NONVIOLENT COMMUNICATION AS AN APPROACH IN CLASSROOM MANAGEMENT TO ENHANCE EFL STUDENTS' ORAL PRODUCTION

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ABSTRACT

This investigation is a mixed (qualitative and quantitative), non-experimental, field and descriptive study carried out in a public coeducational institution, mixed to analyze Nonviolent communication as an approach in classroom management to enhance EFL students ' oral production. The study sample was 30 students and the techniques used were data collection were interview, and observation. The investigation was carried out in two stages. In the first phase, the oral production of the students was evaluated before applying the nonviolent communication treatment and, in the second phase, the students' progress was evaluated using the different criteria in the evaluation instrument checklist. The results show an improvement in pronunciation, vocabulary, communication skills, security, confidence, and attentiveness when pressure and teasing in the group decrease after applying non-violent communication in the classroom.

Key words*: Non-violent communication, classroom management, oral production, EFL students.*

COMUNICACIÓN NO VIOLENTA COMO UN ENFOQUE EN LA GESTIÓN DEL AULA PARA MEJORAR LA PRODUCCIÓN ORAL DE ESTUDIANTES EFL

RESUMEN

Esta investigación es un estudio mixto (cualitativo y cuantitativo), no experimental, de campo y descriptivo, llevado a cabo en una institución mixta pública para analizar la comunicación no violenta como un enfoque en la gestión del aula orientado a mejorar la producción oral de los estudiantes EFL. La muestra del estudio fue de 30 estudiantes y las técnicas utilizadas fueron la recopilación de datos mediante la entrevista y la observación. La investigación se llevó a cabo en dos etapas; en la primera fase se evaluó la producción oral de los estudiantes antes de aplicar el tratamiento de comunicación no violenta y, en la segunda fase, se evaluó el progreso de los estudiantes utilizando diferentes criterios de verificación del instrumento de evaluación. Los resultados muestran una mejora en la pronunciación, vocabulario, habilidades de comunicación, seguridad, confianza y atención cuando la presión y las burlas en el grupo disminuyen después de aplicar la comunicación no violenta en el aula.

Palabras claves: *Comunicación no violenta, gestión del aula, producción oral, estudiantes EFL.*

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1. Introducción

Learning experiences are marked by a series of factors that affect not only the academic field but all aspects of the student's life. In this way, communication is one of most important learning areas with greatest influence on the environment and personality. Since both, the social factors of the context and the personal characteristics affect the learning experience.

When these variables impinge on learning a foreign language, in this particular case English, the factors aggravated other problems such as the students' anxiety (Al-Khasawneh, 2016), their fears, the pressures to which their learning process is exposed, the teachers and students' expectations (Dewaele, 2002), the interaction between them, the attitude towards the foreign language and even the perception that the students have about their competence and ability for oral production (Ainciburu, 2017).

In this context, there are suitable cognitive strategies, both for oral production and for understanding, which can vary between individuals according to their own experiences, given that language is a code that is shared socially and that represents concepts through symbols and rules of each context. For this reason, the variety of methodological strategies that configure the current teaching-learning processes have been adapted to transform the learning scenarios, and take into account the scenarios' dynamics, which require new ways of teaching that can adapt to the student's current ways of learning.

These educational transformations are opportune to this historical moment due to the need that exists in the world's educational system to generate suitable spaces for learning that bet on school coexistence (Grau, Garca, Lopez, 2016), tolerance, inclusion, equality, respect, among other values that subsequently have lost relevance in the social contexts in which children and young people grow up (Morales & Puig, 2015).

The increase in school violence and bullying that has significantly affected the development of students has required the use of different strategies and methodologies that promote school coexistence and that can become communicational barriers that hinder the learning of a second language (Al-wossabi, 2016) (Kocaman, 2016). In this sense, Merma, Ávalos and Martínez (2018) affected a study based on the investigation of aggression that promotes coexistence programs (Conde, Azaustre and Delgado, 2015) as transforming elements.

Within the framework of this premise, Nonviolent Communication has been suggested to face learning as a useful guide that allows framing the way of expressing and listening to face the bad communication habits that prevail in various contexts, since it allows increasing the domain of language while increasing the communicative competence of the student, as well as the oral command of the second language (Ahmed and Pawar, 2018).

The transformative power that this way of communicating entails, has been outlined as a way of specifying behaviors and conditions that can affect the student in certain situations and prevent their effective or assertive expression (Rosemberg, 2019, p.3). The Nonviolent Communication model is based on the relational aspect in the educational field to promote courtesy, empathy and the generation of ideas in classroom management to optimize learning through being conscious of different emotions such us: shame, anger, frustration, fear, criticism, judgment, etc. (Samacá, 2016). Therefore, any reaction can significantly affect the process of learning, performance and even the development of personality (Pak, 2017).

Thus, the communication process from the sender-message-receiver that responds to that systemic communicational approach is depended on two main elements: the one that sends the message and the one that receives it. Considering that true communication begins when there is feedback means that the sender intends to consciously and deliberately influence another person.

Secondly, the Nonviolent Communication model contemplates the relevance of emotions to achieve harmony because, although it is proposed as a communication process, it is designed to enhance the compassionate connection and value system of the students the comprise a group in a class.

In the case of learning English as a foreign language, the classroom can easily create inhibitions and anxiety. Addressing their cause, including the student problems mentioned above, and a broader set of problems involved within a system of domination inherent in most world societies, can positively affect the outcome of teaching and learning.

That is why the current trend is oriented towards promoting "education for peace" because it contributes to positive transformation in the acquisition of knowledge, skills, predispositions and relationships between teachers and students, understanding that improved oral productions in this type of environments (Garavito, 2018). In the same way, the classroom environment also influences this process (Diazgranados et al., 2014), since students must contribute with a test, assuming the responsibility that corresponds to them for their own learning (Hooper, 2005).

The classrooms represent spaces that must maintain the suitability to fulfill the purpose of the teaching-learning process, understanding that the educational and personal categories directly influence this process. Therefore, a positive attitude, self-efficacy, as well as personal satisfaction and overcoming difficulties, are elements that are part of the personal category that despite being fundamental when learning a foreign language, once affected they can become a barrier that affects this process (Cabreras & Burgos, 2019).

Hence, the main objective of researching on the effects of using the NVC process is to find out if this methodology helps to remove barriers of fear of criticism and shame, to allow oral production of EFL students to flow freely, to foment understanding that the

role of teachers in promoting foreign language acquisition is to provide students with appropriate contexts in order to foster oral communication opportunities (Sánchez, Takaya, & Molinari, 2016). Consequently, this type of methodology demands greater attention and intervention from the teacher to configure harmonic codes that correspond to the main objectives framed in a language of peace, respect and tolerance (Ruffin, et al., 2019). Classroom management is essential in this training process (Wood, 2018), since the correct intervention of the teacher in educational practices derives from the observation, analysis and reflection made by the teacher of the initial real coexistence in the classroom to transform it in a "peaceful coexistence" that meets the needs and abilities identified in the group (Gollás, 2018) (Duta, 2015).

In this order of ideas, educational research consists of the importance of classroom management and the facilitation of routines to develop student behaviors in order to reduce conflicts and optimize learning processes while maintaining order, coexistence and motivation in their groups to be collaborative, reflective and group strategies can be applied to minimize the relational, social and structural barriers that hinder learning, involve students and improve the educational environment (Baesler and Lauricella, 2014) (Vargas & Madrigal , 2018).

In this particular, the way in which a teacher manages the classroom will affect the behavior of the students and the work they do; therefore, when positive practices are promoted, empathy and good coexistence result and bad behavior is reduced. For this reason, it is necessary for the teacher to constantly look for tools that allow the classroom to be administered effectively (Milner, 2014).

As noted above, oral production constitutes one of the primary aspects in language learning experiences today; in fact, over the years the methodologies applied to teaching a new language have been oriented to provide the student with a leading role in this process, demanding greater direct interaction between them (Beltrán, 2018).

The present study examines nonviolent communication as an approach to classroom management in order to intensify students' oral production. For this, the researcher starts from two fundamental questions on the development of this study in order to find: To what extent does the use of NVC as an approach improve the oral production of EFL students? And how do the NVC principles (observations, feelings, needs, requests) integrated into classroom management help to create a friendly environment for the oral production of EFL students?

To answer these questions, this article is addressed in different phases. First, an approach statement that allows us to address the problem and delineate the relevant aspects, action scenarios and specifications of the study phenomenon.The second phase that is approached in the development of this investigation is marked by the methodology to be used for obtaining the information and data that allow a detailed description of the proposed solution to the problem stated initially; likewise, in this phase the results that provide greater support to the study are presented to finally propose the discussion within the framework of results and the conclusions of the research.

2. Problem Statement

Non-violent communication is an integrated system of concepts and skills that fosters high-quality relationships, a positive environment and effective communication based on the integration of four fundamental components: awareness, language, communication, and the means of influence (center of non-violent communication) (Rosemberg, 2019).

Following this line, the NVC is expressed from the observations, feelings, needs and requests articulated or not (Rosenberg, 2019). Hence, oral production is a skill that is required both in teaching and learning any language; in this particular, various studies have been oriented to intensify these processes because it is one of the weaknesses that are most reported in the classroom as a result of different causes, where the student does not reach the standards when the teacher asks them to hold a conversation in different contexts.

Thus, there are studies applied in different contexts with the purpose of measuring the impact of the NVC process in each situation, such as business, medicine, social studies, counseling, catering, and school communities such as that of Connor et al. (2012), Danielsen (2005), Hopper (2015), Marlow et al. (2015), Lee et al. (2009), Woon (2016), among others. Each of these studies has shown that the use of NVC has contributed positively to each problem situation. Another important contribution is about an exploratory study entitled "Nonviolent Communication Strategies for Secondary Teachers Using a Quality Learning Circle Approach". It recognizes the importance of relationships inside of the classroom, where teachers and students support both academic and personal growth (Hooper, 2015).

Furthermore, NVC in the educational environment has been studied in various parts of the world, including Japan, Europe and the Middle East, with encouraging results (Sullivan, 2007). The little connection between NVC and oral production invites research on the elements that correlate between both variables, as suggested in the article entitled "Nonviolence begins with speech" where the researcher describes how NVC facilitates not only communication, but also its effectiveness (Dahri, Yusof & Chinedu, 2017) (Gavrilovići & Kovačević, 2018). Consequently, this type of learning is complex due to the number of factors associated with the learning process that are configured both by individual elements (personality, multiple intelligences developed, pronunciation, vocabulary, grammar, study strategies, among others) as well as external elements (school climate, group empathy, teaching techniques by the teacher) that significantly affect the student's performance level (Torres, De León & Britton, 2018).

In this context, the student's attitude is fundamental for these learning processes because the linguistic competences of a language can represent different demands on each individual. For this reason, the process of Teaching English as a Foreign Language requires to apply various strategies and methodologies that address not only pronunciation, grammar, vocabulary or writing, but also to provide an ideal learning environment with activities that enrich motivation, interest and respect for students by

removing the barriers that prevent them from achieving the fluency and security that is evident in many language learning scenarios.

As a result, this situation can generate different disturbing manifestations for the student in the classroom (teasing, rejection, tension or pressure) and negatively affect their performance. It is necessary to understand that oral production is part of the communicative process that goes beyond pronunciation and vocabulary, because it implies an active participation that is based on "tolerance and respect conducive to a coexistence that is nourished so much by dialogue like listening" (Melo, 2016).

It is in this aspect that teaching practice with a focus on non-violent communication is relevant, since it encourages not only the participation of the student who demonstrates their communication skills, but that all students in the class are invited to actively participate in this process in a multi-dimensional commitment (Christenson, et al., 2012) with actions framed in respect (listening and attending to the speaker) (Ortega, 2019) (Mărgăriţoiu and Eftimie, 2019).

There are various investigations that show how students who are evaluated in different studies by making some kind of linguistic error, denote expressions generally described as dissatisfaction, demotivation and even frustration (Madrigal & Vargas, 2015). Each teacher recognizes the importance of living together in the classroom and keeping the group of classes motivated and focus on their learning (Diperna, et al. 2016) because the resolution of the methodological strategies required to continue the process of Teaching-learning will depend on the success of interpersonal relationships within the class (Pinter, 2017), empathy and coexistence (Fray, 2018).

In addition, there is a deeper vision of classroom management, more teacher management by focusing on student learning (Diperna, et al., 2016). In this group configuration, it is necessary to promote the knowledge of each of its members to stimulate appreciation and trust among them to encourage active listening, assertive communication and non-violence (Uruñuela, 2019). For this reason, this study aims to recognize the importance of non-violent communication and the way in which teachers can start from this approach to manage oral practices in the classroom, since the positive channeling of students' emotions facilitates significantly learning a second language by activating strategies that can minimize students' vulnerability to failure and even prevent their occurrence.

From this point of view, Dr. Rosenberg, specialist in this educational approach, highlights the importance of incorporating new ways of communicating from positivity to face violent tendencies within the classroom (Rosemberg, 2019). Therefore, this research turns out to be significant due to the scarcity of studies oriented to these criteria in the field of EFL, specifically in applied linguistics.

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3. Methodology

The present study uses the research - action method from the mixed approach: both quantitative and qualitative. It is quantitative because the oral production of the student will be measured before and after the treatment, this oral production will be evaluated and qualified by the teacher in a quantitative way (Palella & Martins, 2012). On the other hand, it is qualitative, because it encompasses the perceptions of the teacher and students before and after the use of non-violent communication as an approach to EFL classroom management (Muñoz, 2015). Moreover, the investigation is in the field because the data is obtained directly from the place where the events occur without any manipulation, which generates greater validity and confidence in the information collected, since the observation is direct from the investigator. Without intermediaries, which allows studying the phenomenon (Non Violent Communication) in its natural environment (Classroom) within the framework of the proposed objectives.

The research is carried out in a public, mixed and evening institution in the city of Macas in a study group made up of the class corresponding to the Ninth year of Basic General Education that meets an age range of 14 to 15 years and has its own characteristics for this investigation defined by the researcher according to what an intentional non-probability sample represents. In this case, the inclusion criteria of this group in the research were configured by: Being a group of 30 participants, all students are at the same level of learning (second level), the achievement of classes (all students take four hours of English class per week), the participants share the same age range, the participants were evaluated in the period May/July 2019 during school hours corresponding to Tuesdays from 2:20 p.m. to 3:40 p.m. and Thursdays from 4:10 p.m. to 5:30 p.m.

Also, the data collection process is carried out in two phases according to the objectives of the study. First, the 'evaluation test technique' it involves the task of creating an oral production to be carried out in the classroom, exposing a basic situation considering the level (second level); in this particular, the results are assessed through a rubric evaluation with the students determined for such evaluation before applying the Nonviolent Communication test.

The checklist is applied by the teacher according to the variables that are to be valued as part of the incidental events for a further objective analysis. In this case, during the test, both the student who exposes and the group will be evaluated according to the following considerations (See Table 1). In this sense, it is necessary to understand that the scales of assessment of oral competence are used in various studies in order to generate greater reliability to the score given in certain evaluations that require a decision or intervention (Taylor & Galaczi, 2011). In this context, Pomposo (2016) agrees with this observation since he is aware of the need to use this type of assessment scales because it facilitates the use of descriptors to assess various individuals, assess their performance and analyze to what extent their production is tailored to specific goals.

TABLE 1

RUBRIC EVALUATION TO ORAL PRODUCTION AND NONVIOLENT COMMUNICATION

Rating Scale: Low (0) - Medium (1) - High (2) - Very High (3). Variables with a tendency to 0 (Low) will be understood as having a low incidence for the study phenomenon and variables with a tendency to 3 (Very High) will have a greater incidence in the study phenomenon.			
Student indicators	**Low (0)**	**Medium (1)**	**High (2)**	**Very High (3)**
Pronunciation				
Vocabulary				
Grammar				
Security				
Correction				
Coherence				
Communicative ability				
Motivation				
Satisfaction with results				
Group Indicators				
Rejection				
Teasing				
Pressure				
Interest				
Respect				
Tolerance				
Empathy				
Collaboration				
TOTAL				

As part of this first phase, an empathy survey is applied to the group and the instrument used is the Interpersonal Reactivity Index (See Annex 1), that provides two subscales oriented towards cognitive component and empathy and two subscales for the measurement of affective empathy. This scale created by Davis (1980) is an adaptation to Spanish that has been used in various investigations seeking to determine the level of empathy and the way in which it is inhibited by aggressive behaviors, which is ideal for the development of this investigation.

This instrument (IRI) measures four (4) dimensions of empathy (Perspective talking, fantasy, empathic concern and personal anguish) and is evaluated from 1 to 5 depending on the degree to which it describes each one, its assessment being the following: it does not describe me well, it describes me a little, it describes me well, it describes me quite well and it describes me very well. The results of this test are interpreted as follows: each of the sub-scales served in this index provides either a minimum score of zero or a maximum of 28, comparing the results obtained with the means of the tables that have been performed. Experimentally to determine the values represented through the standard deviation obtained in the initial study carried out by Mark H. Davis

The second part of the study begins once the instrument for measuring empathy in the group has been applied, starting with a continuous promotion of Nonviolent Communication during class periods for a total of thirty-two hours. Each week consists of two-hour class meetings, four days a week. The investigator will be the one who

supervises the application of the NVC principles and supervises all EFL classes during treatment. It is worth mentioning that there will be no changes to the study plans.

Once the process of applying the principles of Nonviolent Communication has been completed, the evaluation test of the same oral production is carried out, initially evaluated through the rubric /checklist that the teacher has, in order to assess both the student's performance and the performance of the group

The instrument used for the evaluation of oral production in class is an analytical rubric that allowed the recognition of the student's evolution in specific criteria related to both individual and group performance after the application of a Nonviolent Communication treatment (See table 3).

TABLE 3
RUBRIC FOR THE ANALYTICAL EVALUATION OF ORAL PRODUCTION

Criterion	Evaluation
Pronunciation	**Very High:** He communicates with relative fluency and, even if he pauses, he is able to keep pace effectively. His pronunciation is clear, although his foreign accent is evident, and he makes some mistakes. **High:** He expresses himself relatively easily, although he has doubts while looking for structures or expressions. The pronunciation is clear, although its foreign accent is evident and can present problems with some sounds. **Medium**: Use simple and very short sentences. Pauses are constant. Its pronunciation and articulation are generally quite clear and understandable, although its accent and its occasional errors can make the interlocutor try to understand it. **Low:** It only uses simple, very short, isolated and previously prepared sentences, using many pauses to search for expressions, articulate words and correct communication. Its pronunciation and articulation are only correct in memorized words and phrases. It is necessary to make an effort to understand him.
Correction and Gramar	**Very High:** Shows good grammatical control. Try to make use of complex structures. Sometimes he corrects his mistakes. **High:** Shows reasonable grammatical control. You make mistakes that don't cause misunderstanding and sometimes correct them. **Medium**: Shows relative grammatical control. You make basic mistakes, but they are not systematic. **Low:** Shows insufficient control of simple and basic structures. The mistakes you make communication very difficult.
Coherence	**Very High:** The discourse is coherent, with an appropriate use, although limited, of organizational structures, connectors and other cohesion mechanisms. If your speech is prolonged, it may show some loss of control over your speech. **High:** Make sentences linked by common connectors **Medium**: Create short sentences, linked by simple connectors. **Low:** His speech is limited and he uses almost no connectors.
Vocabulary	**Very High:** It shows a good vocabulary, which allows you to make clear descriptions and express points of view on the topics covered in the body without having to search for complex words and sentences to achieve it. **High:** His vocabulary is enough to be able to handle oral production. Sometimes he makes mistakes when trying to use more complex vocabulary. **Medium**: His vocabulary does not allow him to make descriptions or express himself clearly. You need to search for words and make mistakes. **Low:** He uses very basic words that are not enough to transmit the required information or for communication to occur. You make constant mistakes.
Communicative ability and Security	**Very High:** He talks with relative ease and efficiency, and collaborates with his interlocutor. **High:** Maintains the conversation appropriately, collaborating with his interlocutor. **Medium**: You need the partner to confirm your understanding and be able to answer simple questions and statements. **Low:** It requires the interlocutor to repeat or reformulate frequently his interventions and his answers do not always fit the questions that are asked.
Motivation and Satisfaction with results	**Very High:** The student is totally satisfied with the results and shows interest and a good attitude for the activities. **High:** Maintains enthusiasm in your presentation and shows satisfaction with the results. Sometimes he doesn't show complete satisfaction when he makes mistakes. **Medium**: You need the approval and interest of the group to maintain motivation and the satisfaction of their results responds to their performance. **Low:** Does not demonstrate enthusiasm, motivation or satisfaction with the results.

4. Results

Interpersonal Reactivity Index

The results are presented in relation to the descriptive statistics that were performed by establishing the mean and standard deviation of each scale of the test according to the dimensions served, considering the frequency of each of the responses to interpret them according to the referential results of Davis (1980). The scale to measure the IRI empathy applied to the 30 students of the Escuela General Básica 29 de Mayo, showed the following results taking into account each of the components of empathy: perspective taking (17 standard deviation of 3. 02); fantasy (18.66 standard deviation of 3.74); empathic concern 16.7 standard deviation of 3.46), personal distress (14.1 standard deviation of 3.11).

The results show that there is an empathic disposition in the study group because most students value spontaneous attempts to adopt the other's perspectives and see things from their point of view. The fantasy dimension that measures the tendency to identify characters from different fictional situations reveals in the results that students have the ability to participate in dialogues, readings and other methodologies that involve fictional characters and situations as part of learning dynamics and strategies.

In this case, the answers allow us to recognize that there is a disposition in the group to understand the feelings of others. This invites us to reflect on the feasibility of applying Nonviolent Communication in the classroom, since the students show sympathy and concern for the other. This scale reveals in its results that students determine how their classmates can feel in the face of rejection, ridicule and pressure, which allows us to understand that the group has a level of empathy capable of applying Nonviolent Communication.

In specific terms, the student in this class recognizes and accepts the emotional manifestations of his classmates, although he is slightly below the reference in relation to empathic concern and slightly above the reference to personal anguish. However, it can be indicated that although they identify with each other, the reagents are framed in somewhat hostile behaviors, which significantly affects the inhibition of the partner when demonstrating their oral productions. In addition, the student identifies the theory and the empathic needs among their classmates but manifests difficulty when putting into practice the empathic abilities, which invites us to reflect on the correspondence between thought and actions or behavior.
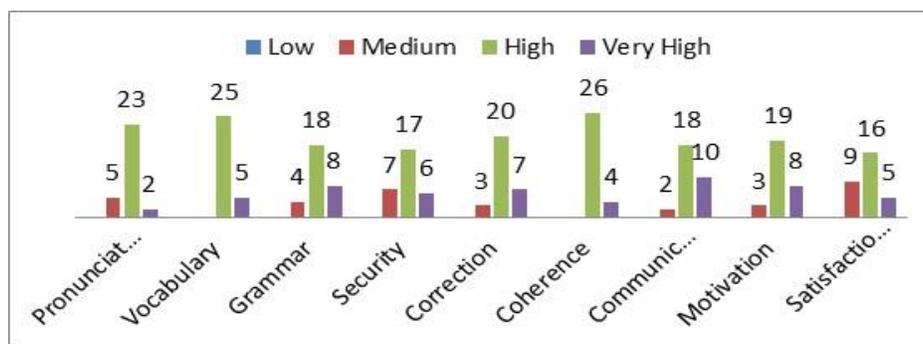
Assessment Test

Below are the results obtained in the evaluation tests that were obtained through the checklist assessed by the teacher before and after applying the Nonviolent Communication treatment in the study group, where there is evidence of an increase in the quality of the student's performance in oral production once the Nonviolent Communication treatment is applied to the class. In this particular context, the teacher exposes his evaluative perspectives regarding student performance before and after his

intervention, to show that learning processes are significant when accompanied by strategies that strengthen the student's communication skills.

The observations, the class is reluctant to participate in oral activities. There are several value judgments for the English Language. Apparently the students consider that it will not be useful in the long term. In addition, the continuous jokes between pairs hinder a normal development in the oral aspect. As for the grades is very low having to resort to academic recoveries. The Feelings, among the most evident feelings of the key participating students (exhibitors of their oral production) are frustrations, fear, insecurity, fear of being wrong, shame, stress, anger, disinterest, rejection, discrimination, sadness.

Regarding needs, teach the intervention through specific orientation actions that facilitate and guide the activities, improving the school climate within the classroom and fostering empathy in a practical and continuous way to improve the environment and behaviors in favor of the significant learning. By virtue of increasing efficiency in classroom management. Regarding the requests, the implementation of the Nonviolent Communication treatment.

Regarding the perspectives on group performance after the intervention, the teacher observes that the class has begun to become aware of their feelings towards language and towards themselves. It is interesting to note that an atmosphere of empathy and compassion has been able to make a difference in terms of the desire to participate. Also, qualifying contributions have an advance. It also notes that among the most evident feelings of the key participating students (exhibitors of their oral production) after applying the Nonviolent Communication treatment, the following stand out: personal satisfaction, support, security, trust, motivation, respect, compassion, empathy, tolerance.

GRAPHIC 1 INDIVIDUAL ASSESSMENT OF ORAL PRODUCTION BEFORE NONVIOLENT COMMUNICATION TREATMENT
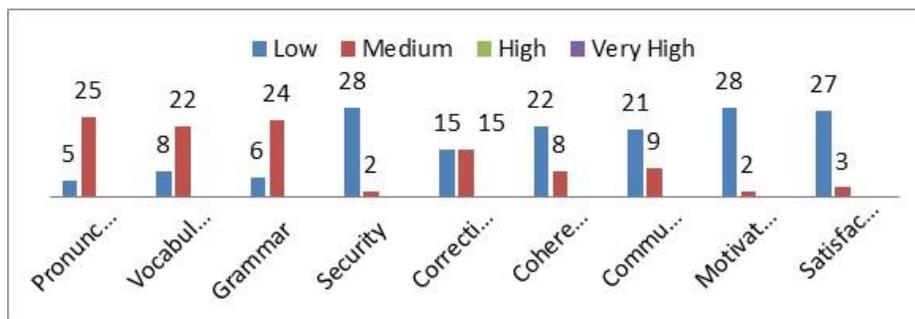
GRAPHIC 3 INDIVIDUAL ASSESSMENT OF ORAL PRODUCTION AFTER NONVIOLENT COMMUNICATION TREATMENT

TABLE 4

INDIVIDUAL PERCEPTIONS OF STUDENTS BEFORE AND AFTER APPLYING THE NONVIOLENT COMMUNICATION PROCESS

		Perceptions
1	*Before*	I don't like to speak English in class, much less in front of my classmates. I feel like they make fun of my pronunciation. What's more, every time I try it seems like I make more mistakes. When we have to practice a dialogue, I try to do it quietly.
	After	Now that we start our English class being aware of our feelings and needs together with my classmates I feel that I like to speak in English. I have the support of my classmates and teacher.
2	*Before*	I am very ashamed to pronounce the English words. I don't feel confident that I can do it. I don't like oral activities and I try to avoid them.
	After	Recognizing my need for confidence before starting English class has helped me to carry out my oral activities much more safely. Every time I make a mistake I don't feel bad, on the contrary, it is an opportunity to improve.
3	*Before*	I find it ridiculous to try to pronounce the words differently from my language. I do not like English and less oral activities. Also, I don't like having the pressure to work on time.
	After	During English classes we learned how damaging to have value judgments that isolate us from others. Appreciating a language was not an easy task, but I am learning to love the differences of another language and to try to incorporate them into my life since in the end they will be of help in my academic growth.
4	*Before*	It bothers me that I can't pronounce English words correctly. I feel like I'm not capable. The group and their jokes disqualify me and I better not even want to try.
	After	My feelings of anger have been counterbalanced to my needs and through group empathy I have felt the confidence of being able to encourage myself to pronounce the expressions given in the class.
5	*Before*	The continuous corrections of my teacher make me feel bad. I don't want to be wrong every moment and his corrections make me feel worse. I also do not like to be corrected by my colleagues so the immediate feedback does not work with me.
	After	The entire group in my class has shown compassion and empathy with my issue of corrections and now they do it so that I can receive them. I feel very comfortable participating in oral activities. What's more, I feel like I make fewer mistakes in my pronunciation.

The recognition of the feelings, emotions, and sensations that the students experience during their oral productions before and after the non-violent communication treatment, show the incidence that empathy, coexistence, tolerance, respect, acceptance, and motivation have as positive actions to reinforce learning processes. In this way, the impact and negative incidence that rejection, teasing, pressure, stress, disrespect and intolerance generate on students and their oral productions are evident.

Through these perceptions, the teacher not only shows that these actions affect the student's learning and emotional state, but also allow the teacher to evaluate progress and interpret progress in qualitative terms. This generates a deeper recognition of the benefits of non-violent communication in the classroom and the effectiveness of classroom management.

5. Discussion

The main objective of this research is to recognize non-violent communication as an approach in classroom management to improve the oral production of EFL students, therefore, it is proposed that its incorporation in the learning processes of a foreign language is a component that increases the student's communicative competence and second language oral proficiency (Ahmed & Pawar, 2018) where the student's positive personal experiences contribute to classroom learning. The results obtained in this study reveal the significant incidence that the performance of the group has on the oral production of the students at the time of making their presentations, which demonstrates the need to incorporate this type of strategy in daily teaching practices as part of the continuous classroom management.

As it is mentioned by Al-wossabi (2016); Kocaman (2016), oral production in a second language is a demanding task that faces several problems derived from the communicational barriers that may arise in the class group. Therefore, it is necessary for EFL students to take responsibility for their own learning (Al-wossabi, 2016) and teachers to promote these types of strategies (Hooper, 2015) to increase the teaching strategy, avoid value judgments and the training of self-sufficient and motivated students (Dahri, Yusof & Chinedu, 2017). Thus, this study aligns with these previous authors mentioned in the sense that non-violent communication allows promoting positive changes in the students' reactions (Madrigal & Vargas, 2012).

Moreover, it is like interactive learning in the process of teaching English "provides the opportunity for the student to feel free to ask questions, be inquisitive, contemplate and draw conclusions, socialize according to interests on any particular occasion, taking into account all their rights and duties in the process "(Gavrilovići & Kovačević, 2018), because the student also has academic objectives to fulfill. Therefore, they commit and strive not only to attend classes but to challenge themselves and work as a team to obtain the results that allow to achieve individual goals (Christenson, et al., 2012) in a

multidimensional commitment that requires participation and understanding between the links of the environment as a form of academic commitment between them.

On the other hand, Sánchez, Takaya, & Molinari, (2016) provide relevant information regarding the incidence of non-violent communication in the student's oral production and the impact the group has on these interventions. However, it does not take into account the influence that teacher behavior has on this approach, which can negatively or positively affect student participation in classes and academic performance. While, this study presents the enjoyment of the class, which depends on the positive behavior on the part of the teacher, being this a predictor of the academic and social participation of the students. In this way, Ruffin et al., (2019), supported such positive behavior which constitutes an integral instrument of classroom management in non-violent communication to create, maintain and improve an appropriate environment for learning.

It is precise to note how Garavito (2018) expresses that oral productions improve in positive environments that are promoted based on a classroom management plan defined by the teacher according to specific objectives. This study agrees not just with his notion but because of the results obtained. Also, there is a deeper vision of classroom management, greater effectiveness of the teacher at focus on student learning (Diperna, et al., 2016). Therefore, Communication is a process of constant interaction between each of the actors that participate in it (sender and receiver) that allows the transmission of ideas, opinions and information. In teaching, communication is constant between teacher and students, it is also valuable because it provides information about experiences that can nurture the learning process, even more when that communication is non-violent and focuses on the practice of positive actions that improve empathy and coexistence (Fray, 2018).

In this sense, this study agrees with Woods (2018) in the implementation of a plan with specific norms of positive behavior that is promoted from the beginning of the cycle, not only representing a disciplinary action but working as a guide for behaviors. It is fair to mention, the effective forms of communication to promote participation and eliminate obstacles that may limit student performance, as well as Duta (2015) expresses in his study.

Clearly, it is necessary to understand well-being in the classroom as an approach to involve teaching methods that actively involve students in interaction throughout creative practices while being comfortable with learning (Baesler & Lauricella, 2014). The reduction of stress and pressures in the classroom allows students to improve their oral production (Vargas & Madrigal, 2018), a premise that was evident in this study where the performance of the student who exposed their oral production after treatment was significantly improved of non-violent communication in the classroom.

Non-violent communication invites us to reflect on who we are and how we get along with others Mărgăriţoiu and Eftimie (2019) say "The process of non-violent communication leads us to focus on what we and others observe separately from our

interpretations and judgments, to connect our thoughts and feelings (that express our needs), and to be clear about what we would like to meet those needs" (p.177).

The results of this study are broadly consistent with this previous idea. Students could be able to identify their needs and work with these to face their oral productions. It is very interesting to contrast the information before the treatment and after it, where the participants put into words their perceptions. See, (table 11). These findings can contribute considerably to the development and evaluation of detection techniques, where the teacher could be able to analyze into qualitative action studies. In this way, all the results of this study present a direct practical relevance at the oral production in an EFL class.

It is recommended to carry out this type of study throughout the academic program, since one of the limitations in this research was the time and scope, so only 30 students were attended. However, it presents the nature of an action research. Therefore, it is important to understand that practice improves transformative processes in several ways, for this reason non-violent communication could be specific in teaching complex knowledge and managing emotions that require learning and unlearning assumptions and perceptions that may have violent effects in the future research.

Another study that could be approached from this research is non-violent communication to improve school coexistence in complex educational environments, understanding that teaching a second language shows that there are factors that increase the complexity of teaching. This point of view is partially expressed in the study by Ortega, (2019) as an example of how English classes can encourage and empower teachers and schools to promote peacebuilding skills that students can exercise not only in their English class, but also in their homes and communities. Also, this type of communication affects the development and management of social skills that are fundamental for EFL students, which may represent another future research niche.

Finally, this methodology is a practice that improves transformative processes in several ways, one of them is related to the teaching of difficult knowledge and the management of emotions that allow us to learn and unlearn assumptions and perceptions that can have violent effects (Lamb, 2017).

6. Conclusions

This study shows that group behavior significantly affects the oral productions on EFL students, affecting not only their academic skills in terms of pronunciation, grammar, coherence or vocabulary, but also personal skills such as safety, communication skills and satisfaction with results.

The use of clear and simple methodological instruments allows the teacher to evaluate more accurately each of the criteria specified in the rubric. In this case, the use of a checklist made it possible to evaluate individual and group indicators, weighing each student's oral production and the group's behavior towards each exposure. The criteria

used to measure, quantify and analyze the oral production of the students and the behaviors of the group allow improving the climate and school coexistence within the classroom.

By carrying out an evaluation before applying strategies to promote nonviolent communication in the classroom, it was possible to collect previous information that evidenced the need for this type of action in order to increase students' learning. In this same sense, an empathy instrument was applied, the Interpersonal Reactivity Index, which allowed measuring the level of empathic disposition to guarantee acceptance of the application of nonviolent communication strategies within the classroom.

One of the most representative findings of the study is the acceptance of this approach of nonviolent communication by the group of students, which shows that although the teacher is the manager of the classroom, the individual strength of each student could generate collective changes based on academic goals. Furthermore, it is conclusive that nonviolent communication improves students' performance in oral productions in terms of pronunciation, vocabulary, grammar correction, and coherence. In addition, it helps individual competences related to safety, motivation and communication skills.

Finally, it is worth mentioning the application of nonviolent communication in the classroom promotes values such as: respect, empathy, tolerance, interest and collaboration. This avoids the ridicule, pressure and rejection of the students while they explore oral productions, self-reflection, and individual and group corrections.

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