütfen anketteki tüm soruları yanıtlayınız. Herhangi bir sorunuz olduğu takdirde lütfen iletişim kurunuz. Çalışmaya katkılarınızdan dolayı teşekkür ederim.

Gülistan Gürsel
ODTÜ , İngiliz Dili Öğretimi Bölümü
Yüksek Lisans Öğrencisi
Tel: 0 312 292 41 99
e-posta: ggursel@ etu.edu.tr

Bölüm I Kişisel Bilgiler

Bu bölümde, anketi yanıtlayanlarla ilgili verilerin elde edilmesi amaçlanmaktadır. Durumunuza uygun olan seçeneği (X) koyarak işaretleyiniz.

1. Cinsiyetiniz : a. () Bay b. () Bayan
2. Yaşınız:
3. Eğitim:
 a. () Lisans b. () Yüksek Lisans c. () Doktora
4. Deneyim (devlet üniversitesinde)
 a. () 0 yıl
 b. () 1-2 yıl
 c. () 3-5 yıl
 d. () 6-10 yıl
 e. () 11 yıl ve üstü

5. Deneyim (özel üniversitede)

- a. () 0 yıl
- b. () 1-2 yıl
- c. () 3-5 yıl
- d. () 6-10 yıl
- e. () 11 yıl ve üstü

6. İngilizce öğretimi konusunda herhangi bir hizmet-içi eğitim programına katıldınız mı?

- a. () Evet
- b. () Hayır

7. İngilizce öğretimi ile ilgili herhangi bir sertifikanız var mı?

- a. () Evet (Cevabınız evet ise belirtiniz)
- b. () Hayır

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.....

Bölüm II

Uzlaşma Stratejileri Anketi

Anketin bu bölümünde davranış biçimleri başlığı altında 28 davranış verilmiştir. Öğrencilerinizle olan bir anlaşmazlık durumunda bu davranışları hangi sıklıkla gösterdiğinizi düşününüz. Davranış biçimlerini değerlendirirken yakın geçmişte karşılaştığınız mümkün olduğu kadar çok sayıda anlaşmazlık durumunu anımsamaya çalışınız.

Her davranışın karşısında yer alan seçeneklerden size uygun olan seçeneğe (X) koyunuz. Doğru veya yanlış yanıt yoktur. Seçeneklerden her biri öğrencilerinizle aranızda anlaşmazlık çıkması durumunda sizin o davranışı hangi sıklıkla kullandığınızı göstermektedir.

Bunun için, **(5) Kesinlikle Katılıyorum; (4) Katılıyorum; (3) Kararsızım; (2) Katılmıyorum; (1) Kesinlikle Katılıyorum** olmak üzere büyükten küçüğe doğru sıralanan beş sıklık derecesi belirlenmiştir.

Anketi yanıtlamaya ilişkin bir örnek aşağıda verilmiştir:

ÖRNEK

		Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
		(5)	(4)	(3)	(2)	(1)
1	Hizmet-içi programlara katılarak kendimi geliştirebilirim.	X				
2	Hizmet-içi programlar profesyonel anlamda gelişim sağlamayabilir.				X	

Uygun olan kutucuğa (X) koyunuz.

	Öğrenme-öğretme sürecinde herhangi bir konuda öğrencilerimle aramda bir farklılık, uyuşmazlık, sorun veya başka bir deyişle anlaşmazlık çıkması durumunda;	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
		(5)	(4)	(3)	(2)	(1)
1	Herkesçe kabul edilebilir bir çözüm bulmak için sorunu öğrencilerimle birlikte incelemeye çalışırım.					
2	Öğrencilerimin genel olarak gereksinimlerini karşılamaya çalışırım.					
3	Kötü duruma düşmekten kaçınmak için öğrencilerimle anlaşmazlıklarımı açığa vurmamaya çaba gösteririm.					
4	Ortak bir karara ulaşabilmek için fikirlerimi öğrencileriminkiyle birleştirmeye çalışırım.					

		Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
		(5)	(4)	(3)	(2)	(1)
5	Bir soruna hepimizin beklentilerini karşılayacak çözümler bulmak için öğrencilerimle birlikte çaba gösteririm.					
6	Öğrencilerimle görüş ayrılıklarımı açıkça tartışmaktan kaçınırım.					
7	Bir çıkmazı çözmek için orta yol bulmaya çalışırım.					
8	Fikirlerimi kabul ettirmek için baskı yaparım.					
9	Kendi lehime karar çıkartmak için yetkimi kullanırım.					
10	Öğrencilerimin isteklerini dikkate alırım.					
11	Öğrencilerimin isteklerini koşulsuz benimserim.					
12	Bir sorunu birlikte çözebilmek için öğrencilerimle tam bir bilgi alışverişi yaparım.					
13	Öğrencilerime ödün veririm.					
14	Anlaşmazlıklarda tıkanmayı gidermek için orta yol öneririm					
15	Bir uzlaşma sağlanabilmesi için öğrencilerimle görüşürüm.					
16	Öğrencilerimle anlaşmazlıktan kaçınmaya çalışırım.					
17	Öğrencilerimle karşı karşıya gelmekten kaçınırım.					
18	Kendi lehime karar çıkarmak için bilgi ve becerilerimi kullanırım.					
19	Öğrencilerimin önerilerine uyarım.					

		Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
		(5)	(4)	(3)	(2)	(1)
20	Bir uzlaşma sağlamak için pazarlık yaparım.					
21	Sorunun beni ilgilendiren yönünü sıkı takip ederim.					
22	Sorunun mümkün olan en iyi şekilde çözülebilmesi için tüm endişelerin açığa çıkmasına çaba gösteririm.					
23	Hepimizce kabul edilebilecek kararlara ulaşabilmek için öğrencilerimle işbirliği yaparım.					
24	Öğrencilerimin beklentilerini karşılamaya çaba gösteririm.					
25	Rekabet gerektiren bir durumda üstün yönlerimi kullanırım.					
26	Kırgınlığı önlemek için öğrencilerimle görüş ayrılığımı açığa vurmam.					
27	Öğrencilerime hoş olmayan sözler söylemekten kaçınırım.					
28	Bir sorunun doğru anlaşılabilmesi için onlarla çalışmaya çaba gösteririm.					

Bölüm III

Eyesenck Kişilik Anketi

Lütfen aşağıdaki her bir soruyu, ‘Evet’ ya da ‘Hayır’ı yuvarlak içine alarak yanıtlayınız. Doğru veya yanlış cevap ve çeldirici soru yoktur. Hızlı yanıtlayınız ve soruların tam anlamları ile ilgili çok uzun düşünmeyiniz.

1. Duygu durumunuz sıklıkla mutlulukla mutsuzluk arasında değişir mi?	Evet	Hayır
2. Konuşkan bir kişi misiniz?	Evet	Hayır
3. Borçlu olmak sizi endişelendirir mi?	Evet	Hayır
4. Oldukça canlı bir kişi misiniz?	Evet	Hayır
5. Hiç sizin payınıza düşenden fazlasını alarak açgözlülük yaptığınız Oldu mu?	Evet	Hayır
6. Garip ya da tehlikeli etkileri olabilecek ilaçları kullanır mısınız?	Evet	Hayır
7. Aslında kendi hatanız olduğunu bildiğiniz birşeyi yapmakla hiç başka birini suçladınız mı?	Evet	Hayır
8. Kurallara uymak yerine kendi bildiğiniz yolda gitmeyi mi tercih edersiniz?	Evet	Hayır
9. Sıklıkla kendinizi her şeyden bıkmış hisseder misiniz?	Evet	Hayır
10. Hiç başkasına ait olan bir şeyi (toplu iğne veya düğme bile olsa) Aldınız mı?	Evet	Hayır
11. Kendinizi sinirli bir kişi olarak tanımlar mısınız?	Evet	Hayır
12. Evliliğin modası geçmiş ve kaldırılması gereken bir şey olduğunu düşünüyor musunuz?	Evet	Hayır
13. Oldukça sıkıcı bir partiye kolaylıkla canlılık getirebilir misiniz?	Evet	Hayır
14. Kaygılı bir kişi misiniz?	Evet	Hayır
15. Sosyal ortamlarda geri planda kalma eğiliminiz var mıdır?	Evet	Hayır
16. Yaptığınız bir işte hatalar olduğunu bilmeniz sizi endişelendirir mi?	Evet	Hayır
17. Herhangi bir oyunda hiç hile yaptınız mı?	Evet	Hayır
18. Sinirlerinizden şikayetçi misiniz?	Evet	Hayır
19. Hiç başka birini kendi yararınıza kullandınız mı?	Evet	Hayır
20. Başkalarıyla birlikte iken çoğunlukla sessiz misinizdir?	Evet	Hayır
21. Sık sık kendinizi yalnız hisseder misiniz?	Evet	Hayır

- | | | |
|---|------|-------|
| 22. Toplum kurallarına uymak, kendi bildiđinizi yapmaktan daha mı iyidir? | Evet | Hayır |
| 23. Diđer insanlar sizi çok canlı biri olarak düşünürler mi? | Evet | Hayır |
| 24. Başkasına önerdiğiniz şeyleri kendiniz her zaman uygular mısınız? | Evet | Hayır |

APPENDIX C
Uzlaşma Strategileri ve Kişilik İlgili Görüşme Soruları

Adınız- Soyadınız:

Yaşınız:

Cinsiyetiniz:

Mesleki Deneyim Süreniz:

1. Öğrencilerinizle yaşadığınız çatışmaları çözümllemek için hangi uzlaşma stratejisini/stratejilerini uyguluyorsunuz?
2. Sizce kadın ve erkek okutmanların uzlaşma stratejileri farklı mıdır? Eğer farklıysa ne gibi farklar vardır?
3. Sizce okutmanın yaşı o okutmanın uzlaşma stratejisi üzerinde etkili midir? Eğer etkiliyse, ne yönde etkilidir?
4. Sizce okutmanın eğitim düzeyi (master/doktora programları, hizmet-içi eğitim/sertifika programları) o okutmanın uzlaşma stratejisi üzerinde etkili midir? Eğer etkiliyse, ne yönde etkilidir?
5. Sizce okutmanın mesleki tecrübesi o okutmanın uzlaşma stratejisi üzerinde etkili midir? Eğer etkiliyse, ne yönde etkilidir?
6. Kişiliğinizi nasıl tanımlarsınız?
7. Uyguladığınız uzlaşma stratejisi kişiliğinizle örtüşüyor mu?
8. İçe dönüklük/dışa-dönüklük kişilik özellikleri ile tercih edilen uzlaşma stratejileri arasında bir ilişki olduğunu düşünüyor musunuz? Düşünüyorsanız bu ilişkiyi nasıl tanımlarsınız?
9. Duygusal stabilite kişilik özelliği ile tercih edilen uzlaşma stratejileri arasında bir ilişki olduğunu düşünüyor musunuz? Düşünüyorsanız bu ilişkiyi nasıl tanımlarsınız?

APPENDIX D

Interview Questions Related to Negotiation Strategies and Personality Traits

Name:

Age:

Sex:

Experience in Teaching:

1. What negotiation strategies do you use in order to resolve conflicts in your class?
2. Do you think male and female English instructors negotiate in different ways?
Please explain.
3. Do you think English instructors from different age groups negotiate in different ways? Please explain.
4. Do you think English instructors from different educational backgrounds (those who have MA / Phd / in-service training / certificates) negotiate in different ways? Please explain.
5. Do you think English instructors with different teaching experience negotiate in different ways? Please explain.
6. How would you define your personality?
7. Do you think there is a relationship with the personality trait of extraversion/introversion and negotiation strategies of English instructors? Please explain.
8. Do you think there is a relationship with the personality trait of emotional stability and negotiation strategies of English instructors? Please explain.
9. Do you think your personality traits overlap with your negotiation strategy?

APPENDIX E

Topics which can be included in the conflict management course for student teachers of English

1. Conflict

- Sociological Schools of Thought on Conflict
 - Traditional (Classical) View
 - Human Relations School of Thought (Neo-Classical View)
 - Interactionist (Modern) View
- Types of Conflict
 - Conflicts According to Their Sources
 - Conflicts According to their Organizational Levels
- Conflict and Its Effects
 - Destructive conflict
 - Constructive Conflicts
- Conflict Management
 - The Nature of Conflict Management

2. Negotiation

- Characteristics of a Negotiation Situation
- Types of Negotiation Process
 - Strategy and Tactics of Distributive Negotiation
 - Strategy and Tactics of Integrative Negotiation
- Negotiation Strategies
 - Competing/Adversarial
 - Compromising
 - Collaborating
 - Avoiding
 - Accommodating

3. Personality

- Personality and Negotiation Styles
 - The big five factor
 - Emotional stability

Conscientiousness
Extraversion- Introversion
Agreeableness
Openness

4. Mediation

How Mediation Works
Qualities of a an Effective Mediator

5. Communication Skills

Developing Communication Skills
Nonviolent Communication
Communication Problems
Use of Language
Use of Nonverbal Communication
Selection of Communication Channel
Communicative Competence
Interpersonal Communication
Communication on the International Platform

6. Emotional Intelligence

Definition
Significance of EI
Emotion and Negotiation
Enhancing EI
EI and curriculum
Empathy
Management of Emotions
Impulse Control
Emotional Awareness
Assertiveness