

TRANSFORMATIVE APPROACH TO DEAL WITH
CONFLICT CAUSED BY THE LANGUAGE
BARRIER.



THE TRANSFORMATIVE APPROACH IN MEDIATION AS A TOOL TO HELP LATIN
AMERICAN STUDENTS TO DEAL WITH THE CONFLICT CAUSED BY THE
LANGUAGE BARRIER.

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Dissertation submitted in partial fulfillment of the requirements for the degree of Master
of Arts in Dispute Resolution at Independent College Dublin.

November 2022.



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DISSERTATION TITLE:	The transformative approach in mediation as a tool to help Latin-American students to deal with the conflict caused by the language barrier.
WORD COUNT:	14,851
DUE DATE:	04/11/2022
DATE SUBMITTED:	02/11/2022

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Acknowledgements

I want to thank my family with this work, mainly my mother and my father because thanks to them I have managed to get to this moment. Your advice, support and love are a pillar in this effort.

To my teachers who tried in each class to provide me with the necessary knowledge and provide me with the tools that today make me complete this learning process.

My colleagues from the master's degree in arts in resolution of disputes who were on many occasions who reached out to me when I had some doubts and concerns.

Finally, to those who participated in the surveys for their time and honesty when responding.

Without all these people this research project would simply not be possible. To all again infinite thanks.

ABSTRACT

Conflict is part of life and is present in all aspects, including communication.

Great theorists and specialists like Noam Chomsky have already talked about it, in the communication process there are factors that can generate misunderstandings, noise, and conflict, which have been analyzed and studied in depth so talking about it would be idle.

The number of Latino-American students arriving in Ireland to improve their english is growing as the conflicts generated by the language barrier.

It is the purpose of the present work to analyze how this conflict, caused by the language barrier, can lead to an erroneous perception of the society in which one lives and therefore, social segregation and conflicts on a larger scale in terms of violence but also how implementing the transformative approach used in mediation can lead to a better understanding of the social context and more academic achievement.

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INTRODUCTION

We cannot understand a world without communication, which is the base of society and civilization. The lack of communication can condemn a society to collapse, barbarism and retrogression.

A common argument or complaint among international students that come to Ireland to improve their english language skills is that they feel isolated and segregated. Most of this can be happening because of the language barrier.

Students are nervous and ashamed when they must face any official appointment, go to the doctor, garda, or the simple act of looking for a job or asking something at the college avoiding most of the time the feeling of being exposed.

The transformative approach in mediation has a different perspective on the conflict that can be used as a tool for students to cope with all those feelings. The conflict in this approach is part of life, instead of avoiding it, it encourages the people involved to confront that conflict and use it to transform the relationship and the reality experienced at the time. (Kriesber, L. 2016)

This research is particularly significant in assessing the influence of the language barrier on Latin American students and understanding what they are doing to address the issue and whether such efforts are successful, and more importantly how the transformative approach in mediation can help those students to overcome the feelings related with the language barrier.

The research will also be helpful in figuring out how well a different approach would work to solve the problem.

The study will next examine different approaches and effective methods for dealing with a global issue. As a result, the discussion and search for alternatives remain crucial and pertinent.

Language should be essentially a way to open communication and increase knowledge about other cultures and points of view, Nevertheless, sometimes these differences are being used to harass, hurt, and ridicule individuals, thereby smothering their desire to learn another language, get involved in the community and embrace the culture of the place there are living now.

“Cultural knowledge includes very practical information for daily living... as well as customs and social expectations. Mutual knowledge of one another’s values, cultures, and practices promotes developing social connections between people of diverse backgrounds.”

PROBLEM STATEMENT

The problem to be addressed in this study is using *The Transformative Approach* in mediation to achieve better outcomes in terms of the conflicts generated by the language barrier in Latino-American students in Ireland.

As Sterling Newberry states in his online article, Problem Solving Versus Transformative Mediation? the main purpose of this approach is to transform and understand conflict solving as a mutual agreement not only to overcome the issue but to get to know better the other party.

“The things that most often get in the way are lack of clarity, and a feeling that the other person doesn’t see how it is for you. This is the domain of the Transformative model. When we aren’t clear about our own needs, values, choices etc. It is more likely that we will be defensive and unwilling to compromise. Likewise, if we feel like the other party just "doesn’t get how it is" from our perspective, we will be more likely to insist on pushing our own agenda, rather than really listening to each other.”

Newberry, S. (2001)

RESEARCH QUESTIONS

The following research questions will guide this study:

1. How transformative approach can help to overcome the conflicts generated by the language barrier among students in Ireland?
2. How important is this approach in mediation to transform the conflict generated by the language barrier into a more open and tolerant society?

Objectives.

1. To establish students' perspectives on the meaning of the transformative approach in mediation.
2. To identify actions that help students to mediate the conflict related with the language barrier.
3. To identify the importance of the transformative approach in the mediation process and its relationship.

DISSERTATION ROADMAP

Chapter One

It examines relevant literature to contribute to interpreting the essential concepts involved in the research questions, beginning with an understanding of Language and conflict, communication, and noise in communication. Then, the chapter includes some examples of conflicts generated by the language barrier in Ireland. In addition, the chapter includes an analysis and description of The Transformative approach in mediation and concepts and other key concepts relevant to the research aims.

Chapter Two

Gives an overview of the method used in this study. This chapter begins with and describes research methods and design before proceeding to strategy, choice, research population, data analysis and research limitations.

Chapter Three

Presents the data collection due to the methodology employed in this research. Quantitative data are presented through charts and qualitative data in a discursive way.

Chapter Four

Discusses the research findings outlined in chapter three in relationship with the literature review and the study's objectives.

Chapter Five

Concludes the research journey by seeking to answer the research question through the theoretical framework and the researcher's interpretation; the chapter involves discussion, conclusion, and reflection.

CHAPTER 1

LITERATURE REVIEW

1. LANGUAGE BARRIER AND CONFLICT

1.1. DEFINITION OF LANGUAGE

Language is the identity of the people. The way words are spoken, expressed, and used is a representation of how that group of people sees life.

Language is the result of years of oral and written tradition, although there are various hypotheses about how language originated, one of the most debated is the one that indicates that it was through gestures in some primates. However, thousands of years had to pass before the Babylonians and the Egyptians were the first to create a more complex form of language to communicate. (Deutscher, 2006)

“Without language, we could never have embarked on our ascent to unparalleled power all other animals, and even over nature itself”

(Deutscher, 2006)

Part of its history is inscribed in the language of each country and each people. idioms, jokes even accents speak of the character of the people, the mixture in Ireland of Gaelic with English resulted in that accent of Irish people as well as in America the English of Mexican migrants to the United States mixed with Spanish was the result of idioms that any person outside that context could not understand if it is not with the coexistence with this specific sector of the population.

“A nation’s language, so we are often told, reflects its culture, psyche, and modes of thought. Peoples in tropical climes are so laid-back it’s no wonder they let most of their consonants fall by the wayside.”

(Deutscher, 2006)

Through the language glass: why the world looks different in other languages. 2nd ed. London: Arrow books.

Noam Chomsky in his book Language and the Problems of Knowledge states that a person who speaks a language has developed a certain system of knowledge, representing it in some way in the mind, and ultimately in the brain in some sort of physical configuration.

The French philosopher Étienne de Condillac said that each language expresses the character of the people who speak it and also the German writer Johann Gottfried Herder, states that “The intellect and the character of every nation are stamped in its language”.

“...if Germans do have systematic minds, this is just as likely to be because their exceedingly erratic mother tongue has exhausted their brains’ capacity to cope with any further irregularity... “

Deutscher, G.
(2011)

Through the language glass: why the world looks different in other languages. 2nd ed. London: Arrow books.

This is how each nation, and each language has its own characteristics. although it does not define the individual character, it helps to understand behaviors and manners.

1.2. DEFINITION OF COMUNICATION.

The Cambridge dictionary defines communication as “the exchange of information and the expression of feelings that can result in understanding”.

This process involves all living beings on this planet, and communication can take place in various ways and by different means, this is how bees, for example, send messages through pheromones to what is known as kinesthetic communication.

However, the type of communication that is the subject of analysis in the present investigation is the one that occurs between people through the exchange of messages in a spoken or written way that allows the exchange of information and understanding between individuals.

It is important to mention that the difference between language and communication is that the first is a tool through which or by means of which communication can take place.

The process of communication involves the encoding of the message, the medium of transmission, decoding, and feedback all this between the main actors, the sender and the receiver.

During this process, there are many factors that can stop or prevent the message to be delivered or exchanged, those factors are considered noise.

The language barrier is an example of noise in the communication process that prevents the message to be encoded and decoded by the actors of the process, sender and receiver.

The cultural differences expressed also in the language and the form of communication also play a very important role in this barrier, thus the Latino, for example, at the moment of being introduced or meeting a person for the first time, usually shakes hands and kisses the cheek, that way of communication in European countries such as Ireland, can be seen as an invasion or transgression of personal space.

1.3. DEFINITION OF LANGUAGE BARRIER

“The Babylonians would have been hard-pressed to understand crime and punishment because their language used one and the same word to describe both of these concepts.”

Deutscher, G. (2011)

Through the language glass: why the world looks different in other languages. 2nd ed. London: Arrow books.

Those features of language use result in miscomprehension or complete loss of communication. Language barriers deal with aspects of language use that make it difficult to understand. This could be because of a variety of factors like differences in educational background, level of literacy, and country or area of the language user.

In the communication process, there is a phenomenon known as noise. It can be presented in various forms and refers to any impediment to carrying out effective communication.

The language barrier is considered within the types of noise in the communication process that prevents the transmission of a message from sender to receiver effectively.

“In addition to the obvious difference in language, other factors such as culture, forms of expression, points of view as well as prejudices, stereotypes, and discrimination intervene in the language barrier.”

Kobiruzzaman, M. M. (2021, November 20)

According to the website “Communicationtheory.org” there are different types of language barriers, from language, dialects, accent, jargon and slang, word choice, literacy and vocabulary, grammar, and spelling.

In the case at hand, these barriers apply when exchanging messages between Spanish speakers and English speakers.

Let's talk about the difference in the accent of English speakers. just as the inhabitants of county Clare in Ireland can hold a conversation naturally and fluently among the members of their community, not so with those who come from Scotland, who, despite speaking the same language, some differences in accent and Dialects make the communication process difficult.

The same happens with Spanish speakers. From the country of Chile to Argentina, Costa Rica, Colombia, and Mexico, the different accents make communication between people difficult despite speaking the same language.

The situation is further complicated when trying to speak a foreign language, in this case, english, without changing the natural accent of the mother tongue, these language barriers are what students in Ireland face.

1.4. DEFINITION OF CONFLICT.

There are many definitions of conflict, Coser says that is “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.” Coser, L. A. (1956)

“Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human.” — Aristotle, Politics

“Conflict or disputes seem to be present in all human relationships and in all societies. From the beginning of recorded history, we have evidence of disputes between spouses, children, parents and children, neighbors, ethnic and racial groups, fellow

workers, superiors and subordinates, organizations, communities, citizens and their governments, and nations.”

Moore, C.(1996)

According to the website etymonline.com the word “conflict” comes from latin conflictus; to strike together, from assimilated form of com; “with, together” + fligere; “to strike”

Meaning: "be in opposition, be contrary or at variance, discord of action, feeling, or effect, clashing of opposed principles, etc." Harper Family LLC. (2022). etymonline.com [online]

Pruitt and J. Z. Rubin defined it as “a perceived divergence of interest, or a belief that the parties’ current aspirations cannot be achieved simultaneously.” Pruitt, D. G., and J. Z. Rubin. (1986)

Today conflict can be classified into various types, from internal conflict, the one experienced by a person caused by the clash of ideas, feelings, or values even conflicts between individuals or groups of people, nations, and even genders also caused by the difference of ideas or conflict of interests.

Conflict is a lack of acceptance of ourselves that we have projected onto others, a way of blaming others for what we perceive as failures in our own lives. It reveals a need to hide behind roles or masks that do not reflect our authentic feelings so we can divert attention from our mistakes. Ken, C. (2001)

Another definition of conflict that match the aim of this paper is this. Conflict is often a fearful interpretation of difference, diversity, and opposition, which ignores the essential role of polarity in creating unity, balance, and symbiosis.

The goal is to learn to see the differences and disagreements as sources of potential unity or strength, their conflicts tend to disappear. (Ken, 2001)

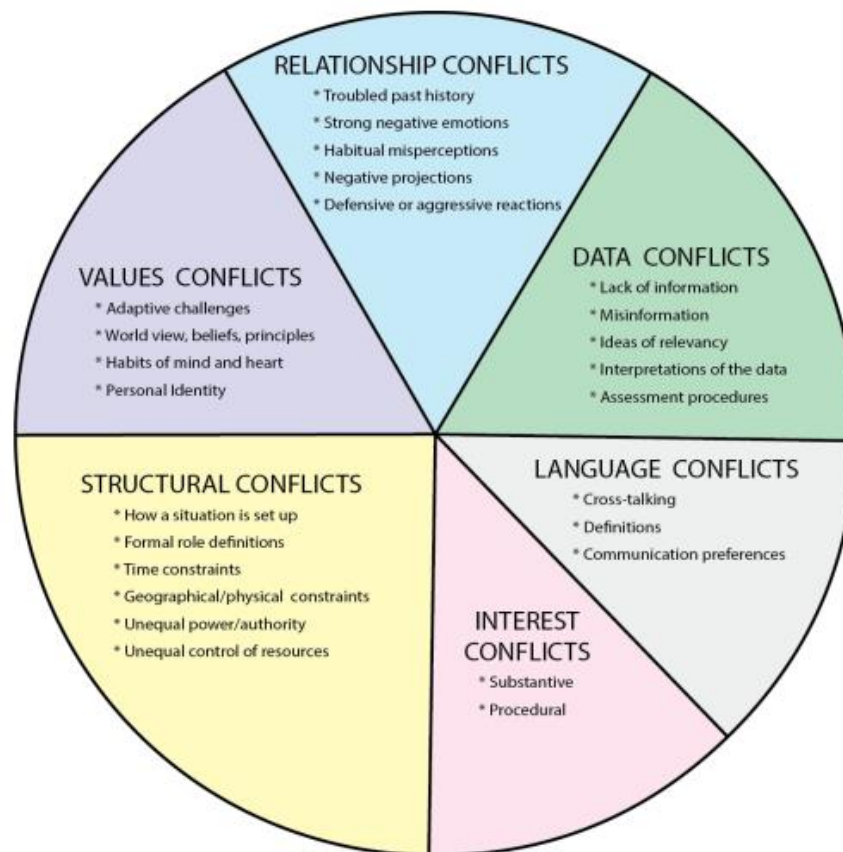
Christopher Moore in his book The Mediation Process also talks about the fact that Conflict is not necessarily bad, abnormal, or dysfunctional, but part of life itself. However, when it exceeds the limits and acquires the purpose of harming either physically or psychologically the other person or group of people, it is when the conflict becomes dangerous and deadly.

Conflicts and disputes can lead to growth and be productive for those who are involved and do not inherently have to follow a destructive course. Which course a conflict takes depends entirely on the participants and how they view the conflict, their ability to put

aside mistrust while working together to resolve their differences, and their ability to generate solutions that meet their individual and community interests. (Moore, 2014)

Jolie Bain Pillsbury, in her adaptation of Christopher Moore's Circle of Conflict, depicts the six sources of conflict. (Fig. 1.1.) Relationships, data, language, interest, structural and values.

Language conflicts is the one included in this version which according to the author can be expressed in different ways such as: Same words meaning different things; People unaware that they are not in the same conversation; People “listening for” different things. Also provide with recommendation to approach the conflict; Identify the language differences and invite a focus on the meaning; underlying the words, rather than the words themselves; Model and encourage common language with common definitions and explore communication preferences.



Figure, 1.1. Adaptation Moore's circle of conflict.

1.5. SOME EXAMPLES OF CONFLICT AND LANGUAGE BARRIER.

The language barrier can be a trigger for conflict in many spheres of life that leads the individual to a sort of unhappiness, lack of social commitment, and even development of criminal behaviors as a result of that segregation and therefore a wrong vision about the place where they live and how that affects society in general.

There are examples all around the world of how language has been the trigger to a conflict that escalated into violence and crime.

In June 2019 one English student in Ireland was verbally and physically attacked by two Irish nationals for speaking Spanish.

The incident that was recorded by the young man became viral on social media and later on reported for many news media.

All ended in a wake-up call for minors and an apology to the student. Salgado, C. (2019)

There are other examples where even the same language but just the accent is enough reason to generate conflict. Even now, after his independence from England, Irish people still are victims of discrimination in England because of their accents.

That was documented for the Irish times in the article "Anti-Irish sentiment in Britain: 'I feel like I am back in the 1980s'" written by Rachel Flaherty on Wednesday 21st of 2019 exposes the case of an Irish teacher. Flaherty, R. (2019)

More recently, the case of refugees from countries in war conditions, who flee violence and marginalization and are forced to insert themselves into another culture and learn a new language, also have difficulties adapting.

The paper: Voices of Syrians: resettled refugees in Ireland, published by The International Organization for Migration Ireland has warned that a lack of fluency in English is seriously impacting Syrian refugees in the Irish society labor market.

"A large majority (84%) expressed difficulty when trying to speak with English speakers. The common reason shared for this was that the refugees felt they could only say or understand simple phrases, some struggled to remember their words, but the dialect and speed of Irish people seems to be a key issue. Participants felt that courses provided did not prepare them for how local people actually talk".

The same study states that language education is a fundamental part of the process of integration into Irish society, without this the impact in other integration domains such as work, mental health, and social relationships is very high along with considerable repercussions on their confidence.

It is important to note that integration into other cultures and societies does not prevent new members from having to renounce their beliefs and traditions, but such integration also requires respect for the customs of the host country. International Organization for Migration, (2021)

“To participate to the extent that a person needs and wishes in all of the major components of society without having to relinquish his or her own cultural identity.” In other words, integration is not assimilation into Irish culture but is better thought of in terms of mutual accommodation between migrants and receiving communities”.

International Organization for Migration, (2021)

Some other differences or examples of how cultural manners can be interpreted wrongly is verbal communication is courteous and respectful using the Spanish “*usted*” form (i.e., the formal, polite “you”) to address others. Guarnero, P. (2005)

In nonverbal communication, maintaining eye contact can be interpreted by Mexicans as a challenge or intimidation. Guarnero, P. (2005)

2. ENGLISH STUDENTS AND THEIR CONTEXT

Around 32,000 (IUA, 2019), international students arrive every year in Ireland to study English some of them attracted by the economic and security conditions of Ireland.

The students who come from Latin America have particular characteristics, the vast majority have at least a professional level of studies and work experience in their respective areas of study. Their goals, dreams, and aspirations are clearly different from those of those who migrate to the United States simply in search of money.

Another part of them is young people who are under 30 years old and whose objective is to travel, live unforgettable experiences, and return to their countries as the figure of the adventurous traveler who lived in Europe and went to study English.

Due to bad governments, corruption scandals, and social injustice, the Latino student looks at Europe as a continent where human rights, education, health, and access to a better quality of life are possible for the majority of the population.

It is partly that notion of Europe that pushes Latinos to cross the sea and witness that dream with their own eyes however, it is also true that there are myths and misinformation about what life is like on this side of the world.

One of the first culture shocks is perhaps housing. In Latin America, having access to a house is much easier, so most of those who come to Dublin to live have to share a room with one, or two, or in the worst case up to three people in a house very similar to a hostel. so, it is the first culture shock.

The second important moment in the life of an English student in Ireland is dealing with the requirements to process the residence permit and access a job that in the first instance will be, in the vast majority of cases, very different from the job they had in their countries of origin and nothing to do with their field of study.

After a couple of months, once settled, with their documents in order, work, and deep into their studies, the part of socializing begins to take on greater importance. Initially, the student seeks security by interacting with people from the same country or language, as he will need help to successfully overcome the first few months.

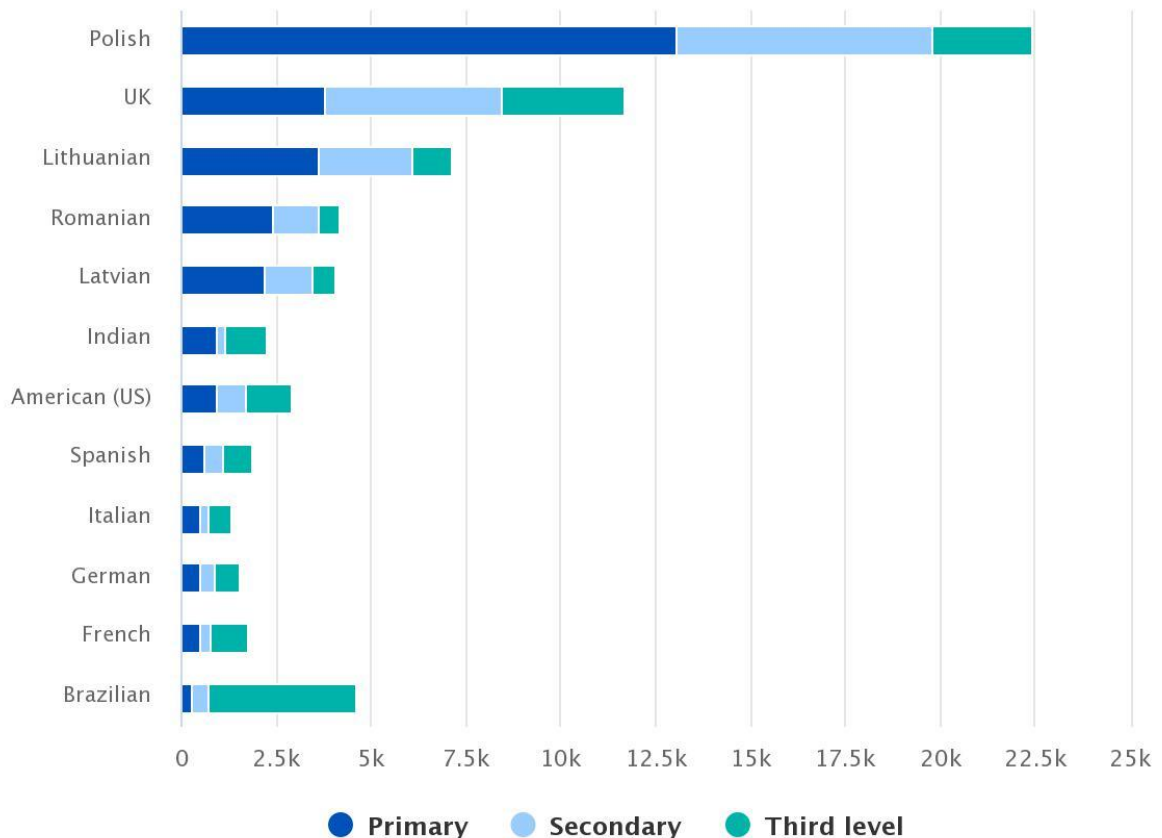
After that moment, the student seeks to integrate and learn more about the culture and society in which he lives, although he comes a little beaten for the first few months, which are undoubtedly the most difficult.

Hispanics come from a collectivistic culture where group activities are dominant, responsibility is shared, and accountability is collective. Because of the emphasis on collectivity, harmony and cooperation in the group tend to be emphasized more than individual function and responsibility. Gudykunst, W. B. (1998)

In the population survey carried out in 2016 by the Central Statistics Office of Ireland, it is found that of 96,497 non-Irish national students and pupils aged 5 years and over resident in Ireland in 2016 accounting for 18 per cent of all non-Irish nationals, the 4th largest group were from Latin America, mainly from Brazil with 4,632 students. (Figure 4.1)

To understand the educational context, we can look at the following graph that indicates the degree of studies of the nationalities that coexist in Ireland, there it can be seen that the vast majority of those who come from Brazil have at least third level studies

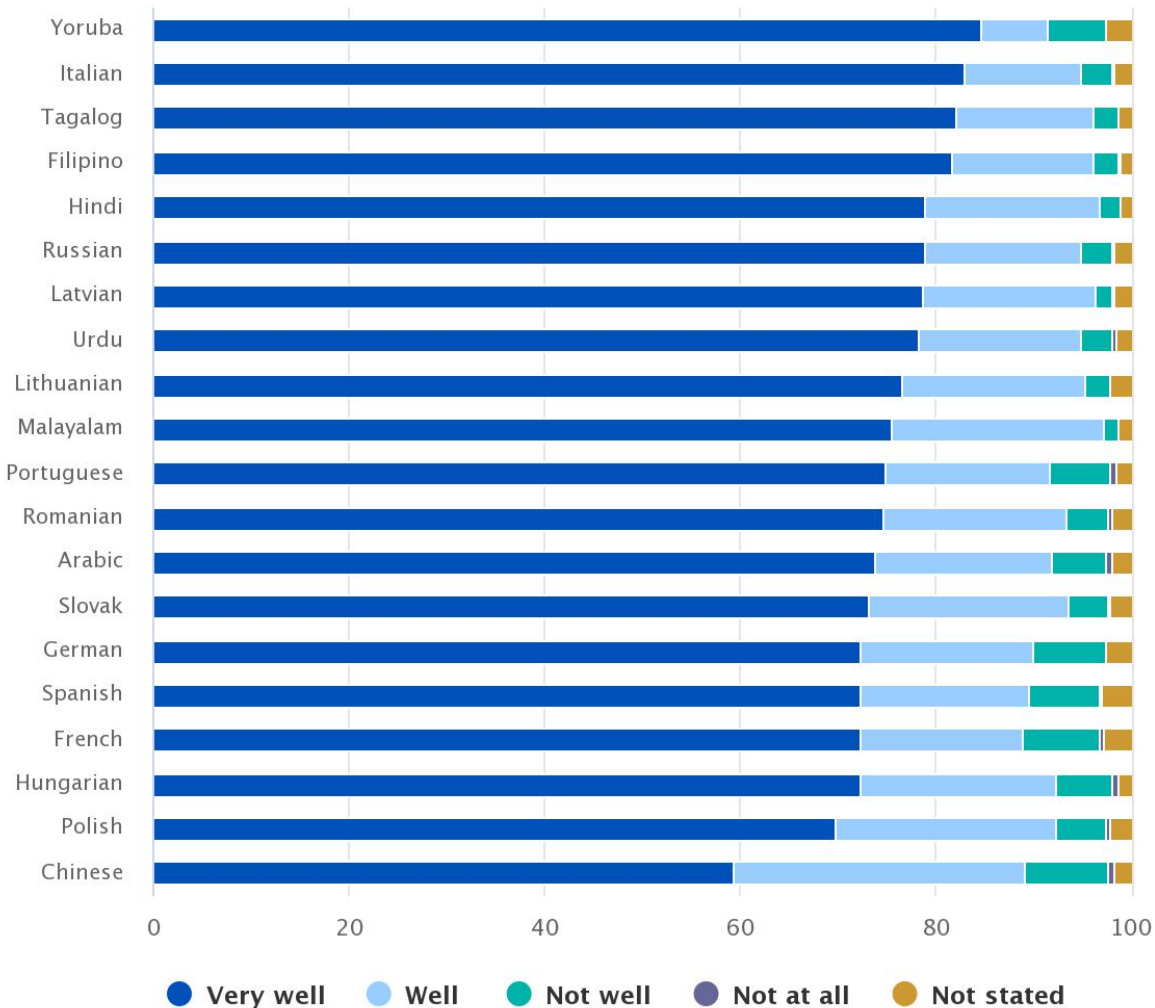
Figure 4.1 Non-Irish primary, secondary and third level students, 2016



Source: CSO Ireland

In relation to the ability to speak English, the same study from 2016 shows that Latino students are just below the average, after those who come from Malaysia in relation to English language proficiency. (Figure 4.2)

Figure 4.2 Most common languages spoken by students aged 5–18 by ability to speak english, 2016

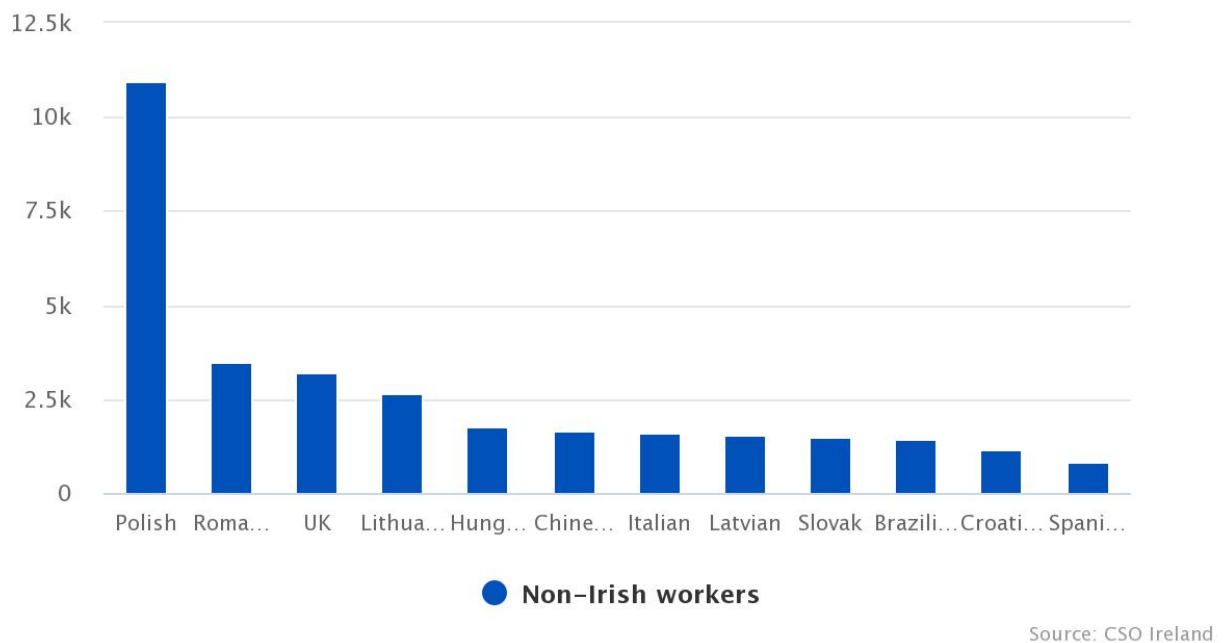


Source: CSO Ireland

The work carried out by Latino students is also important to understand its dynamics. It is common that the way to obtain a job is through recommendations from other students or acquaintances who are already working. The use of platforms or job search engines on the Internet is also used, although with little success, mainly due to poor grammar and writing skills in the English language.

In the same sense, it is found that more than half of Latino students have jobs in the accommodation and food service sector, the rest is distributed between jobs in wholesale and retail and manufacturing. (Figure, 5.3)

Figure 5.3 Dominant non-Irish workers in accommodation and food service activities, 2016



3. SHAME AFFECT AND HIS MANIFESTATION

It seems like some of the human needs described in Abraham Maslow's Hierarchy are not being met by students. safety needs in terms of renting, a sense of belonging or community; and finally, self-realization and recognition.

Frustration, depression, anger, and in some cases, lack of commitment can be the result of this situation.

According with Belinda Hopkins, author of the book "Restorative theory in practice" speaks about the affect of shame and says "a 'recently' evolved (in evolutionary terms)

mechanism (affect) that lets us know when something that has been good has been interrupted – when an impediment of some sort has blocked our positive affects of interest and/or enjoyment.” Hopkins, B. (2016)

Every day this effect can be triggered by many circumstances. The intensity of the shame depends on how positive the feeling of reward from the interrupted action was.

“Words we use to describe the fact that shame has been triggered and that we have become aware of it include: frustrated, confused, embarrassed, humiliated, uncomfortable, rejected, disrespected, diminished, remorseful, powerless, hurt, inadequate, foolish, isolated, helpless, worthless, wounded, awkward, shy, excluded, patronized, insulted.”

Hopkins, B. (2016)

It is easy to realize these emotions and their effect when they are analyzed in depth, however, in the family and social circle we are systematically taught defense mechanisms that reject the feeling, cancel it and turn it into actions that prevent the solution of the conflict that caused them.

These behaviors can be illustrated in a diagram called the Compass of Shame first developed by Nathanson (1992). See Figure 1.2

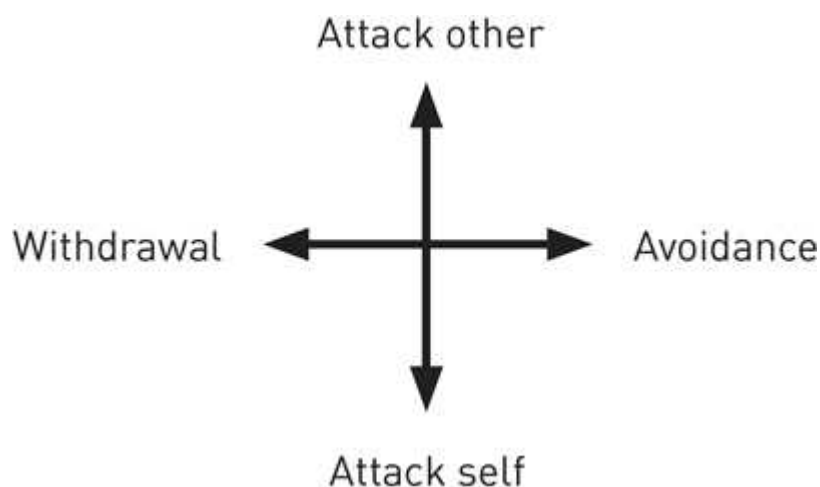


Figure 1.2: Scripted behaviors for managing the feelings triggered by shame affect

Adapted from Nathanson 1992

Withdrawal and avoidance they are behaviors to flight, avoiding conflict confrontation at all times, and taking refuge in solitary activities, alcoholism, silence, sexual abstentionism

or excess thereof, over-intellectualization, obsessive accumulation of wealth and property, refusal to accept responsibility.

On the other hand, attacking others and self-attack are behaviors that tend to be confrontations without the chance of reconnection or restoration usually manifested in behaviors such as angry put-downs, abusive recrimination and blaming others, competitiveness and jealousy, violence, sarcasm, hatred, sadism, and murder.

the person who is taught to feel the secondary emotion of guilt (masked fear) from an act over which she/he had little control may, over time, become frustrated and engage in aggressive behavior which, in turn, produces more guilt and more aggression. Burton, J. (2009)

“In summary, these behaviors interfere with connection and reconnection, isolating people from self, family, friends, and community.”

Burton, J. (2009)

4. TRANSFORMATIVE APPROACH IN MEDIATION.

The transformative mediation approach, due to its composition and philosophy that seeks to transform not only how we see the conflict but also the way in which we resolve it, seems to be a good model to implement in diverse and heterogeneous groups in which differences in culture, education and social environment will undoubtedly generate conflicts between the members of these groups.

However, as in any society or association, mutual collaboration, dialogue, and the ability to resolve conflicts and differences between its members are the key to better performance, achieving the desired results, and being successful.

In schools and classrooms, the relationships between students, their environment, teachers, and school authorities determine academic performance and create collaboration networks that in the future can be extended and transformed into companies, strong and long friendships or a network of mutual help.

In the book *The Promise of Mediation, The Transformative Approach to Conflict* by Robert A. Baruch, it is established that this approach seeks to change the way in which

individuals see the conflict to give it a positive connotation and see in the conflict opportunities for growth and growth.

“Although empowerment and recognition have been given only partial attention in the mediation field thus far, a consistent and wider emphasis on these dimensions would contribute to the transformation of conflict interaction from a negative and destructive social force into a positive and constructive social force—helping individuals to interact with more confidence in themselves and empathy for each other, and helping to transform society as a whole from a truce between enemies into a network of allies.”

The four stories on which mediation is based are compared and the humanistic approach of the transformative approach to improve society stands out above the rest.

“Mediation has thus engendered, even between parties who start out as fierce adversaries, acknowledgment, and concern for each other as fellow human beings. This has been called the recognition dimension of the mediation process. “

John Paul Lederach in his article conflict transformation said that human relations are the heart of this theory rather than concentrating exclusively on the content and substance of the dispute, the transformational approach suggests that the key to understanding conflict and developing creative change processes lies in seeing the less visible aspects of a relationship.

While the issues over which people fight are important and require a creative response, relationships represent a web of connections that form the broader context of the conflict. It is out of this relationship context that particular issues arise and either become volatile or get quickly resolved.

This approach cannot be understood without the four central modes in which conflict impacts situations and changes:

1. The personal.

when the individual experience changes from the emotional, spiritual perceptual, and cognitive aspects.

2. The relational.

Refers to how the patterns of communication and interaction in relationships are affected by conflict. Any conflict no matter the severity changes the way individuals interact and it can be expressed in negative and positive ways.

3. The structural.

Stresses are the ways in which social structures, organizations, and institutions are built, sustained, and changed by conflict.

4. The cultural.

Is about how conflict can change the way of life of entire groups of individuals and how affect the future of that particular group. it seeks to understand how patterns affect the way people in a given context understand and respond to conflict.

For the English student, having a tool like this, knowing about the conflict generated by the language barrier, and facing it instead of denying it, can make the difference between a more productive and better-integrated life in Irish society and one that does not generate those negative feelings of resettlement, isolation or violence.

As stated by the transformative approach to conflict, the goal is the moral development of the individual as a way to improve society in general. the objective sought is to create a context in which the conflict is seen as an opportunity for personal development and continuous improvement.

The contribution of this procedure for the student is to advance toward a new stage of development that gives him a different perspective as well as the necessary resources to manage the conflict.

The opportunity that this process offers to satisfy the biological need to express those feelings of punishment, to explain them, and to know how and when they occurred, greatly helps to reduce shame, distress, fear and anger, disgust and contempt. Then they can move towards reconnection, cooperation, and goodwill as interest, relief, and hope are triggered as the group plans for the future. Hopkins, B. (2016)

The mediation process in the transformative approach begins by giving the parties the power to reach an agreement, which in the first instance generates empowerment, since knowing that the solution to the conflict is in their hands and will not come from another person with greater power or above them it is already a step forward and derived from this, it also provides recognition, essential pillars to carry out a transformation of the individual in relation to the conflict.

Exposing their motives and feelings without being judged, makes mediation and in particular the transformative approach a space in which any topic can be discussed.

Taking an optimistic point of view, which is also part of the strategy gives competence and motives; Expression of emotion is permitted and acknowledged; Uncertainty and confusion are embraced, and the parties are allowed to explore it; discussion of the past is encouraged.

The mediator recognizes that the conflicts may have an extended life so that the intervention is viewed "as one point in a larger sequence of conflict interaction.

And a mediation is "successful" if the slightest degree of recognition or empowerment occurs. Folger, P & Baruch, R. (1996)

4.1 CONFLICT IN TRANSFORMATIVE APPROACH

There are three theories of conflict, one that has to do with power, another with rights, and one with needs. (Baruch, R. 2004)

In general terms, the first establishes that the conflict occurs when there is an affectation on the power that one has over others or vice versa, in the second theory it is when the person feels that their rights are threatened and seeks help to maintain it or defend them and finally the last theory is when certain needs are not met and help is sought to find that those needs are met.

It is clear that by not being able to communicate properly, any person could feel frustrated by not being able to assert their rights, feel that they exercise excessive power, or by not being able to meet social and human needs.

“According to transformative theory, what people find most significant about conflict is not that it frustrates the satisfaction of some right, interest, or pursuit, no matter how important, but that it leads and even forces them to behave towards themselves and others in ways that they find uncomfortable and even repellent”.

Baruch, R. & Folger J. (2004)

This crisis of deterioration in human interaction is what people find more affecting, significant, and disturbing about the experience of conflict.

Conflict as a social phenomenon is not only, or primarily, about rights, interests, or power. Although it implicates all of those, conflict is also, and most importantly, about people's interaction with one another as human beings. The evidence confirms the premise of the transformative theory what affects and concerns people most about conflict is precisely the crisis in human interaction that it engenders.

First, conflict generates, for almost anyone it touches, a sense of their own weakness and incapacity.

This overall sense of weakening is something that occurs as a very natural human response to conflict; almost no one is immune to it, regardless of his or her initial "power position."

Because conflict is not static but rather an emergent and dynamic phenomenon in which the parties move forward in incredible ways even without the need for a third party involved. They move from the spectrum of feeling vulnerable and weak to states of calm, clarity, confidence, and definitely decisive, moving from weakness to strength.

Conflict and disputes are normal and part of your human experiences and conflict is inevitable but also creates the opportunity for positive relationships.

It's about using our differences and disagreements in a positive way that allows us to have a healthy and peaceful society.

Frustration feelings and fears about conflict can create the opportunity it ultimately for communication.

It is rather because conflict has the power to affect our experience of ourselves and others, in virtually every context in which it occurs.

"But once we start trying to understand the nature of conflict - that is, a situation involving not just interests (as disputes do), but human needs, and the processes parties must go through in order to move from an aggressive frame to a problem solving one - we have to try to deal with the real person"

Burton, J. (2019)

The next figure shows token from the book, (Figure 2.1), The promise of mediation, the transformative approach to conflict, written by Robert Baruch Bush and Joseph Folger shows that the feeling of weakness and self-absorption gets into a never-ending loop and the spiral leads only to negative behavior.

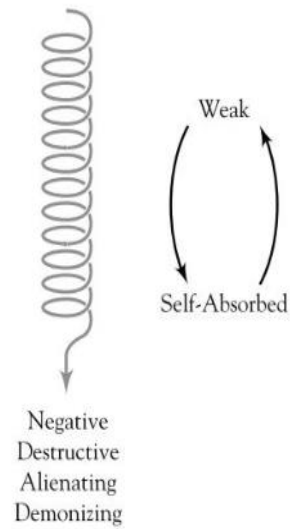


Figure 2.1. The Negative Conflict Spiral.

“The weaker I feel myself becoming, the more hostile and closed I am toward you, and the more hostile I am toward you, the more you react to me in kind, the weaker I feel, the more hostile and closed I become.”

Burton, J. (2019)

On the other hand, the transformative approach sees conflict as a opportunity to grow and develop more strong relationships as is showed in the next figure.

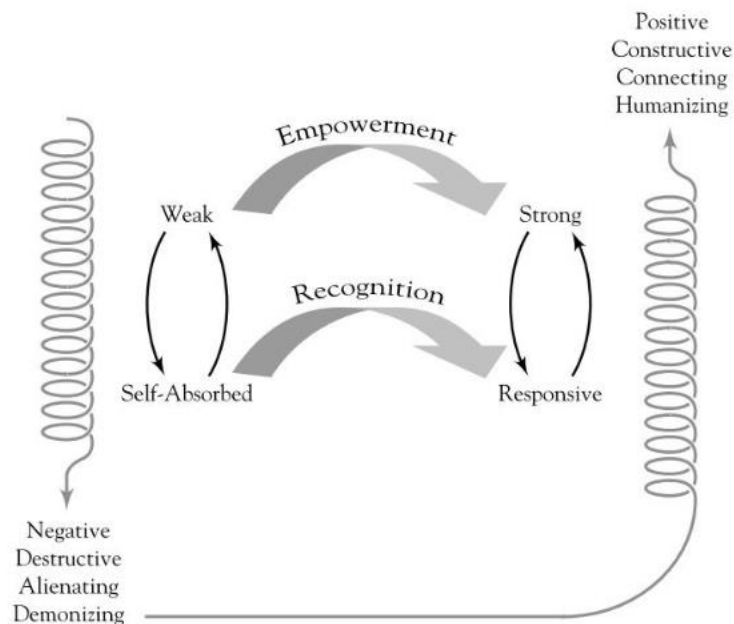


Figure 1.3. Circular journey with a purpose.

Here the conflict transformation is a circular journey with a purpose. (Figure 1.3)

All of these experiences are integral parts of the change process and provide us with some important insights about change. First, no one point in time determines the broader pattern. Rather, change encompasses different sets of patterns and directions. Second, we should be cautious about going forward too quickly. Sometimes going back may create more innovative ways forward and falling down may create new opportunities to build. Third, we should be aware that life is never static and that we must constantly adapt.

4.2. EMPOWERMENT

One of the main goals of the transformative approach is empowerment. Once the parties involved in the conflict recognize each other rights, needs, and beliefs, it develops between them a sense of empowerment.

The first thing is to understand the concept of power and for this the concept used by Max Weber is analyzed, who says that power “is the probability that one actor within a given

social relationship will be in a position to carry out his own will despite resistance, regardless of the basis that this probability rests upon.”

On the other hand, power can also be interpreted as synonymous with 'domination' (Herrschaft), the probability that a command within a specific content will be obeyed by a person or given group of persons.

There is the power exercised by the individual who has the tools to make his own decisions and do his will with that power, however, the concept that Herrschaft speaks of is more patronal, from which the concept of authority towards others is also derived individuals.

For the purposes of mediation, it is important to distinguish between these two concepts and which one is better suited, because if the objective is for the individual to feel that they have the tools and abilities to make their own decisions and deal with a conflict, then the Max Weber's concept is the one that best suits the process, although the concept elaborated by Herrschaft cannot be ignored because it exists and if it occurs within the mediation process, it would generate an imbalance of powers, resulting in a bias in decisions and a possible forced agreement that does not repair relations, but quite the opposite, increases differences, fosters resentment and leaves the door open for the conflict to re-emerge with greater complications. (Canadian Forum on Civil Justice, 2009) From this viewpoint empowered parties experience increased self-esteem, improved control over decision making, an increased sense of their own power, and the reduction of painful emotions. (cobb, 2016)

Derived from the empowerment of the individual, another type is also generated, which is collective or communal empowerment.

Community empowerment is thought to be the result of individual empowerment. Empowered communities develop their own norms, experience improved community relations, and are better able to manage diversity.

Bush and Folger believe that moral growth occurs when people "develop a greater degree of both self-determination and responsiveness to others."

It is the first step towards a transformative understanding of the conflict that occurs first internally, as ken points out in his definition of conflict lack of acceptance of ourselves

that we have projected onto others, a way of blaming others for what we perceive as failures in our own lives.

Empowerment occurs when parties "gain clarity about their goals, resources, options, and preferences" and are supported in their efforts to make "clear and deliberate decisions."

It is important to point out that empowerment does not mean extraordinarily adding strength that causes imbalances since it is essential that both parties recognize their own strengths without detracting from each other.

4.3. RECOGNITION

Like empowerment, the recognition stage is just as important to achieve the task of the transformative approach.

Recognition occurs not only in assimilating the needs of the other party but also acknowledging the feelings. In conflict resolution, emotions play a central role, so it is important to recognize them correctly.

When emotions are properly identified, it is possible to work more effectively to satisfy needs. That is, mediators perceive emotions as closely as possible as experienced by the parties themselves. The less accurate, the more they might intervene ineffectively, not matching parties' emotional needs. (Kalter et al., 2021)

It is important to pay special attention to negative emotions; fear, anger, depression, anguish, because it is these emotions that can hamper rational thinking, which could stand in the way of satisfying mediation agreement.

Recognition requires empathy. The simple fact that they are not ignored but on the contrary that the opinions or perspectives are taken into account is already helping the transformative process in mediation. It is true that people want to be listened to carefully and that this communication is recognized and acknowledged.

If in the mediation process the ability to recognize the other's points of view, validate them and take them into account when reaching an agreement is encouraged, it is very likely that the conflict generated at that time will be the watershed for a more solid relationship based on mutual respect and understanding.

Recognition does not mean agreement: it means allowing for the possibility of different experiences and being open to understanding them, hence the nature of this approach, recognizing and accepting differences, points of view and opinions and working together, empowered to resolve the problem. conflict. (Eckstein, 2018)

Open and voluntary communication allow almost the same time as empowerment, also the recognition of both parties.

Recognition occurs when parties "voluntarily choose to become more open, attentive, sympathetic, and responsive to the situation of the other party, thereby expanding their perspective to include an appreciation for another."

One can take a perspective on another's experience and understand, for example, why the other might experience as unsatisfactory something which, to one's own way of thinking, is quite agreeable. Moments of recognition like this undeniably may be significant for one or both parties, for the relationship between the parties, and perhaps even, as Bush and Folger contend, for society as a whole. And, as is Bush and Folger's hope, the party providing the recognition may even realize "that, beyond possessing the capacity to consider and acknowledge the other's situation, he has the actual desire to do so."

4. SELF-AWARENESS

Probably one of the most important aspects to guarantee the success of the transformative approach is self-awareness. We all have certain biases that can be positive or negative and are expressed in the same way in relation to certain types of people, situations, or beliefs.

For a mediator, the ability to identify any type of bias is vital to achieve a balanced result and not tip the balance to one side or the other.

Milan Slama in his article *Self-Awareness In Mediation* explains that knowing oneself is one of the ways to avoid prejudice when mediating and dealing with conflicts.

“The first one relates to self-knowledge, and it is an old Socratic maxim expressed through the words “Know yourself.” The second one is a behavioral one. We need to know how we react in certain situations so that we can exercise self-control.”

Slama, M. (2010)

Thinking of ourselves as a work in progress and that each contribution makes us more complete is a way of staying alert to possible points of view that we are not considering, but it also makes us more open to the observations that other people may make about prejudices. If we are willing to listen and learn from others and apply that knowledge for our improvement, we are already making progress in terms of self-awareness. (Salma, 2010)

For Leigh Thompson and Janice Nadler, there are 4 types of bias.

1. Tendency to simplify the conflict situation: Stereotypes based. can lead to a false understanding of the causes and effects of the relationships between the parties involved.
2. Tendency to exaggerate the degree of opposition between the parties.
3. A tendency to make a false dichotomy between cooperation and competition:
It is when the parties assume that they are in competition, they adopt an aggressive and uncooperative attitude. This can lead to an escalation in the conflict.
4. Tendency to favor one's own interests and self: This last type of bias is unconscious and perhaps the one that should be more careful since it is rooted in the deepest part of our being and represents the way in which we see and understand life. (Conflict Research Consortium Staff, 2016)

CHAPTER 2

Research Methodology.

After having established in an orderly and systematic way a theoretical framework that supports this research, this chapter's main objective is to provide detailed information on the research method as well as the methodology used for this paper.

This chapter provides a concrete explanation of the research approach, research design, and also the limitations and advantages of the study tools that have been chosen.

The research is carried out within the Irish context, the information obtained is the first source through a survey of english learners in Ireland.

This research onion suggested by sanders considers different methods such as mono, mixed, or multi-methods to conduct research.

The below Research Onion model symbolically illustrates the ways in which different elements involved in the research could be examined to develop the final research design. (Figure 5.1)

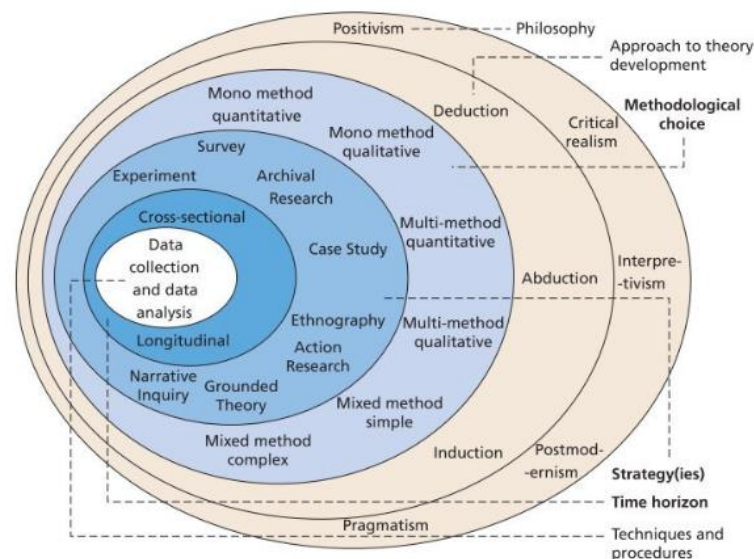


Figure 5.1 The research onion
Source: © 2018 Mark Saunders, Philip Lewis and Adrian Thornhill

Research propouse and approach.

The research philosophy is positivist because it uses an existing theory to develop the hypothesis which can be proven or rejected through the statements.

This type of philosophy allows the development of the theory used and leaves room for future researchers to verify it.

According with Mark Sanders The development of the natural sciences has occurred due to the close relationship with the world in which the data was collected as well as the observations before formulating the hypotheses and verifying them. (Sanders. 2019)

“As a positivist you would also try to remain neutral and detached from your research and data in order to avoid influencing your findings. This means that you would undertake research, as far as possible, in a value-free way.”

The strategy allowed to prepare the conclusions and reflect on this research based on the information given from the primary data.

Quantitative Research Approach.

There are different types of methodological designs for an investigation, in the case of this review it is carried out from the quantitative method; which refers to the collection of data through interviews or questionnaires that generate numerical information.

Qualitative research design is generally associated with the deductive approach where data is collected and analyzed to test a theory, for the development of this methodology, probability sampling techniques are used to ensure generalizability.

The relationship between variables that are measured numerically and analyzed using graphs and statistics is also discussed.

Because the information collected is standardized, the questions asked are clear and can be understood in the same way by all participants. It is also important to note that all interviews are anonymous to ensure that there is no possible bias in the responses.

The survey was delivered to the students by an online platform named “Google Forms” and the data was presented under the same platform.

The quantitative analysis was acquired from the questionnaire survey responses, and the semi-structured survey focused on the aims of the investigation.

Some differences between quantitative and qualitative methods are listed by Martin Gunnell saying that quantitative methods require survey preparation, testing, validation, sample identification, and a myriad of procedures, while qualitative methods allow greater flexibility during the initial phase of the process.

“A major difference between quantitative and qualitative research methods is that quantitative methods take more effort during the beginning research phase while qualitative methods take more effort during the final phase.”

Gunnell, M. (2016)

For this study, the strategy chosen is the Survey in form of a questionnaire containing 20 close questions to try to extract qualitative and quantitative data. The essence of the survey technique is "questioning people about a topic or subjects and then reporting their answers." In business studies, the survey technique of primary data collecting is used to test theories, reflect social attitudes, determine the degree of customer satisfaction, undertake segmentation research, and for a 29 variety of other objectives. The survey approach could be used in either quantitative or qualitative research.

Time Horizon

The time horizon is the time needed to carry out the research. Saunders in his onion method explains that there are two types of time horizons that can be used in an investigation: cross-sectionally and longitudinally.

in the case of the first one, it deals with the research of a particular phenomenon at a certain time and space, suitable for research carried out during an academic year and which, due to their nature, cannot last for a long time.

This type of study, cross-sectional, is generally based on surveys that seek to explain the incidence of some specific phenomenon; however, they can also use qualitative or mixed research methods.

On the other hand, the longitudinal time horizon is characterized by its ability to study and analyze changes, evolution or development of more complex phenomena over longer

periods of time. This does not mean that in studies whose time is restricted, data collected over years that have been the subject of other investigations cannot be used.

For this research project, a cross-sectional time horizon was chosen because a longitudinal study may take several years, which would be too long for this research. Additionally, the phenomenon to be analyzed is variable and subject to change, which is why the cross-sectional approach has been shown to be more effective.

Target Population.

According to Sanders, a target population is a group of people that is highlighted in the research that is manageable and accessible and should be related to the population that is highlighted in the research question and objectives. (Sanders, 2019)

However, it may be the case that the group or population under study is difficult to investigate due to its characteristics, so in this case, the researcher must redefine the population towards something more tangible, which is called a sample. (Figure 7.1)

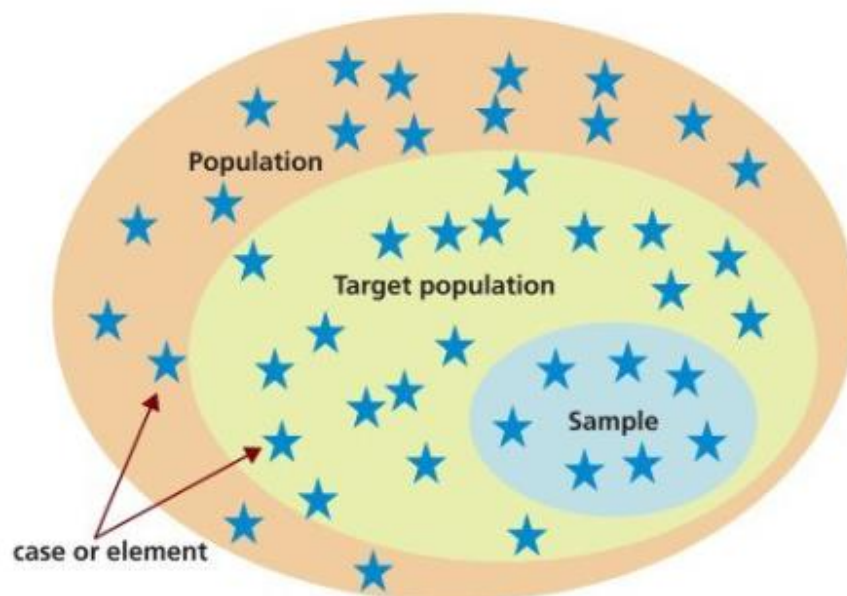


Figure 7.1 Population, target population, sample and individual cases

The interest group of this research focuses on international students from Latin America who come to Ireland to improve either their level of English or to study for a bachelor's or master's degree. because this is such a large and varied group will be employed nonprobability sampling and a predetermined sampling of a minimum of 100 students.

Ethical concerns.

When doing an investigation there are ethical considerations that must be followed to ensure that the work does not cause any harm. It is important that the information obtained from the said investigation is not used to cause harm in any way to those who participated in the investigation.

Fisher colin points out some considerations to follow for an investigation such as the right to privacy, confidentiality agreements, and informed consent, freely given. (Fisher, 2010) To carry out the surveys, a confidentiality clause was included in which everyone who participates is guaranteed that their personal data will not be collected, and that the information provided will not be used at any time to cause harm.

Contribution

This study seeks to contribute to a better understanding of the conflict generated by the language barrier in Latin American students living in Ireland, as well as to analyze the viability of the transformative approach in mediation to deal with these conflicts.

The study measures some of the emotions experienced by students when facing conflicts related to the language barrier and, together with other factors such as their knowledge of mediation and particularly of the transformative approach, creating a framework that allows laying the foundations for a conflict that arises constantly with the arrival of more and more new students to Ireland from Latin America.

Due to the fact that the study also includes students of the Master of Arts in conflict resolution, it can contribute to future research on the subject and at the same time so that those who are interested in the subject can have this perspective.

It is not the intention of this investigation to victimize, much less demonize, any of those involved, but through clear and unbiased surveys to qualify the issue and give results.

CHAPTER 3

PRESENTATION OF DATA

This chapter presents the information collected through surveys of 107 Latin American students living in Ireland about their perception of the conflict generated by the language barrier.

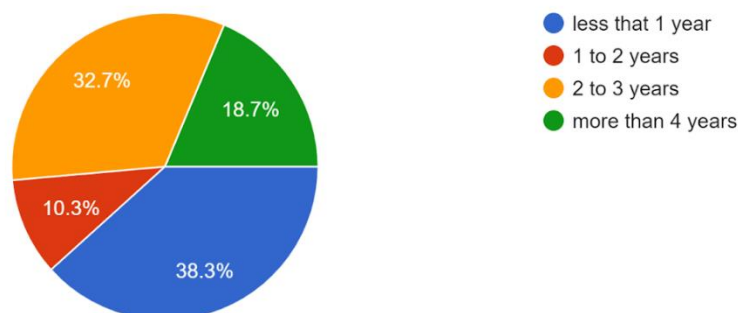
The survey consists of 20 questions, of which 6 are related to conflicts generated by the language barrier, 8 of the questions focus on knowing the degree of knowledge of the respondents about mediation as a means to resolve conflicts and the transformative approach, 3 questions are related to the level of English of the respondents and 3 more that seek to know the activity they carry out in this country.

From the answers obtained, the following can be said:

38.3 % of those surveyed said they had lived in Ireland for less than a year, while the second highest percentage with 32.7 % said they had lived here for more than 3 years. They are followed by those surveyed who have been residing in Ireland for more than 4 years with 18.7 % and finally those who have been living in this country between 1 and 2 years with 10.3%.

How long have you lived in Ireland?

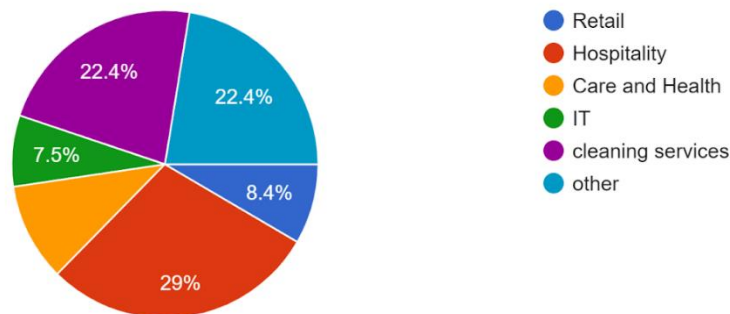
107 responses



The vast majority of the population surveyed said they work in the hospitality sector which represents 29%, followed by cleaning and other activities with 22.4% each one. 10.3% of those surveyed work in the care and health sector, while 8.4% in retail and 7.5 % work in the IT sector.

which sector do you work?

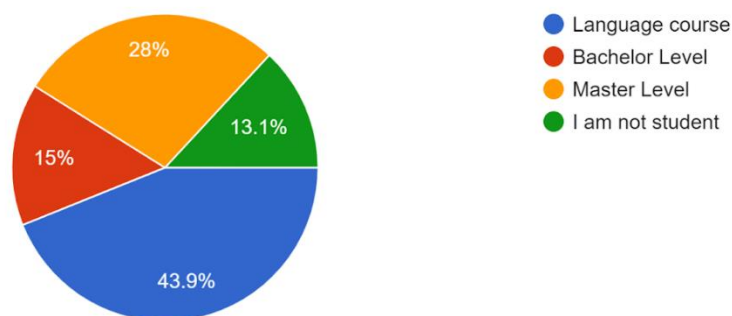
107 responses



In relation to the studies almost half of the surveyed, 43.9%, is enrolled in an English course while 28% is studying for a master's degree. 15% said they are doing studies in bachelor level and 13.1% are not currently studying.

What are you studying now?

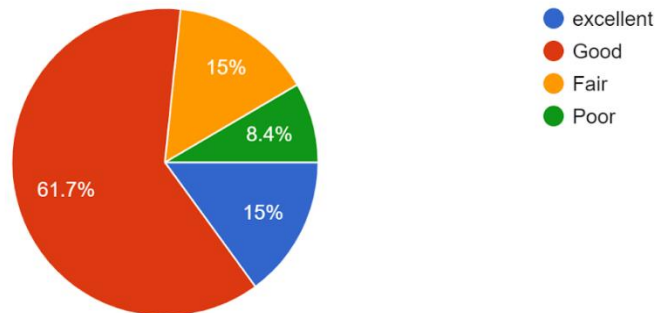
107 responses



The level of English language according to the respondents is considered good by 61.7%, followed by fair and excellent by 15% respectively, and 8.4 % consider their level of English language to be poor.

What level of English do you think you have?

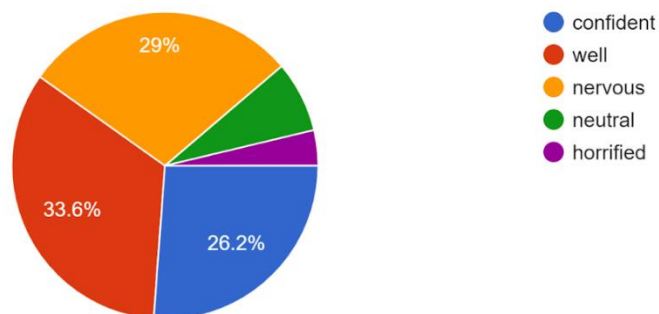
107 responses



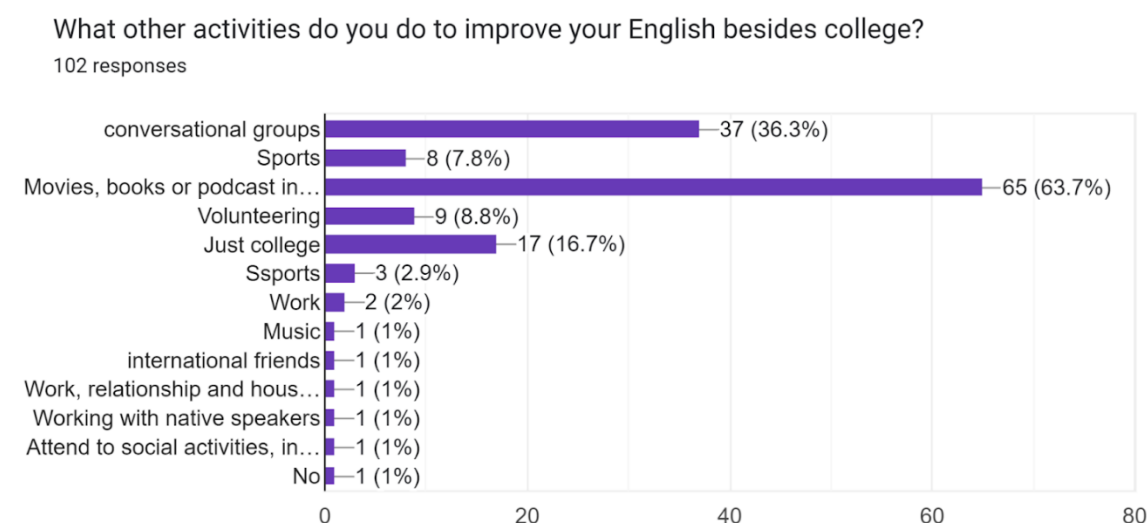
How do they feel when they have to speak English with someone? only 3.7% said they felt horrified while neutral reached a percentage of 7.5%. Confident and nervous present similar percentages with 26.2% and 29% respectively, while the highest percentage is well with 33.6 %.

How do you feel when you speak with someone in English?

107 responses



About the question, what other activities do you do to improve your English besides college? 63.7% answered Movies, Books, or Podcast in english, 36.3% conversational groups, 16.7% just college, 8.8% volunteering, 10.7% sports, 2% music, and international friends, work relationship, housemates, church 1% each.

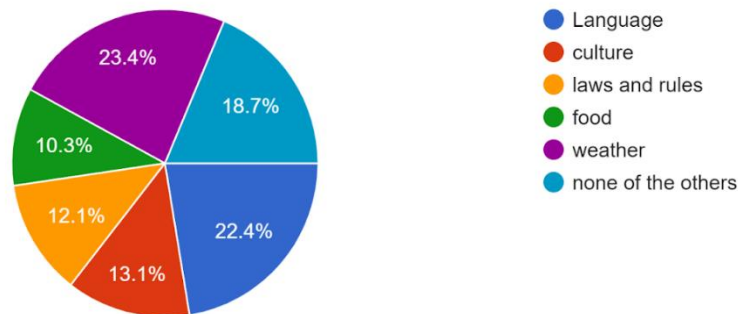


What do you think is the most difficult thing about living in Ireland?

For 23.4% of those surveyed, the aspect of the weather is the most difficult of living in Ireland, followed by the language with 22.4%, the two variables with the highest percentage. From there follows the cultural aspect with 13.1%, laws, and rules with 12.1%, and food with 10.3%. None of the others had a percentage of 18.7%.

What do you think is the most difficult thing about living in Ireland?

107 responses

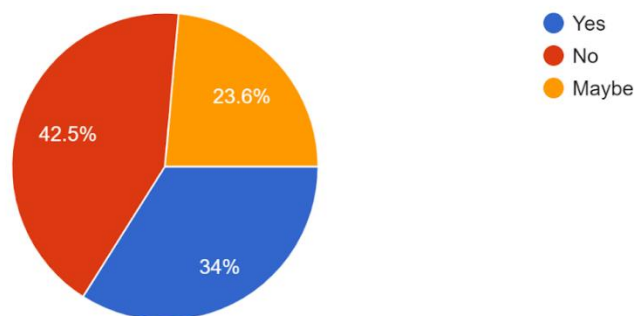


Interesting results show the following graph on the question; Have you ever felt discriminated against because of your language?

While 42.5% of those surveyed said they had not experienced any discrimination due to their language, 34% answered yes, and 23.6% maybe.

Have you ever felt discriminated because of your language?

106 responses

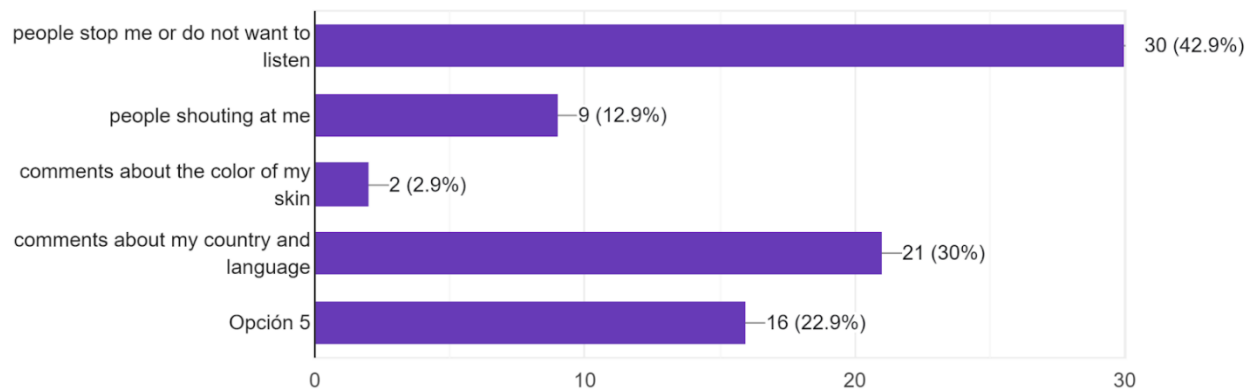


Of those who answered yes to the question about whether they have been discriminated against because of their language, 42.9% said that people have stopped them or do not want to listen to them, followed by 30% who say they have received comments about their country of origin and language. 22.9% marked the other option, 12.9% answered

people shouting at them, and finally, 2.9% said they had received comments about their skin color.

if your answer was yes or sometimes, please explain why?

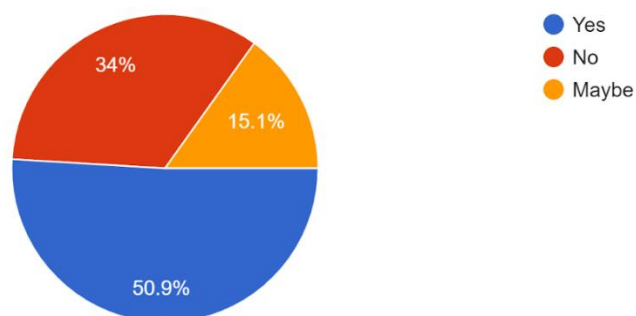
70 responses



Have you ever been in a situation where the language barrier generates conflict? 50.9% answered yes, 34% answered no, and 15.1% answered maybe to the same question.

Have you ever been in a situation where the language barrier generates a conflict?

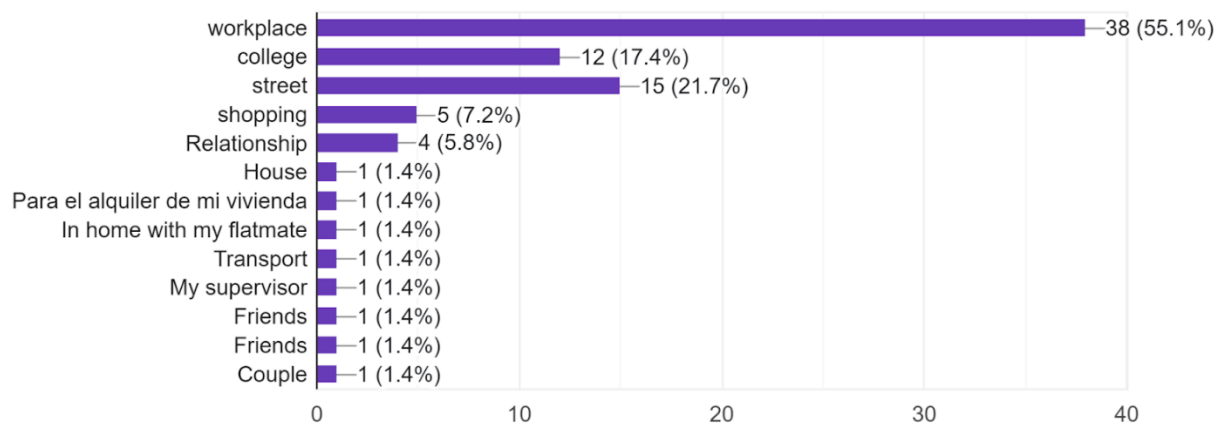
106 responses



Of those who answered yes to the question Have you ever been in a situation where the language barrier generates a conflict? The great majority of the respondents, 56.5% answered that the conflict was generated at work, 21.7% on the street, and 17.4% at college. The third important niche where conflicts are generated is in relationships with friends, and partners or during coexistence in houses where people of different nationalities live with 12.8%. Shopping with 7.2%. at the time of renting a house 1.4% and in public transport 1.4%.

if your answer is yes, what was the situation?

69 responses

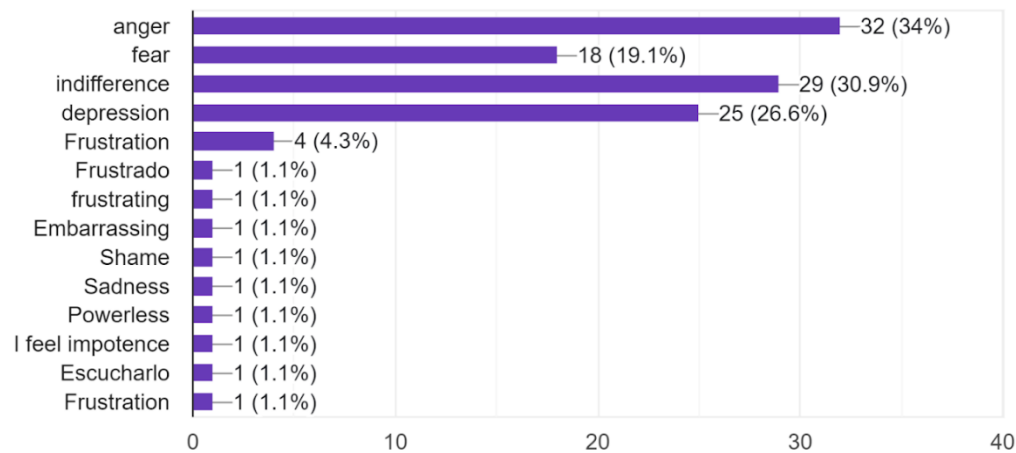


what are your feelings after experiencing any conflict related to the language barrier?

Anger is the most persisting feeling among the surveyed with 34% followed by indifference with 30.9%. A sort of depression has been experienced by 27.7% of the surveyed while fear is the feeling experienced by 19.1% of the surveyed population. 7.6% said they felt frustrated. 3.3% answered powerless, embarrassed, and shame with 2.2%

what are your feelings after experience any conflict related with the language barrier?

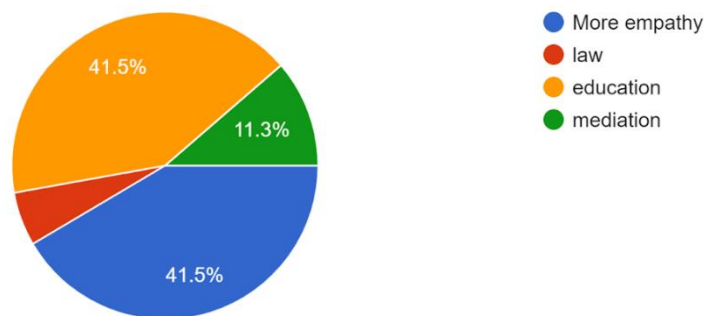
94 responses



On the question, How do you think discrimination because of language could be solved? 41.5% of the respondents said that more empathy, 41.5% said that through education. Only 11.3% chose mediation and only 5.7% chose laws.

How do you think discrimination because of language could be solved?

106 responses

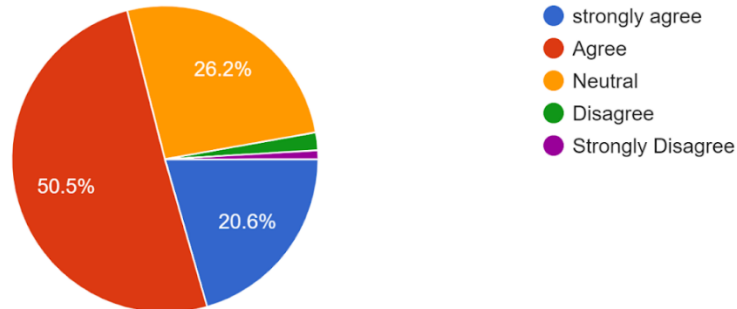


Do you agree that the lack of tools to communicate effectively in society can develop a feeling of powerlessness?

50.5% of those who responded to this question agreed with the statement, 26.2% said they were neutral while 20.6% said they strongly agree. 1.9 and 0.9% of the respondents said they disagree and strongly disagree.

do you agree that the lack of tools to communicate effectively in society can develop a feeling of powerless?

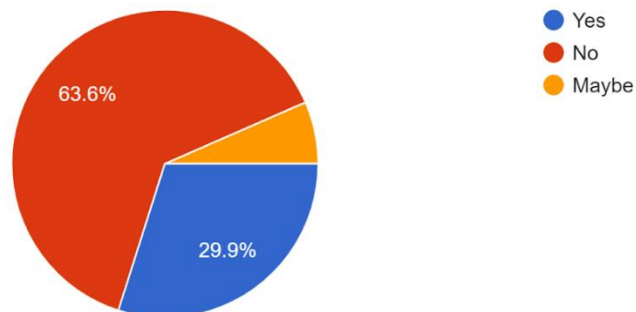
107 responses



In the survey, 6 questions are related to the topic of mediation, the first one is about whether they had heard about the transformative approach in mediation, 63.6% answered no. while 29.9% said they had heard of the subject and 6.5% maybe.

Have you ever heard about the transformative approach in mediation?

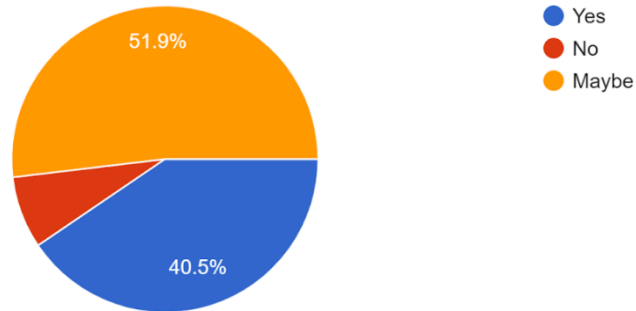
107 responses



Of those who answered yes to the previous question, 51.9% considered that maybe the transformative approach could be an effective approach against the conflict generated by the language barrier, 40.5% yes, and 7.6% no.

If yes. Do you consider the transformative approach could be an effective approach against the conflict generated by the language barrier?

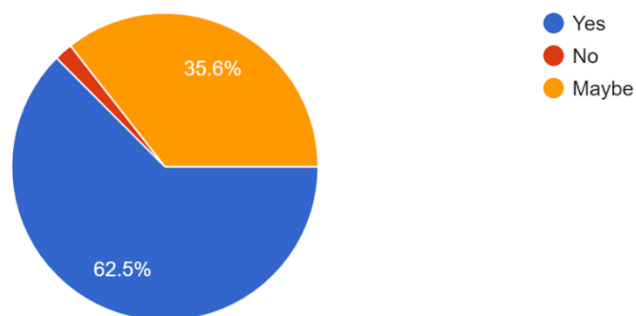
79 responses



In the following question, Transformative sees conflict as an opportunity to grow and strengthen ties, do you think a change of perspective can help to overcome the language barrier? An overwhelming 62.5% of those surveyed answered yes, against 1.9% who think that a change of perspective on the conflict would not help resolve the conflicts generated by the language barrier. The remaining 35.6% answered maybe.

Transformative see conflict as an opportunity to grow and strengthen ties, do you think a change of perspective can help to overcome the language barrier?

104 responses

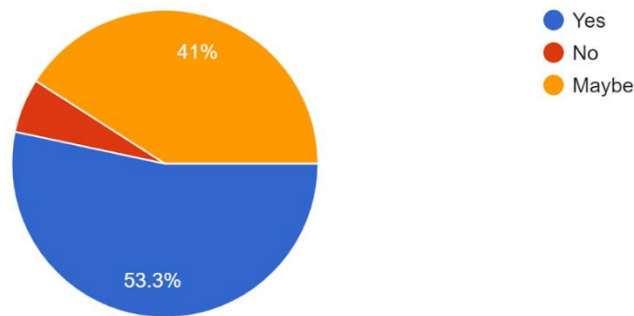


Would you consider the transformative approach a valuable way to address the issue?

In this question, again a large majority, 53.3%, considered that the transformative approach was a valuable way to address the language barrier against 5.7% who said no and 41% who answered maybe.

Would you consider the transformative approach a valuable way to address the issue?

105 responses

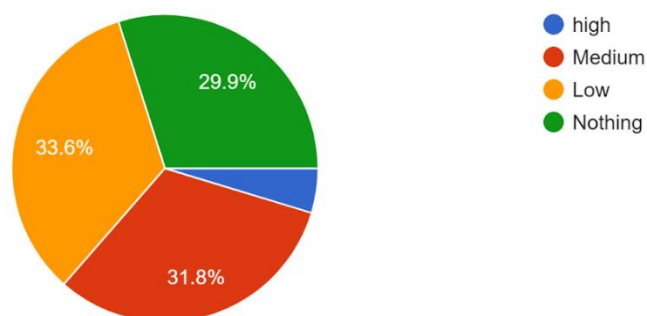


What is your knowledge about the transformative approach?

In relation to their knowledge about the transformative approach, 33.6% of those surveyed recognized that their knowledge is low, 31.8% medium, 29.9% nothing, and 4.7% high.

What is your knowledge about the transformative approach?

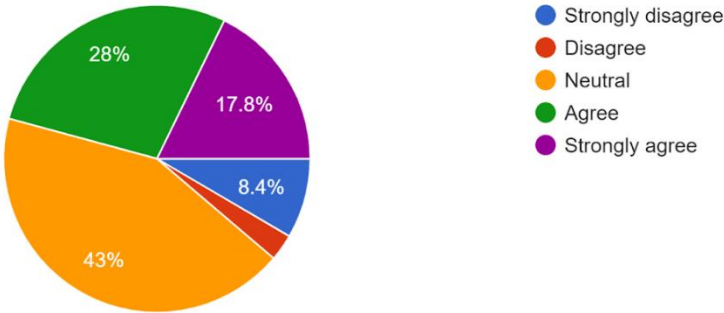
107 responses



In the last question, would you agree that empowerment and recognition are fundamental feelings to dealing with conflict? 43% responded neutral followed by 28% who said they agree, 17.8% disagree, 8.4% strongly disagree and 2.8% disagree.

would you agree that empowerment and recognition are fundamental feelings to deal with conflict?

107 responses



CHAPTER 4

DATA ANALYSIS AND FINDINGS

In this chapter, the information collected through the surveys carried out on Latin American students living in Ireland will be analyzed with the aim of providing findings for the research objectives.

A total of 107 responded to the survey on The Transformative approach in mediation as a tool to help the students to deal with the conflict caused by the language barrier. The data obtained will be critically analyzed.

1. English level of respondents and occupation.

For the purpose of this research, it is important to know how long the respondents have been living in Ireland, what they are studying, and their command of the English language. Thus, through the surveys it was found that of the 107 participants, 38.3% have lived on the island for less than 1 year, while the second largest group is of those who have been living in this country between two and 3 years with 32.7 %. In the third position are those who reside in Ireland for more than 4 years with 18.7 percent and those who are between 1 and 2 years of residence with 10.3%.

Participants were asked about their current work, from which it was found that the highest percentage is in the area of hospitality with 29%; hotels, restaurants, bars and services related to tourism and leisure. Cleaning services is the second sector where the respondents work with 22.4%. On the contrary, the areas of IT and retail barely reach 7.5 and 8.4 percent, respectively, and 22.4% of those surveyed said they work in other activities.

It is important for this research to know what they study and the level of English that the participants have. The English course was the option that responded the most with 43.9%, while the highest level of studies, which is a master's degree, reached 28%. bachelor level 15% and not studying at the moment 13.1%. In relation to the command of the English language, the research found that the majority of respondents said they were

above the average, considered good with 61.7% and excellent with 15% of the responses. 15% said they had a fair level and only 8.4 percent considered they had a poor level.

These same factors are reflected in the question about how they feel when talking to someone in English, the results were that 33.6% feel well, followed by nervous with 29%. only below this feeling is confident with 26.2%. neutral with 7.5% and horrified with 3.7%. The survey says that 63.7% of those surveyed prefer movies, books, and podcasts to practice and improve their English. 36.3% attend conversation groups. 8.8% do some kind of volunteer. A minority group of 10.7% prefers to practice some sport while 2% use music as an alternative way of improvement. Friends, work, home and church were indicated as other options with 1% each value.

The question: What do you think is the most difficult thing about living in Ireland? It seeks to know if the language is among the most complicated aspects for the students, to which the surveyed responded with 22.4%, being the second highest percentage before the climate with 23.4%. Cultural differences were the third most difficult aspect pointed out by the participants with 13.1% followed by laws and rules with 12.1% and food with 10.3%. the none of the other option was indicated by 18.7%.

2. conflicts generated by the language barrier

Another important area to evaluate for the analysis of this research is that related to the conflict generated by the language barrier.

The question: Have you ever been in a situation where the language barrier generates a conflict? It shows interesting data, more than half of the respondents answered yes, being the workplace where this type of situation is generated the most with 56.5%. 21.7% of the conflicts are generated in the street and 17.4% in the school. Relationships between couples and friends rank third on the scale with 12.8% and Shopping with 7.2%. public transport and house or room rent occupy a marginal place with 1.4% each.

34 percent of respondents answered no to the question Have you ever been in a situation where the language barrier generates a conflict? And 15.1% said maybe.

Even though a large majority responded that they had been in a conflict situation related to language, to the question: Have you ever felt discriminated against because of your

language? it was found that 42.5% of the survey participants answered no. Although the figure is high, the percentage of those who have felt discrimination due to language is 34% and those who are not sure answered maybe with 23.6%.

The investigation found that this form of discrimination is manifested mainly in the fact that people do not want to listen to them or silence them while they speak with 42.9% and comments about their country and language with 30%. others, 12.9%, manifested aggression in the form of shouting and 2.9 percent made comments about skin color. 22.9% chose the other option.

The research also focuses on the feelings of the respondents now of having experienced a conflict related to the language barrier. Four factors were considered that cause the conflict to fall into a downward spiral that moves away from the solution. It is anger, which represents 34%, fear with 19.1%, indifference with 30.9%, and frustration with 7.6%. In this question, the respondents added other feelings such as depression with 27.7%, powerless 3.3% and shame 2.2%.

Fear is also an aspect to analyze, within the student there is a natural fear of being singled out and ridiculed, but also the lack of that emotional and social stability, the need to achieve self-realization makes him get into that vicious circle of fear. Little by little the student manages to get out of it and realizes that he has always been fighting against himself and his prejudices, then there the perspective changes drastically as does the same climate in Ireland, after a storm a radiant sun appears on the horizon.

In order to know and understand how the respondents deal with the issue of discrimination because of language, they were asked what would be the best way to solve it. To the four options presented, 41.5% selected more empathy, 41.5% chose the education option, 11.3% mediation and 5.7% through the law. Here it is observed how the knowledge about mediation as an alternative method to solve this conflict is not preferred by the students.

3. Knowledge of respondents about mediation to resolve conflicts and transformative approach.

In this research, it was found that 63.6% of those surveyed do not know about the transformative approach, a percentage that doubles that of those who have heard about the subject with 29.9% and maybe with 6.5%.

For those who have heard about the approach, 33.6% of the surveyed recognized that their knowledge is low, 31.8% medium, 29.9% nothing and 4.7% high.

Despite the lack of knowledge about the approach among those surveyed, the principles on which it is based are not entirely alien to them, with the affirmation that Transformative approach sees conflict as an opportunity to grow and strengthen ties, 62.5% of those surveyed answered yes to the question: Do you think a change of perspective can help to overcome the language barrier? Only 1.9% answered no and the remaining 35.6% answered maybe.

It was found that the perspective on the transformative approach to address the issue is positive, since 53.3% said that they do consider it a valuable way to face the conflict against 5.7% who answered no and 41% who were more skeptical answered maybe.

50.5% agreed that the lack of tools to communicate effectively in society can develop a feeling of powerlessness, 26.2% spoke neutrally while 20.6% said they strongly agree. 1.9 and 0.9% of the respondents said they disagree and strongly disagree.

Empowerment and recognition are fundamental concepts of the transformative approach, so the survey where asked if they consider that those feelings are important to deal with conflict. 43% responded neutral, 28% agree, 17.8% disagree, 8.4% strongly disagree and 2.8% disagree.

It is important to point out that the concept of empowerment is sometimes associated with negative issues due to the simple use of the word power and the relationship it has with political and social systems in Latin America linked to abuse and corruption.

CHAPTER 5

Discussion

The surveys carried out yielded interesting data about the phenomenon under study. The conflict generated by the language barrier in Latin American students living in Ireland seems to be more present in society than previously thought.

After considering the need for communication as an imperative in every society, we found that not being fulfilled or satisfied generates feelings of anger, fear, and depression among the study participants.

The transformative approach to conflict and the concepts of empowerment and recognition makes possible a different perspective on these language differences and the possible conflicts that can be generated from it.

First, it recognizes special characteristics in the individual and the need for communication, to be heard and understood to transmit not only ideas but also feelings and information in the fullest sense of the word, there we talk about empowerment considered by those surveyed as an important part to be able to start a process of mediation in the conflict.

Secondly, we have the aspect of recognition that can also be known as empathy, recognizing the other's needs, and giving feedback with empowerment are necessary qualities to mediate.

To carry out the process, it is important to be aware of possible bias from those who seek to mediate a conflict, not only in terms of the language barrier but in any field. In one of the questions asked to the participants, they are asked to evaluate their level of English, they are presented with 4 options that range from the highest classified as excellent through good, fair, and the lowest as poor.

76.7 of the respondents considered that their level of English is above the average, only 8.4% confessed to having poor performance and another 15% said it was fair.

This information contradicts to a certain degree what is said in the responses about whether they have ever been in a situation where the language barrier generates conflict.

50.9% answered yes. And about whether they have ever felt discriminated against because of the language, 34% responded affirmatively to the question.

According to the concept of self-awareness, sometimes conflict is generated in a party within the same individual when he does not know his own limitations and blames himself, as a way of defense and to avoid accusations against the other party involved in the conflict. This is perhaps one of the most complicated areas as it requires honesty on both sides and at the same time respect and courage.

Anger, frustration, indifference, and depression are factors that cause the conflict to fall into a downward spiral, forcing the individual to react in ways that prevent any type of relationship with the other party involved in the conflict and always move away from the conflict. The transformative approach seeks to change the dynamics of the conflict and strengthen relationships, generating understanding, recognition, and empowerment of the parties involved, not only to resolve the conflict but also to generate a transformation in the processes and relationships of individuals and then of society. the one they belong to.

The lack of knowledge of the subject is general among students of English since it is a specific theory on mediation. This finding speaks of the challenge but also of the opportunity to spread this concept among those who face conflicts of a multifactorial nature.

Despite the limited knowledge of the approach, in those who answered the question about whether a change of perspective on the conflict would help to solve any that were presented, an overwhelming majority said they agreed.

Conflict from the perspective of the transformative approach and mediation is a natural part of life. According to Burton and his theory of human needs addressed in this research, as long as men have needs to satisfy, both biological and social, conflict will always be present, we could say that it is even necessary according to an evolutionary perspective; without chaos, there is no order, one cannot exist without the other. This is how the human needs to communicate more efficiently led to conflicts that later led to the development of writing, books, languages, the internet, emails, and all the variety of means and forms of communication that we humans use today.

According to Burton himself, the emotion of fear and the need for security are intimately linked. Emotion linked to that experienced by some of the participants in this study when facing a conflict generated by the language barrier.

Although it is difficult to think that at the time that a conflict of this nature arises, the parties involved, or at least those who have knowledge about the transformative approach to conflict, can notice it, it is important to start at some point that leads in the future to that type of reflection and thought occurs naturally.

It was Gandhi who said, "Man becomes great exactly in the degree in which he works for the welfare of his fellow men."

The concepts of recognition and empowerment to which the transformative approach refers allude to that phrase, the self-knowledge or self-awareness that the approach also speaks of, would give the individual the possibility of being more open to identifying erroneous attitudes about himself and about others and be willing to change.

A new approach arises because of this research; How could students acquire this knowledge if it is only shared in mediation, law, and arbitration classrooms? A great challenge without a doubt, since it requires the creation and inclusion of a new subject, not aimed at creating mediators but focused on changing the perspective of the conflict generated by the non-compliance of human needs that generate feelings of anger, fear, and depression.

Although it is true that life is not a fairy tale and utopia is a remote and unattainable place to which one always wants to reach, I am convinced by this research that to the extent that human beings satisfy these needs and recognize differences, mediation will be the best option to resolve disputes such as those generated by the language barrier.

Although conflict will always be present and human needs will never be fully met, we will have the necessary tools to deal with it without having to kill each other.

Together, these concerns highlight the importance of language as an important, transformative tool not only in reaching mediation agreements, but making individuals from various cultures to one another, and establishing inter-cultural norms of open dialogue, understanding, and peace.

Conclusion.

From this research, it can be concluded that the transformative approach, its concepts, and its theory prove to be an effective tool to address conflicts of this nature, which involves both individual and social aspects.

Through surveys, it is possible to see a part of this phenomenon. The conflicts generated by the language barrier are there, in schools, workplaces, at home, among friends, with partners, and even on the street.

They are not happy to have to share a room or house and even worse for some of them to have jobs that, according to their perception, are not worthy of their qualities and knowledge acquired in their countries of origin after years of academic and work experience and the comment that is heard most in these types of conversations is, "if only I had better English", or, "if only my level of English was better".

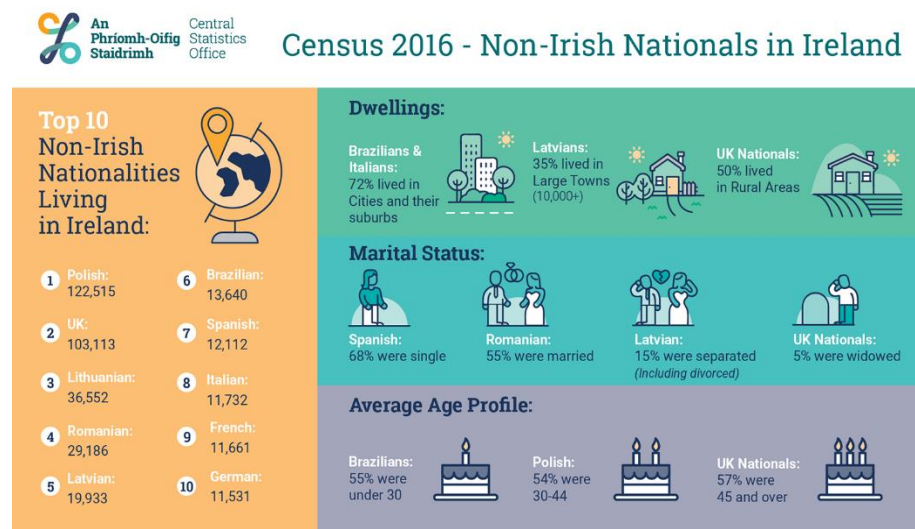
The number of Latin American students who come to Ireland looking to improve their English, traveling, or simply live new experiences is increasing and as the island spreads and becomes more known as a destination to study and work abroad, it is likely that in the future Ireland sees a significant exodus of students and migrants in search of better living conditions.

The history of Ireland is similar to some Latin American countries in relation to the conquest and eradication of the mother tongue at the hands of military and political powers, mercenaries. Empathy is possible and to a certain degree the acceptance of migrants from countries whose mother tongue is not English, however, the migratory phenomenon is not exclusive to a single country, in Ireland, but especially in Dublin, the capital, coexist people from all over the world who speak and understand the world in different ways.

According to the central office of statistics of Ireland in the population census carried out in 2016 the top 10 of non-Irish nationalities living in Ireland in the first place is Poland followed by the United Kingdom, Lithuania, Romania, and Latvia. Brazil, the only country in Latin America that appears on the list, is in sixth place. (www.cso.ie, 2018)

From this information we can said that the second most spoken language in Ireland after English is Polish, followed by the variants of the Baltic languages, Romanian, Portuguese, and Spanish in seventh place, and Italian, French, and German in the last 3 positions.

Figure 1.4 CSO statistical publication, 18 September 2018, 11am



With the growing number of students from other countries, not from Latin America but from other places in the world where the main language is not English and where for obvious reasons the culture and traditions are different, it is important to address the issue of conflict generated by that barrier and how to deal with it in the best way.

social conflicts escalate more and more easily. social institutions act more and more against the values of solidarity, collaboration and peace replacing them with feelings such as nationalism, pride.

It is very likely that this type of conflict will continue to occur if there are differences in languages and cultures, the object is not to suppress them but to approach them differently with the help of tools such as the transformative approach in mediation to make those differences unite us more.

If this type of conflict is not considered, a state of dissatisfaction, sorrow and anger can be generated that is transferred to other aspects of life. Emotions become "bottled up" in one situation only to "explode" in another. Burton, J. 2009

It is not about dictating what the human being should and should not feel, but what the transformative theory of conflict proposes is to talk about those emotions and transform them through the process of empowerment and recognition of the other party.

Reflection.

"I now see parts of myself that I've never seen. I recognize features of myself that previously were hidden or denied."

During the development of this research, I had the opportunity to learn more about human needs, their importance, and their role in generating conflicts.

Feelings related to the primary needs of latency, self-esteem, meaning, and security are present in all human beings. Their study and analysis help to understand the conflict in human beings.

A society that is more educated and informed about these values will be a more just and equitable society in which the use of violence as a means of resolving conflicts has no place.

Thus, mediation, and particularly this approach represents, from my point of view, the panacea to resolve conflicts in a peaceful manner, but above all to generate a different awareness of how we relate and interact.

It is a kind of internal mediation because that is where the conflict arises first in the student, derived from various circumstances, some like the personal background to context. Implementing the transformative approach into this can bring more positive results in all areas from academic achievement to the student's insertion in Irish society, on a large scale a greater degree of satisfaction and happiness and therefore greater productivity and development for all parties.

This academic and educational experience that began more than a year ago has been by far one of the most enriching in my professional life that has been transforming me in each subject and in each stage of the process until this moment; the development of an investigation that seeks to help and give light to the thousands of students from other countries who come to Ireland and have to deal with enormous challenges sometimes without direction or help.

Four years ago, I found myself in a similar situation, but it was nothing more than time, the experience gained over those years, the job search, trying to break through in a society where not only language but cultural and even physiognomic aspects are different as well as an enormous willingness to understand and assimilate the language and culture that have made this research particularly special for me.

Communication, as has been said throughout all this research, is one of the fundamental aspects for a human being to feel fulfilled and to develop, in conversations with other students from various Latin American countries I have found in many cases discontent and even depression.

The search to deal with these conflicts, first internal and then external, led me to discover mediation. The Master of Arts in Dispute Resolution has opened a new door to a path of research and application of techniques and theories that help individuals and in a personal way to resolve differences in the most ecological and organic way possible.

Particularly The Transformative approach and its philosophy is fascinating and enriching. I faithfully believe that the application of these principles of empowerment and recognition can help the thousands of students, who are the object of this research, but also anyone who faces a dispute or conflict to find solutions, reach agreements and strengthen the ties and relationships between the individuals involved.

Even in the most extreme situations, in examples such as truth commissions and the restoration justice, light can be found behind the darkness.

Today I understand conflict as a natural part of human life. Burton's theory of needs, on which part of this research is also based, masterfully addresses human behavior, and explains how the lack of these needs derives in 4 main feelings, which in turn are sources of conflict.

From my personal experience and the interactions, I have had over these 4 years in Ireland with dozens of Latino students, I can say that the feeling of belonging is a constant struggle, the immediacy of current life puts too much pressure on them, to reach success quickly and spontaneously conflicts with what is really needed to achieve it, time.

I hope that those who read this work find, like me, a purpose in mediation because the conflict, although necessary, when it is not perceived as a natural issue, even necessary for personal and societal development, can fall into an endless abyss of battles that in another context could have been avoided.

“Some people may enjoy causing others to suffer, but few normal people seek suffering for its intrinsic enjoyment.”

Burton

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