

**NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**The Role of English as a Foreign Language in Peace Education in  
the Kurdistan Region of Iraq**

**MASTER THESIS**

**DELAN SAMI MAAROOF**

**Nicosia  
August, 2020**

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**August, 2020**

## APPROVAL OF THE THESIS

We certify that we have read the thesis submitted by Delan Sami Maarooft titled **“The Role of English as a Foreign Language in Peace Education in the Kurdish Region of Iraq”** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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## DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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## **ACKNOWLEDGMENTS**

I would like to thank my esteemed supervisor Asst. Prof. Dr. Hanife Bensen Bostanci and joint supervisor Miss Anne Blanchflower for their invaluable supervision, support, and tutelage, which was really influential in shaping this study. My gratitude extends to the department of English language teaching, Near East University. Finally, I would like to express my gratitude to my parents, siblings, and friends. Without their tremendous understanding and encouragement in the past few years, it would be impossible for me to complete my study.

**To my parents and my siblings**

**ABSTRACT****The role of English as a Foreign Language in Peace Education in the Kurdish Region of Iraq****Delan Sami Maarroof****M. A. Program, English Language Teaching****Supervisor: Assoc. Prof. Dr. Hanife Bensen Bostanci****June 2020, 91 pages**

The study places focus on the examination of the roles of English as a foreign language (EFL) in peace education. The justifications are that traditional teaching methods lack an adequate capacity to bring about the necessary aspects that promote a peaceful life. In contrast, this study argues that EFL has the desired aspects and features needed to promote peace. Eventually, primary data collected from elementary schools in Erbil, Kurdish Region of Iraq (KRI), examines the roles and ways through which peace education can be integrated with EFL classes to enhance the quality of peace enjoyed in the KRI. The data analysis procedures were conducted using SPSS version 23. They encompassed the combined use of the mean and standard deviation to ascertain the magnitude of effects and responsiveness of the variables. Paired t-test and one-sample t-tests were conducted using the collected data to test the formulated hypotheses. The notable findings of the study revealed that English peace education programs were significantly being used for perspective, informative and awareness, and language skills-related purposes as opposed to identity purposes by both private and public elementary schools. It was also established that there were statistical differences in the four English peace education program roles among elementary students. This study's originality is embodied in the fact that it is the first of its kind to use both direct and indirect models to examine the roles of EFL in peace education. Subsequently, it was concluded that the significant challenges that hindered the active development of students' English language skills pertained to the idea that schools do not have enough resources to support English peace education.

**Keywords:** English as a foreign language, identity roles, informative and awareness roles, language skills related roles, peace education, perspective roles.

## ÖZET

### Irak'ın Kürt Bölgesi'nde Barış Eğitiminde Yabancı Dil olarak İngilizcenin Rolü

Delan Sami Maarroof

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Danışman: Yrd. Doç. Dr. Hanife Bensen Bostancı

Haziran 2020, 91 sayfa

Bu çalışma, barış eğitiminde İngilizce'nin Yabancı Dil (EFL) rolünün incelenmesine odaklanıyor. Gerekçeler, geleneksel öğretim yöntemlerinin barışçıl bir yaşamı teşvik eden gerekli yönleri meydana getirmek için yeterli kapasiteden yoksun olmasıdır. Buna karşılık, bu çalışma, EFL'nin barışı teşvik etmek için istenen yönlere ve özelliklere sahip olduğunu savunuyor. Nihayetinde, Irak'ın Kürt Bölgesi'ndeki (KRI) Erbil'deki ilkokullardan toplanan birincil veriler, KRI'da yararlanılan barışın kalitesini artırmak için barış eğitiminin EFL sınıflarıyla bütünleştirilebileceği rolleri ve yolları inceliyor. Veri analizi prosedürleri SPSS 23 kullanılarak gerçekleştirildi. Etkilerin büyüklüğünü ve değişkenlerin yanıt verebilirliğini belirlemek için ortalama ve standart sapmanın birleşik kullanımını kapsadılar. Formüle edilmiş hipotezleri test etmek için toplanan veriler kullanılarak eşleştirilmiş t-testi ve tek grup t-testleri yapılmıştır. Çalışmanın dikkate değer bulguları, İngilizce barış eğitimi programlarının hem özel hem de devlet ilköğretim okulları tarafından kimlik amaçlı değil, perspektif, bilgilendirme ve farkındalık ve dil becerileriyle ilgili amaçlarla önemli ölçüde kullanıldığını ortaya koymuştur. İlköğretim öğrencileri arasında dört İngilizce barış eğitimi programı rolünde istatistiksel farklılıklar olduğu da tespit edilmiştir. Bu çalışmanın özgünlüğü, barış eğitiminde EFL'nin rollerini incelemek için hem doğrudan hem de dolaylı modelleri kullanan türünün ilk örneği olması gerçeğinde somutlaşmıştır. Sonradan, öğrencilerin İngilizce dil becerilerinin aktif gelişimini engelleyen önemli zorlukların, okulların İngilizce barış eğitimini desteklemek için yeterli kaynaklara sahip olmadığı fikrine ait olduğu sonucuna varılmıştır.

**Anahtar kelimeler:** Yabancı dil olarak İngilizce, kimlik rolleri, bilgilendirici ve farkındalık rolleri, dil becerileriyle ilgili roller, barış eğitimi, perspektif roller.



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## LIST OF ABBREVIATIONS

<b>%:</b>	Percentage
<b>A:</b>	Agree
<b>BTEO:</b>	Bloom's Taxonomy of Educational Objectives
<b>D:</b>	Disagree
<b>DACs:</b>	Domestic Armed Conflicts.
<b>DQ:</b>	Distributed Questionnaires
<b>EFL:</b>	English as a Foreign Language
<b>ESL:</b>	English as a Second Language
<b>F:</b>	Frequency
<b>FL:</b>	Foreign Language
<b>IACs:</b>	International Armed Conflicts
<b>KRI:</b>	Kurdish Region of Iraq
<b>M:</b>	Mean Score
<b>MLT:</b>	Multiple Literacies Theory
<b>NAND:</b>	Neither Agree nor Disagree
<b>NNESCs:</b>	Non-Native English-Speaking Countries
<b>NOET:</b>	Number of EFL Teachers
<b>NOS:</b>	Number of Schools
<b>RQ:</b>	Returned Questionnaires
<b>SD:</b>	Standard Deviation
<b>SL:</b>	Second Language
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>TA:</b>	Totally Agree
<b>TD:</b>	Totally Disagree
<b>TOES:</b>	Type of Elementary School
<b>UCDP:</b>	Uppsala Conflict Data Program
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organisation

## CHAPTER I

### Introduction

This chapter provides introductory insights into the study. As such, it focuses on the background of the study, the context of the Kurdish Region of Iraq (KRI), the statement of the problem, the significance of the study, the aim of the study and the limitations of the study.

#### Background of the Study

It is of no doubt to note that peace is one of the key elements that significantly influence human beings continued existence (Zeymylas, Charalambous, Charalambous & Kendeou, 2011). With many philosophers, academicians and strategists such as Kant (1960) and Rousseau (1979) advocating for peace, one can attest to the idea that the absence of peace results in severe undesired consequences (Harris, 2004). Notable repercussions that are tied to the absence of peace include among others, death and gross human rights abuses such as sexual harassment, women and child trafficking. Available evidence on the resultant negative effects of conflicts questions the effectiveness of measures that are being enacted to promote and foster peace. For instance, Uppsala Conflict Data Program (UCDP) reports that more than 69 000 people died as a result of the combined effects of internationalized and intrastate conflicts (UCDP, 2018). The highest number of reported conflicts is presumed to have surpassed 55 in 2016 with the year 2017 being reported as the most violent years since the end of the Cold War (UCDP, 2018). All these ideas can cause one to further question and insist on evaluating methods used to promote and foster peace.

Many of the problems that are connected to violence and armed conflicts have been noted to be concentrated in a lot of non-native English-speaking countries especially in the Middle East (Dimitry, 2012; Makdisi & Silverstein, 2006). This can serve to illustrate that there exists a connection between the English language and peace. At the same time, the use of the English language in elementary schools and tertiary institutions in the KRI has grown significantly (Sofi-Karim, 2015). This creates more room to examine the link and/or the relationship between peace education and English as a foreign language (EFL) learning.



Meanwhile, suggestions are pointing out that peace education through English language learning can be utilised to deal with peace and related issues (Takkaç, 2017). A recent study by Abid (2018) reiterated the same notion and established that a peaceful life can be attained by integrating peace education through EFL classes. Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment (Salomon, 2006, p. 33). Peace education helps people to understand about social injustices and peace. This is because peace education activities promote conflict resolution that promotes peace and values such as respect for human rights, freedom and confidence. Besides, using the English language as part of measures aimed at enhancing the effectiveness of peace education is of huge importance highly beneficial. This is because the English language is a universal language that is used as a means of communication between a lot of countries around the world (Abid, 2018). Moreover, with a lot of countries engaging in dialogues on an international level, the importance of communicating with non-local networks is huge. This is because the English language has a high ability to spread information and ideas as well as engage in campaigns on the right course of action to take to promote peace (Bengio, 2016).

### **The KRI Context**

The KRI is a semi-autonomous region located in northern Iraq, bordering Iran, Turkey and Syria. It was established after the first Gulf War in 1991 and officially recognised in the 2005 Iraqi constitution following the US-led invasion of Iraq. It is a clearly defined legal and administrative area, with its own autonomous government; the Kurdish Regional Government (KRG). The KRG is in charge of its own budget and was granted extensive rights under the 2005 constitution, including the right to determine its own education system. In this study, I focus purely on the education system implemented in the KRI.

With languages such as Arabic, Kurdish Sorani and Kurdish Bandini being widely spoken in the KRI, in addition to Turkman and Syriac, it is worth considering the KRI as having language diversity. However, an equal position has not been given to minor and foreign languages especially the English language and this is in contrast to what scholars propose (Amin, 2017; Bengio, 2016; Sofi-Karim, 2015). This is based on the idea that peace and democracy are easy to attain when countries

acknowledge language plurality (Selby, 2000). In other words, the existence of multilingualism without dominant international languages such as the English language has placed so much confidence in marginalized linguistic groups (King, 2003).

Meanwhile, peace educators in the KRI have been facing a lot of challenges in choosing the best convictional language that shows the actual reality with regards to their particular convictions (Bengio, 2016; Sofi-Karim, 2015). This is because the idle if not limited use of the English language as a convictional language has been making it practically difficult to educate Kurdish people in the most appealing, volitional, emotive and non-cognitive way. This can be supported by established ideas which argue that convictional languages are important for educating people in the most appealing, volitional, emotive and non-cognitive way (Freudenstein, 2003; Simpson, 2004; Zuurdeeg, 1958). As a result, there have been some setbacks in promoting, attaining and sustaining peace, especially among Kurdish people.

On the other hand, peace and convictional language problems in the KRI can be traced to the limited use of the English language, especially in elementary schools. Related suggestions show that the English language's proper and effective use requires that the English language be taught at grass root levels (Takkaç, 2017). However, there are no studies that examine the relationship between EFL and peace education in the KRI. Therefore, this study seeks to address this issue and contribute to existing studies on peace education and EFL with regards to the KRI.

Meanwhile, there exist peace education curriculums and a notable curriculum was developed by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), (Mukhopadhyay, 2005). The peace education curriculum is divided into two parts, that is, integration with the content of various subjects taught in schools, and extramural activities during assembly (see Figure 1). Curriculum development in peace education has to follow an unconventional path. Unlike other school subjects, like mathematics or science, peace education does not derive from any known structure of knowledge. Mukhopadhyay (2005) considers it to be an interdisciplinary subject. From my experience as a teacher and student, I have come to discover that English in peace education programs is now being taught in a way that involves the various extramural activities such as discourses and debates, special lectures, seminars, reports, presentations and other activities that break the monotony of the class (see Figure 1). Other English teaching activities also

involve teaching children songs with peace content, and having a wall magazine in the class and trainees as well as students can contribute peace related poems, essays, articles, stories and important information.

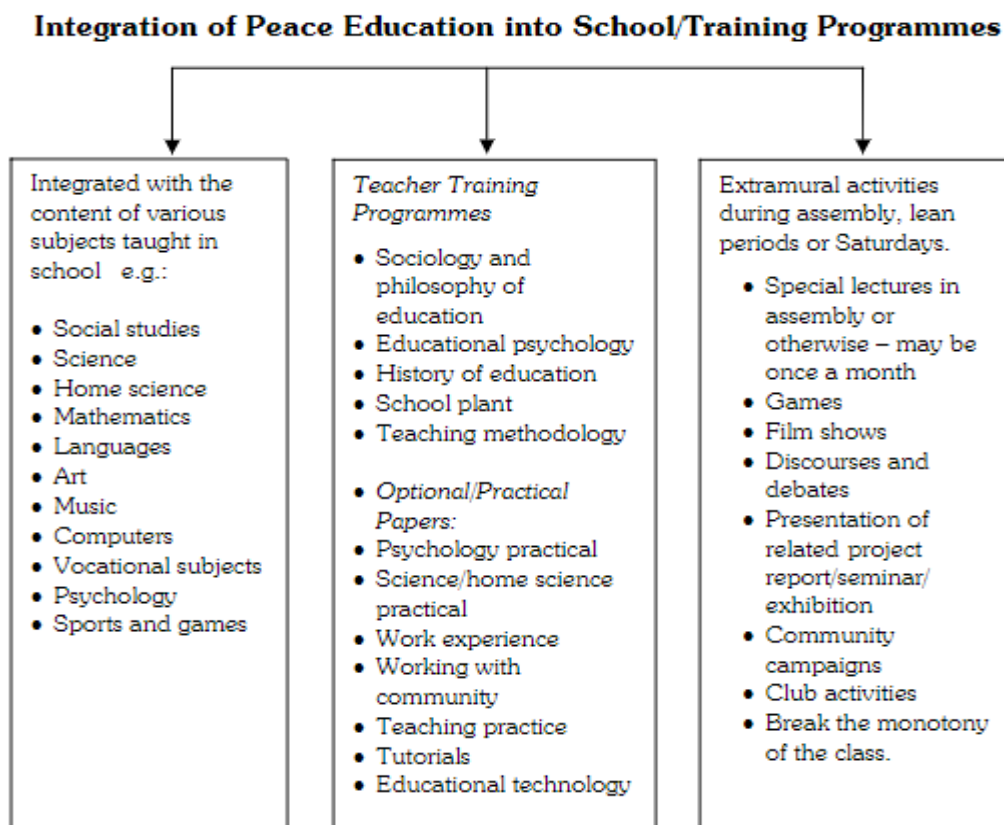


Figure 1.

*Integration of Peace Education into School Programs (Mukhopadhyay, 2005)*

### Statement of the Problem

According to Hardingham-Gill (2019), Non-Native English-Speaking Countries (NNESCs) are countries which do not use the English language as primary means of concept formation and communication. Examples of the top NNESCs include Netherlands (70.31%), Sweden (70.72%), Norway (68.38%) and Denmark (67.34%), (Hardingham-Gill, 2019). It is important to note that a lot of NNESCs especially those that are located in the Middle East are characterised by a lot of conflicts. Such conflicts range from International Armed Conflicts (IACs) to Domestic Armed Conflicts (DACs) and a notable country that is affected by this problem is the KRI (Romano & Gurses, 2014). Several suggestions were laid out to promote peace in such regions. Among the provided suggestions is the integration of

peace education in EFL classes (Abid, 2018; Harris & Morrison, 2012; Takkaç, 2017). However, the major problem is that little has been done to examine ways through which peace education can be integrated with EFL classes to promote a peaceful life. Existing studies focus on providing theoretical and untested or proven ideas about the role of EFL classes and peace education in promoting peace (Abid, 2018; Arikan, 2009; Takkaç, 2017). Secondly, the extent to which peace education will prove to be effective in promoting a peaceful life when used in EFL classes varies significantly. This is because the effectiveness of peace education varies according to the academic level of the students involved and/or engaged in peace education (Takkaç, 2017). However, studies that focus on the role of peace education and EFL classes in promoting peace especially in elementary schools are still limited (Abid, 2018; Arikan, 2009; Takkaç, 2017). This study, therefore, seeks to address this problem by empirically applying the concept of peace education in elementary schools in the KRI. It is important to promote peace because violence hinders development and shatters lives (Gur-Ze'ev, 2010). Thirdly, there have been several ethnic and cultural developments that have been limiting the effective development of students' English language skills in elementary schools in the KRI (Amin, 2017; Sofi-karim, 2015). But these problems have not yet been fully incorporated in research and their implications are still yet to be empirically examined (Kruger, 2012; Reardon, 1988; Stomfay, 1993). In overall, all these problems limit the role of peace education and EFL classes in promoting a peaceful life in NNESCs such as the KRI. As a result, there is a greater need to find ways that can be used to promote the effective use of peace education and enhance the role of EFL classes to promote peace. Thus, this study seeks to address these issues on a much broader view by drawing ideas from a selected number of elementary schools in the KRI.

### **Aim of the Study**

The main emphasis of the study is to examine the roles and/or ways through which peace education can be integrated with EFL classes to enhance the quality of peace enjoyed in the KRI. The study also seeks to accomplish the following tasks;

- Determine if there are any statistical differences in the roles of English peace education programs in elementary schools.

- Highlight challenges that are limiting the effective development of students' English language skills and the spread of peace education in elementary schools in the KRI.
- Find ways that can be used to promote peace education and enhance the role of EFL classes to promote peace in the KRI.

To be able to reach the aim, the following research questions are posed;

- 1) Are there any specific roles through which peace education can be integrated with EFL classes to enhance the quality of a life peaceful enjoyed in the KRI?
- 2) Are there any statistical differences in the roles of English peace education programs in elementary schools in the KRI?
- 3) What are the possible challenges limiting the effective development of students' English language skills and the spread of peace education in elementary schools in the KRI?
- 4) What are the possible ways that can be used to promote peace education and enhance the role of EFL classes in promoting peace in the KRI?

### **Significance of the Study**

Foremost, it is important to outline that the study offers a lot of social, empirical and practical benefits. On a social level, this study contributes not only towards promoting peace through increased awareness, but also towards improving the adoption and use of EFL in the KRI. This is because the Kurdish and Arabic languages are widely used around the KRI and this undermines the increased adoption and use of EFL. On the other hand, this study forms a good base upon which more studies on peace education in EFL classes can be developed. Hence, this study can be said to cause the development of innovative ideas that promote EFL learning and peace education. The most beneficial or huge contribution made by this study is the fact that it provides ideas that can be used to promote and foster peace in non-native English-speaking countries that are affected by a series of violence and armed conflicts.

### **Limitations of the Study**

The study is confined to the examination of the roles of EFL in peace education in northern Iraq and hence the findings of this study cannot be generalised

and applied to other regions of Iraq and the world at large. Meanwhile, it was difficult to engage the participants and making sure that the questionnaires returned on time. The major limitation that was encountered in this study is the lack of survey instruments that can be used to obtain data from the participants. That is, the study required the effective use of questionnaires and interview questions but not many details were available on related survey instruments needed to carry out this study. As a result, the research had to develop the required survey instruments using ideas established from theoretical and empirical examinations made in this study. Furthermore, the study only addresses elementary students not the whole populations and no observation methods were used to obtain the required information.

## **CHAPTER II**

### **Literature Review**

This chapter is based on the application of English as Foreign Language (EFL) and peace theoretical concepts and empirical frameworks to illustrate the roles of EFL in peace education. This is important for identifying empirical gaps in EFL and peace education and the nature of the roles it plays, especially in elementary schools.

#### **Multiple Literacies Theory and its Implications on Peace Education in EFL**

A detailed analysis of the role of EFL in peace education can be made by applying the Multiple Literacies Theory (MLT). The MLT was developed by Masny to outline that literacy is not just about learning the right language codes but also about transformation and desire' other than through continuous investment in reading the self as a text and reading the world (Masny, 2015). Besides, Masny also considered that literacies can be conceptualized as social ideas which are expressed through valuing, writing, ways of speaking, attitudes, gestures and words (Masny, 2009).

In this study, it was noted that the MLT implies that learning is not strictly based on the need to be able to write, read, listen and speak but serves as a communication tool. This also shows that EFL is a platform upon which EFL teachers can communicate ideas about peace to students. Furthermore, Cole (2013), outlined that there are events and life experiences that influence the way individuals learn. This idea shows that there are a lot of social, economic and religious aspects that influence the way individuals in a society learn or become literate. Hence, it can be said that the roles of EFL in peace education are more likely to be influenced by events and life experiences such as social, economic and religious aspects.

The MLT has a different view of 'becoming literate' and presumes that becoming literate means attaining the set standards or targets which show whether an individual has acquired the required skills, ability and proficiency in a certain target language (Masny, 2009). Hence, it can be said that the literacy of the EFL students can be determined by examining their potential to acquire the required skills, ability and proficiency in the English language. However, Cole (2012), argued being

educated or literate comprises of dimensional and multi-directional ideas of literacy that converge in language learning spaces. As a result, becoming literate especially with regards to peace education requires one to take into account various factors that affecting EFL by becoming part of the transition process from being illiterate to literate. Therefore, it can be said that numerous connections exist between EFL and peace education.

The other important thing that can be observed from the MLT is that it considers learning as a continuous process (Colebrook, 2002). This has important implications for both EFL and peace education. That is ideas, that used to work before the inception and development of EFL in peace in education are subject to change.

Classroom events are considered by the MLT as events that facilitate different forms of creativity and ‘ruptures’ among students (Masny & Waterhouse, 2010). Such ‘ruptures’ and creativeness are what causes a transformation in students’ ideas and approach to peace education. This is different from conventional learning methods which consider that the transformation process and development of language proficiency in EFL occur in a linear manner (Colebrook, 2002). But both the MLT and conventional learning methods consider that transforming from being illiterate to literate is part of learning (Masny & Cole, 2009). Hence, we can deduce that the role of EFL in peace education is to transform students from being peace illiterate to literate. However, it is important to acknowledge that learning unfolds and does not occur linearly as postulated by both the MLT and conventional learning methods.

It can be inferred that the MLT is important for examining the role of EFL in peace education because it shows that the role of EFL in peace education learning is not strictly based on the need to be able to write, read, listen and speak but rather it serves as a communication tool. The MLT can also be used to highlight that reading in EFL is not just about decoding and encoding of passages and texts about meanings but rather about connections it makes with peace education and possible transformations it causes among EFL students. Moreover, reading in EFL cannot be used as a basis of examining EFL students’ ability to grasp peace education concepts but also speaking, writing and listening skills. Besides, the MLT helps to understand that there is a collision of effects present in EFL and peace education learning and teaching. This is because it analyses the manners and processes which are used to



ensure that literate behaviour about peace can be brought together to become one with the world.

### **The Conceptualisation of Peace and Education**

Peace is means freedom from any form of disturbance (Gur-Ze'ev, 2010). This definition implies that peace has physical, emotional, and psychological aspects that are needed if peace is to prevail. Other definitions of peace depict different ways of classifying peace. For instance, Gur-Ze'ev (2010) believes that peace refers to the extent to which a given space is tranquil, be it at workplace family. Webel (2007) regarded peace as having a good collective, ethical, and personal moral values that are not affected by people and do not affect others. This definition shows that peace is an intersubjective and intrapersonal aspect influenced by a particular situation or event. Furthermore, it reveals that peace requires that change what they think, and hence EFL can be said to be another way of changing the way people think. Thus, it is imperative to note that EFL has positive effects on peace.

One of the most critical characteristics of peace can be derived from work by Cubbitt (2002), which illustrates that peace is a transitory concept that is bound to change with time. Cubbitt (2002) also states that peace originates from the dialogue. Hence, it becomes imperative to establish that EFL creates a platform upon which people will be in a position to engage in dialogues starting from elementary levels. Nevertheless, some ideas consider peace as an outcome that develops from cultural guidelines and standards and includes both contemporary and historical practices (Gur-Ze'ev, 2010).

The concept of peace has the inherent challenges that emanate from the definition of peace itself, and this poses effects on peace education and related practices. Besides, Harris (2004), established that peace as a subject is broad and that scholars disagree on the nature of problems they desire to deal with in line with the prevailing circumstances or situations. Ben-Porath (2005) also noted that the study of peace is surrounded by problems mainly because peace occurs within a place. Such differences can cause the development of substantial contrasting ideologies. Dietrich (2011), also reaffirmed this and highlighted that differences in geographical of the physical context under which peace is examined tend to reduce progress in peace education. Therefore, this shows that peace and education are based on a set of individual, cultural beliefs and backgrounds, a set of predetermined ideologies, and

have a physical of the geographical context under which they can be analysed or examined.

Furthermore, one can posit that peace education has distinct branches, each with its different theoretical foundations as to how it deals with violence. Thus, a sound integration of peace in education may require a unified approach that considers all these aspects on a broader level. However, care must be needed to ensure that the necessary guidelines need to be put in place if both direct and indirect critiques of a unified approach are addressed (Gur-Ze'ev, 2010). For instance, Zembylas and Berkerman (2013) noted that theoretical and philosophical ideas of peace are difficult to question when different aspects of peace are combined. As a result, considerations were made that peace education should include an in-depth analysis of peace education experiences, meanings, and knowledge (Bajaj, 2008). Failure to consider these ideas can affect the transformation of students' ideas. Hence, truth claims and contextual values can serve as a way of causing changes in the way students think and approach peace education and related practical matters.

Together with its specific study, the concept of peace can be improved by acknowledging its difficulty, contingency, and multiplicity. For instance, adjectives such as violence and peace, and nouns such as peace and conflict do not provide an actual picture of the world because they do not have planned order (Zembylas & Bekerman 2013).

### **The Process of Learning in the Context of EFL and Peace Education**

It is imperative to note that there are various ways of defining the term learning. Each of the existing definitions differs according to context and purpose (Biesta, 2018). Gopnik (2016) considers that learning can be defined differently regarding the underlying procedures, processes, and outcomes. Thus, in this study, learning is defined as the process of acquiring information. With particular regards to the role of English as a Foreign Language (EFL) in peace education, we can define learning as acquiring information about peace using EFL.

Using the above-given definition of learning, we can establish that the primary purpose students learn is to get information about a particular subject. Such often includes students getting well versed in particular methods and skills for use in the future. Since learning is composed of a lot of different things, there exist views that consider learning a complicated thing and a simple way of understanding the

world around us (Biesta, 2009). Adopting any particular view of learning will have implications on how teachers will teach, and students will learn. Hence, it is essential to ensure that any adopted view matches the prevailing learning conditions and students' circumstances.

Bloom (1956) developed what became well known as Bloom's Taxonomy of Educational Objectives (BTEO). The BTEO is famous for considering that learning has objectives divided into three groups: physical skills, affective skills, and (knowledge) mental skills. As such, each classification of the learning objectives has significant implications on the learning method used either in formal or informal education (Biesta, 2009). Such has led to the development of more and broader taxonomies of learning. For instance, Anderson et al. (2001) established that learning composed of six distinct classes, namely, remembering, understanding, applying, analysing, evaluating, and creating. They further considered that each of these classes is further divided into metacognitive, procedural, conceptual, and factual knowledge. These classifications are important for showing that learning is a broader concept composed of numerous activities, processes, procedures, and outcomes. Thus, in EFL and peace education, considerations can be made that both subjects have different learning methods comprising of different activities, processes, procedures, and outcomes. Therefore, EFL teachers need to choose the best learning method that yields the desired results.

Meanwhile, learning is also considered a process with a mixture or combination of experiences, feelings, and thoughts (Kolb & Fry, 1975). Such a process is believed to start with the nature of experience and then reflective thoughts, making connections and, committing and acting (Illeris, 2018). In EFL and peace education, experience implies that the students have a 'knowing experience' and an 'actual experience' of EFL and peace subject matters. Of which, EFL and peace subject matters are composed of reading, writing, speaking, and listening content materials, which students ought to have both actual and knowing experiences. Thus, the learning experience can be a process through which EFL students acquire materials and experiences that transform their consciousness about peace. Kolb and Fry (1965) established that reflective thinking bases on changes in individuals' ways of acting and habitual experience. Such changes emanate from what people see and sense (Cinnamond & Zimpher, 1990). Therefore, this shows that a sense of sight has the necessary implications for EFL students' ways of acting and habitual experience

about peace. Hence, if EFL is to play a vital role in stimulating or causing the required positive responses towards peace, it might involve using English language materials that change EFL students' ways of acting and habitual experiences. Such can be supported by Dewey's earlier suggestions in 1933, which contend that reflective thoughts are based on the acquisition of knowledge on a particular subject matter and considering the underlying related beliefs (Biesta, 2009). Such also encompasses teachers giving EFL students suggestions about potential peace education solutions in the English language. Such suggestions are crucial for guiding EFL students towards obtaining factual ideas on peace (Biesta, 2018).

On the other hand, reflective thoughts entail that EFL students can intellectualise the difficulty of dealing with peace education concepts in English. However, the reflective thought process involves a set of interconnected aspects, and thus, the thinking process may not take place as planned. Such also occurs because of differences in brain maturity between children and adults (Illeris, 2018). Thus, EFL needs to consider this aspect when conducting peace education lessons. The final process, according to Kolb and Fry is believed to be the acting part. That is, the learning process is complete when students act on a given subject matter task or requirement. However, the completion of the learning processes does not imply active learning. Such is a result of the idea that active learning is measured based on the ability to accurately recall and apply the learned ideas and methods (Gopnir, 2018). Besides, this entails that using EFL in peace education is complete when students complete given tasks but are not effective when they do not accurately recall and apply the learned ideas and methods either by reading, speaking, listening, or writing (Cinnamond & Zimpher, 1990).

### **Integration of Peace Education Teaching Methods in EFL**

Rose (1991) outlined that one crucial aspect of peace education is that it is incapable of being taught by only using education. Such is due to the conception that peace education is a complex and challenging process (Salomon, 2006). Thus, one can strongly argue that restricting peace education to one particular discipline or subject such as English as Foreign Language (EFL) is superficial. Furthermore, Harris (1990) highlighted that peace education incites violence unconsciously or consciously compared to traditional pedagogical education methods. Some

differences exist between pedagogies of peace education and traditional education and these are;

### ***Making Use of Dialogues***

Students are receivers of information and teachers as the reference of information (Maoz, 2000). EFL teachers can use dialogues to encourage students to examine the incidences of violence in the world and find the best ways of dealing with it. Such includes the use of methods such as group discussions, debates, and presentations through which students are asked and get to ask questions. Such forms of dialogues will help to improve students' speaking and listening skills.

### ***Use of Cooperative Learning***

Traditional classrooms have a problem of dividing the classroom into a competitive playground (Demir, 2011). Johnson and Johnson (2000) supported this idea and contended that traditional classrooms encourage violence because of the existence of competition amongst the students. Classroom competition undermines social and individual relationships between students, their parents, and other members of society. EFL teachers can encourage EFL students to engage in cooperative learning to breakdown the competitive process, which provokes violence.

### ***Approval or Weakness***

EFL teachers provide students with information during the learning process. Additionally, Orjuela (2003) established that students acquire behavioural norms during teaching. Problems are surrounding the traditional classrooms because they tend to punish students when they fail to act in line with the given instructions or disobey (Torsti, 2009). Thus, approval helps students to deal with their weaknesses and gain confidence in their abilities.

### ***Problem-Solving***

Students can be passive when they obtain information from the teacher without questioning the teaching process (Shuayb, 2015). Besides, teachers train students to depend on their teachers, and in doing so, they forget their values. Thus, students' ability to question issues of violence during classroom activities is determined by their ability to identify the underlying causes. Hence, problem-solving allows students to learn how to solve problems, be active in class, and not just be receivers of information.

### *Creating a Democratic Environment*

Problems can be encountered between students and teachers when teachers ignore the distinct opinions because of their authoritative teaching methods. Clarke-Habibi (2005) observed that teachers always seek to convince their students that teachers are always right. This further creates problems because it causes students to ignore their experiences and themselves. Thus, creating a democratic environment becomes pivotal for preventing teachers from using force on students and getting them involved in classroom activities and rules.

### **EFL Approaches and Strategies Used in Peace Education**

Approaches to peace education believe that not all possible changes are achievable through education (Rose, 1991). As a result, this implies that it is practically impossible to bring about all the necessary changes in individual behaviours to promote peace through education. As a result, Rose suggests that the best way to deal with this situation is to focus on a particular group, which in this case, are elementary schools. Furthermore, Rose also suggested focusing on a specific discipline, which in this case, is English as Foreign Language (EFL). Hence, approaches or strategies required to educate school children about peace mainly focus on the use of EFL in elementary schools. Harris (1990) was in support of ideas that showed that peace education unconsciously and consciously provokes violence. The following peace education and traditional education pedagogies can be used as part of strategies to teach elementary students about peace:

**Making Use of Dialogue.** Traditional education methods always consider students as receivers of information and teachers as the source of information (Masny, 2015). As a result, traditional education methods will be ineffective and incapable of triggering the desired response and behaviour to promote peace (Masny & Cole, 2009). This is because they do not provide a platform for students to examine the nature of violence encountered in their societies and discuss possible solutions. Thus, EFL provides a platform upon which the teacher promotes two-way communication and is a facilitator of the communication process. In other words, dialogues have a way of making sure that the teacher does not always dictate what needs to be done but instead allows students to share their ideas freely. Dialogues are thus a form of two-way communication designed to get a balanced view of how two or more different think about a particular situation. In this way, EFL teachers can use

dialogues to allow students to express their thoughts about violence and suggest possible measures to promote peace.

**Encouraging Cooperative Learning.** Cooperative learning is necessary for addressing competition problems among students. Some studies consider traditional education as having problems encouraging competition amongst students (Cubbitt, 2002; Masny & Waterhouse, 2010). Of which competition was identified as the chief cause of violence (Zembylas & Bekerman 2013). This is because competition negatively affects social and individual relationships. Thus, EFL strategies can involve the increased use of strategies that encourage cooperative learning amongst elementary students. Besides, the pedagogy of peace education assists in making sure that encouraging any competitive activities which cause structural violence is broken down (Gur-Ze' ev, 2010).

Encouraging the use of problem-solving classroom activities: It is important to note that specific environments and teaching methods can cause students to become passive. For instance, situations the use of teacher-based presentation of ideas that causes students to receive information without examining it have been established to be responsible for causing students to become passive (Masny, 2015). Thus, problem-solving will serve as an essential way of training students to depend on authority and respect others' values. In addition, problem-solving helps students to understand that the effect questioning of classroom information on peace requires a proper understanding of the causes of violence. Besides, having excellent problem-solving abilities causes students to be active not only in classes but also in their communities (Cole, 2013). But the most crucial aspect, nevertheless, the benefit of using EFL problems techniques is that problems students' focus from being passive receivers of information to active problem solvers.

**Approval or Weakness.** Observations made by Dietrich (2011) revealed that teaching is not just about providing information, but rather it is about using a hidden curriculum to instil ethical behavioural norms. In other words, EFL activities ought to have a structure that rewards good behaviour and punishes bad behaviour for promoting ethical norms. Such is stems from critiques made against traditional classroom approaches, which cause students to be powerless in traditional classroom situations (Colebrook, 2002). Instead, approval is part of EFL strategies that aim at enhancing students' confidence levels. If done correctly and effectively, approval can cause students to overcome their weaknesses. Hence, approval in EFL can punish

students for being disobedient and reward them for being obedient in a way that helps them to boost their confidence and overcome their weaknesses.

Use of democratic environments: Academic teachers are known to use authoritative teaching methods, which can prevent students from sharing their ideas (Arikan, 2009). Due to the nature of EFL, teachers have more room to use democratic teaching methods, which create more opportunities for students to express themselves. Considerations were made that EFL involves many dialogues between teachers and students, and hence, the environment itself can be considered democratic (Schugurensky, 2000). This helps students to use different ways of questioning the teacher's information and teaching methods. Authoritative styles demand students to focus on specific information and persuade students that teachers are all the time correct. Thus, studies argued that authoritative teaching styles are not always suitable, especially in circumstances that require students to share different ideas, values, and methods of doing things (Gur-Ze' ev, 2010; Reardon, 2001). Therefore, it is clear that using authoritative teaching styles in peace education is ineffective and will not provide the desired results. Therefore, this study argues that democratic, EFL teaching methods be used in peace education to enhance flexibility in learning. This is important for preventing teachers from using force against students and creating a platform for students to get involved in classroom rules. Ultimately, this will cause students not to ignore themselves and their learning experiences.

Meanwhile, it is essential to note that EFL strategies can be used in peace education to develop an effective peace education curriculum. Such is due to the idea that EFL involves many learning aspects, such as language registers, which teach students how to develop the best response, attitudes, and competencies needed to improve cooperation (Schugurensky, 2000). Besides, EFL teaching strategies can be combined with Johnson and Johnson's five curriculum development steps to produce an effective peace education curriculum (Johnson & Johnson, 2006). According to Johnson and Johnson, an effective peace education curriculum comprises the following steps:

- 1) Setting up a compulsory education system to gather social diversity,
- 2) Establishing mutual dependences as the basis of a peaceful society and helping students to develop attitudes and competencies necessary for cooperation,



- 3) Teaching students how to make peaceful political speeches while making certain difficult decisions.
- 4) Teaching students how to demonstrate peaceful attitudes.
- 5) Transferring citizenship values to students.

### **Peace Education in Foreign Language Classrooms**

EFL and ESL course materials can be delivered in the target language other than the local languages (Duckworth et al., 2012). That is, that peace education materials are administered to students in the English language and not in any other language like Arabic and Kurdish as in the case in Kurdish Region of Iraq (Amin, 2017). Nagler (2004), established that conducting courses in the English language helps to develop a global spirit among learners. This was supported by ideas provided by Tulgar (2017), who reiterated the presence of a global spirit helps to develop an international consciousness among learners. This is beneficial because it helps to illustrate that there is an integrative power in non-violence and disintegrative effects in violence through the creation of a global spirit.

Teaching peace in EFL is of significant importance in changing students' perspective about peace. When peace studies are restricted to the use of local languages as a medium of instruction, they can suffer from the problem of a limited perspective. Ashton (2007) considers this to be true and believes that teaching peace using instils a broader perspective among learners that peace is a global phenomenon. The benefits of EFL in peace education are numerous and they range from changes in beliefs, awareness and reflection to a level of assessment. For instance, encouraging learners to engage in English peace education learning programs provides an effective way of illustrating to learners existing peace-related relationships in the community and world at large. A study conducted by Hettler and Johnston (2009), showed that students who participate in EFL peace education programs have a high level of awareness and broader perspective about peace. It is also worthy to note that learners can be trained to be global citizens who are capable of viewing their identity and activities on a global level.

There are ideas which suggest that providing peace education content in local languages is the same as using the English language. The reason being that the programs consist of the same type of information that is just being taught in different forms of languages (Carano, 2009). However, providing EFL peace education

programs is considered to be more advantageous because course materials contain ways of teaching the four language skills, vocabulary and grammar (Arikan, 2009). Furthermore, there are ideas which suggest that expressions derived from say the English language acquaints learners with the idea that peace is an essential aspect (Nagler, 2004). Thus, the inability to use EFL in peace education can be said to reduce the ability of learners to have a glimpse look at the vocabulary and structure of the English language. This consequently increases students' ability to understand the experiences and culture of native speakers and the importance of advocating for peace.

Course materials designed for a particular subject in a target language are similar to materials designed in foreign languages (Masny & Cole 2009). This encompasses modules and books used to teach the four language skills, vocabulary and grammar. However, Arikan (2009) noted that such materials also contain meaningful and informative ways of helping learners to acquire specific knowledge. Thus, for learners to understand better about peace, expressions should be acquired from both local dialects and the target language so that they become part of the vocabulary and grammar. Thus, EFL will assist learners to see the experiences and cultures of native speakers by learning the related vocabulary and structure of the target language. Besides, native speakers of a target language can be noted to have developed phrases and verbs which emphasis on promoting peace (Duckworth et al., 2012). Meanwhile, all languages can be said to be having notable expressions that show that peace is necessary. For instance, the Turkish phrases 'Only fools believe that brothers fight with each other' shows that the nature of attitudes and behaviour people should have and how they should relate with their neighbours and siblings. Such an expression also shows that the concept of peace starts from within a family and then extends to other people within the society. Besides, there are ideas which suggest that there are a lot of English expressions on peace which learners can get accustomed to by learning the English language (Hayden, 2015). Thus, the English language can be used to enhance the quality of information on peace and good morals into the minds of the students.

The role of EFL in peace education can be looked at in the context of the four language skills. That is, EFL in the context of listening reading, writing and speaking about peace. This is based on observations which showed that the ability of students to read particular passages on peace can help to reiterate the importance and urgent

need to attain and promote peace (McLeod & Reynold's, 2010). Hence, exposing students to a lot of English peace education content will cause the students to develop a better international perspective. On the other hand, listening to English materials on goodwill, peace and global friendship in the world is also an important way of illustrating that the absence of peace makes the earth an inhabitable place (Duckworth et al., 2012).

Students can also be given English contents such as voice recordings on ways of promoting peace and the benefits of peace. McLeod and Reynold's (2010), noted that listening is an important skill that can be used by learners to have an experience of what other individuals are going through because of issues affecting the prevalence of peace. Ashton (2007) recommends that teachers should read stories on peace and related issues so that students can experience learning differently. This is important because it causes students to develop the required feelings, emotions and attitude towards peace. In other words, there are psychological benefits that are derived from having students listen to contents on peace and this will positively influence peace initiatives.

Speaking, on the other hand, is instrumental in allowing students to engage in conversations on peace. It is worthy to note that the inability of students to engage in conversations on peace in the English language, restricts their level of interaction to just domestic level of interaction. This hampers world peace initiatives and thus to promote the attainment of peace on a global scale, it is, therefore, important to teach students on how to speak a dominant target language like the English language. Ideas can be shared and discussions made simply by encouraging students to participate in English peace education lessons. Furthermore, a study by Vengoechea (2005), showed that topics like tolerance, understanding and friendship can be used as part of English-speaking training programs during classroom activities. Through speaking, students can be taught on how the desired behaviour necessary to promote peace. Speaking also allows students to share their opinion on peace but the major difference is the level of interaction at which students can share their ideas and express their views. This study, therefore, highlights that the use of EFL enables students to share their ideas and express their opinions on peace. English discussions on peace have been noted to cause students to be more tolerant of others by allowing students to engage in genuine conversation with either each other or their teachers (Ashton, 2007).

There is a strong element of reading in the study of peace education in the English language. That is, English students can be given stories on the relationships between local people and foreigners, and anecdotes of foreigners establishing relations with native people (Hayden, 2015).

### **The Role of English as a Foreign Language in Peace Education**

The main emphasis behind peace education is to assist people in developing ideas and abilities such as ethnic-empathy, tolerance, and creative thinking to promote conflict resolution and human rights protection (Tal & Rosen, 2009). In other words, peace education aims at creating a peaceful environment. Two types of models can be used to explain the roles of EFL in peace education, and these are the direct model and the indirect model developed by Tal and Rosen (2009). The main difference between the two models is that the direct model focuses on developing empathy, tolerance, and creative thinking. In contrast, the indirect model places focus on emotions and new effects (Tal & Rosen, 2009). Some studies have focused on using the direct model (Colebrook, 2002; Gur-Ze'ev, 2010; Webel, 2007), while others have shown strong preference towards the use of the indirect model (Dietrich, 2011; Masny, 2015). As a result, none of these studies has used both models to examine relatively similar ideas. Hence, this study is the first of its kind to use both models to examine the roles and/or ways through which peace education can be integrated with EFL classes to enhance the quality of peace enjoyed in KRI.

Meanwhile, observations and social experiences tend to cause individuals to develop in their mind values, schemes, and stereotypes of close interest. Further examination of the related studies showed that studies on peace education were undertaken in various countries (Orjuela, 2003; Shuayb, 2015; Torsti, 2009) using different applications and projections based on distinct perceptions on peace educations (Clarke-habibi, 2005; Demir, 2011; Maoz, 2000). This further justifies the decisions to examine the related aspects of elementary schools in Erbil. The following roles were established based on views provided by the direct model and indirect model, together with the peace education theme.

#### ***Informative and Awareness Role***

As noted from studies which critiqued traditional teaching methods, there is a lack in the amount of information and experiences students can get exposed to. This

is because traditional teachings have been established to be using teaching methods that prevent students from sharing their views, question information provided by the teacher and hinder learning (Maoz, 2000). If teachers are using authoritative teaching style, students will have less room to confirm as to whether their ideas are valid or not, and what they can do to improve their understanding and perceptions about their point of views. But because EFL involves a lot of teaching and learning activities such as high levels of student to student interactions, dialogues, debates, presentations et cetera, more information can be provided to students. This can be supported by ideas which revealed that EFL creates a platform upon which students are free to explore various areas and sources of information which enhance their understanding of a particular subject matter (Demir, 2011). Besides, EFL can be said to be in a position to enhance students' awareness of corrective behaviour, attitudes and actions that enhance cooperation and promote peace (Clarke-habibi, 2005). This can also be supported by both the direct and indirect models of peace which contend that education curriculum development programs such as EFL curriculum development have a huge capacity to bring about the desired ethnic-empathy, tolerance, creative thinking, emotions and new effects that promote peace. This is because EFL involves the use of various teaching and learning methods and tools such as language registers that aim at teaching students on the best and possible peaceful manner to approach social dialogues. In other words, EFL helps students to be aware of how their actions, behaviour and attitude will cause violence and affect peace. Furthermore, EFL strategies that focus on cooperative learning and important for enhancing students understanding and awareness levels that there is a certain level of competitive behaviour that leads to violence. Alternatively, it can be said that EFL causes students to be fully informed about their expected role in promoting peace. Moreover, EFL can be said to be in a strong position to allow students to can gain a better understanding of the importance of peace education (Torsti, 2009). This can be through increased access to updated peace education course materials written in the English language and thus enlarging their perspective beyond their national borders. This is because using local languages as a medium of instruction in peace education classes limits students' perspectives on peace (Shuayb, 2015). As a result, implementing English peace education programs will help to expose students to new and modern approaches to peace. Thus, it will be easier for EFL students to see the

importance of peace education because of the use of English as the common language. As a result, the study proposes to test the following null hypothesis;

- **H<sub>1</sub>:** There are no statistical differences in the informative and awareness roles of English peace education programs in elementary schools.

### *Perspective Roles*

It is commonly believed that being in a position to change a person's perspective places an individual in a much greater position to influence the desired responsive behaviour, attitude and actions (Orjuela, 2003). By the same idea, EFL can stand a greater chance to stimulate good responsive behaviour, attitude and actions if it can change students' thoughts and perceptions. Perceptions that are based on a particular perspective can influence a person's emotions (Tal & Rosen, 2009). Hence, EFL teachers can implement specific teaching methods that are aimed at changing students' perspective to change their emotions and attitudes towards a particular situation. As a result, various studies have been drawn to support the perspective role of EFL in peace education. For instance, a study by Tal and Rosen (2009), revealed that it is easier for EFL students to see the importance of peace education because of the use of English as the common language. Westheimer, Joel and Kahe (2004) cited that English peace education programs are necessary for changing students' behaviour and attitude towards other people. Tal-Or et al. (2002), established that the English language helps students to see peace-related issues on a global level and gain a better understanding of peace initiatives being implemented in other countries. This is mainly because EFL programs encompass the use of various teaching tools and methods which help students to be well familiar with peace-related issues affecting other countries. Moreover, EFL peace education programs can be used to teach students that violence affects everyone. Most importantly, EFL helps students to have a better understanding of methods of peace being used in other countries and how they can be used in their own country.

Therefore, the following null hypothesis can be formulated for further examination;

- **H<sub>2</sub>:** There are no statistical differences in perspective roles of English peace education programs in elementary schools.

### ***Identity Roles***

One of the most important observations about peace education was made by (Schugurensky, 2000). Believed that peace is determined by economic, spiritual, ecological, political, cultural, social and civil structures of human organisations. Furthermore, Schugurensky (2004), believed that these aspects can cause the development of epistemological and ontological questions of the meaning of life. As a result, peace education and non-peace education students can develop the need to inquire more about the following questions:

- Who are we?
- How do we identify ourselves?
- What if anything, represents us?
- To what community do we belong?
- How do we involve ourselves with others in the community?
- How does our community define violence? et cetera.

The above-listed questions are some of the ideas that highlight that peace education involves a lot of things such as identity and culture. Furthermore, (Reardon, 2001), highlighted that peace education includes the use of reflective practices and inquiry-based examinations of people's activities, values, norms and beliefs. The former involves the simultaneous use of inquiry based teaching and reflective activities during teaching programs (Maonga, 2015). The latter refers to a teaching method that devotes attention to initiation from students, co-operation, self-instruction, group work and discovery by the students (Maonga, 2015). Moreover, these aspects are the ones that shape and give people in community identity. Hence, we can establish that peace education can be more effective when it positively influences and shapes people's identity and culture.

Students are believed to be in a position of demonstrating naïve behaviour when first engaging in peace education (Colebrook, 2002). This is mainly because they consider it to be impossible to achieve peace (Schugurensky, 2000). Cole (2013) contends that one of the reasons why students may develop a naïve behaviour towards peace education is because they think it is practically impossible to change a person's identity and cultural behaviour. Hence, identity becomes a force that influences the status quo, peacebuilding, attitudes, social harmony et cetera.

Meanwhile, Zembylas and Berkerman (2013) reckon that peace education aims to create an engaged, active and informed citizenry. As a result, English as a Foreign Language (EFL) can be used as a mainstream channel of revealing the intent behind peace education. It can also be used to reveal biases, values and worldwide views of various communities around the world. This can be supported by ideas which revealed that education seeks to foster certain social purposes and ideas among adults and youths (Schugurensky, 2004). Mostly, English peace education programs have been discovered to help to shape students' identity (Cole, 2013; Colebrook, 2002; Masny, 2015). There are ideas which suggest that English peace education programs help students to better distinguish between what is morally wrong and/or right. A study by Webel (2007), established that English peace education programs cause students to examine their motives. This is because English peace education programs tend to change the way students see themselves. As a result, EFL students have a better way of knowing how they want other people to perceive them. Moreover, it is believed that students' values tend to improve when they take English peace education programs.

In overall, it can be noted that the extent to which communities can promote peace is strongly influenced by how people identify themselves in their respective communities and other communities. As a result, having inquiry-led education such as EFL helps motivate learners to raise questions themselves, and become active and reflective learners. As a result, the following null hypothesis was formulated;

- **H<sub>3</sub>:** There are no statistical differences in the identity roles of English peace education programs in elementary schools.

### ***Language Skills-Related Roles***

A series of studies reviewed in this research revealed that course materials designed for a particular subject in a target language contain meaningful and informative ways of helping learners acquire specific knowledge (Arikan, 2009; Hayden, 2015; Orjuela, 2003). Thus, for learners to understand better about peace, expressions should be acquired from both local dialects and the target language so that they become part of the vocabulary and grammar. Therefore, this study argues that EFL will assist learners to see the experiences and cultures of native speakers by learning the related vocabulary and structure of the target language. Such is evident



in a study conducted by Duckworth et al. (2012), which established that there are many English expressions on the peace that learners can get accustomed to by learning the English language. Hence, the English language can be used to enhance the quality of information on peace and good morals into the minds of the students.

Meanwhile, McLeod and Reynold (2010) observed that the role of EFL in peace education is also examinable in the context of the four language skills. That is, examining the role of EFL in peace education based on students' ability to listen, read, write, and speak about peace. For instance, McLeod and Reynold (2010) contend that students' ability to read particular passages on peace can help to reiterate the importance and urgent need to attain and promote peace. Duckworth et al. (2012), also noted that exposing students to a lot of English peace education content will cause the students to develop broader international perspectives. On the other hand, listening to English materials on goodwill, peace and global friendship in the world is also an essential way of illustrating that the absence of peace makes the earth an inhabitable place (Duckworth et al., 2012). Tal and Rosen (2009) noted that English peace education programs help to improve students' vocabulary skills by reading in the English language, listening to audios, or watching videos whilst keeping track of new vocabulary.

Students can be given English contents such as voice recordings on ways of promoting peace and the benefits of peace. Speaking, on the other hand, is instrumental in allowing students to engage in conversations on peace. The second argument of this study regards the language role of EFL in peace education. That is, students' inability to engage in conversations on peace in the English language restricts their level of interaction to just domestic level of interaction. The major disadvantage of this inability is that it reduces the effectiveness of world peace initiatives and the attainment of peace on a global scale. Hence, it is vital when teaching students how to read, listen, write, and speak a dominant target language like the English language.

Using the ideas given herein, we can thus establish that EFL peace education programs help to improve students reading skills, writing skills, listening skills, and speaking skills. Such is mainly because English peace education programs have a higher chance of improving EFL students' vocabulary, assisting with communication (Tal & Rosen, 2009). Vengoechea (2005) noted that having excellent communication skills with reading skills, writing skills, listening skills, and speaking helps avoid

misunderstandings. Furthermore, we can also note that English peace education programs are necessary for producing students who are conscious of the importance of maintaining peace. More so, we can establish that English peace education programs tend to motivate students to work hard on improving their language skills. Such is based on observation, which revealed that English peace education programs are challenging to understand if students do not have the necessary knowledge of the language used to teach peace. Consequently, the following null hypothesis can be formulated;

- **H<sub>4</sub>:** There are no statistical differences in language skills related roles of English peace education programs in elementary schools.

### **Challenges Affecting the Role of EFL in Peace Education**

Though EFL offers numerous benefits that contribute towards promoting peace, it is essential to note that there are a series of challenges that can affect its effectiveness. These challenges exist in two different forms. The first category has to do with the objectives of education. For instance, some ideas suggest that educational programs merely aim at imparting knowledge on a particular subject matter (Reardon, 2001; Schugurensky, 2000). Such alone shows that the effectiveness of educational programs by the students' informativeness and awareness nature of the related activities and programs.

Meanwhile, programs like peace education are broad and require more than just focusing on imparting knowledge to students. They intend to bring about specific behavioural and mental changes that will positively affect the communities or societies that people live in (Maoz, 2000). For this reason, there is a belief that the aim of educational programs such as English as a Foreign Language (EFL) can stand as an obstacle that limits the effectiveness of peace education programs (Demir, 2011). Peace education involves several things such as cultural values, identity, norms, economic aspirations, sociological beliefs, religious and political beliefs, et cetera. Hence, EFL's effectiveness in bringing out the desired changes that promote peace relies on the extent to which it can positively influence these aspects.

The second category of challenges that undermine the EFL role in peace education relates to circumstances or situations that govern EFL classroom activities. That is, circumstances surrounding EFL learning and teaching can act either as obstacles or advancement to peace education. One of the notable challenges that

affect the role of EFL in peace education is fear. Masny (2015) contends that fear of failure reduces students' participation in English peace education programs. Fear prevents students from reaching their full potential (Clarke-habibi, 2005). As a result, it prevents students from exploiting all their available sources of knowledge and understanding when dealing with issues related to violence and peace. Hence, effective EFL programs will be those programs that aimed at encouraging students to confront their fears. Classroom activities, such as debates, group discussions, and presentations in EFL, can serve as a platform for teachers to instill confidence in students. Such confidence is needed to confront violence and promote peace in the world (Maoz, 2000).

The other point to consider is the lack of EFL peace education materials. Academic scholars agree that vast, diverse, and innovative materials are needed to help students learn about peace (Gur-Ze' ev, 2010; Orjuela, 2003; Shuayb, 2015; Webel, 2007). This can be supported by Tal-Or et al. (2002) 's arguments, which contend that schools do not have enough resources to support English peace education. Additionally, a study by Westheimer et al. (2004), reiterated the same idea and highlighted that there is a shortage of trained teachers who can teach peace. Similarly, the belief that normal classroom activities do not adequately show the actual violent circumstances and taking place around the world (Zembylas & Bekerman 2013). Hence, using innovative techniques such as smart boards, televisions, and the internet can address such problems. However, the implementation of technology in education can be a massive problem in peace education classes. This is because of the costs involved and conditions under which they used et cetera.

It is also important to note that there is a problem of a lack of qualified and skilled peace education teachers worldwide (Orjuela, 2003). As a result, EFL students can end up lacking the necessary intellectual support to study peace. Thus, possible measures will be to conduct training programs and workshops aimed at improving teachers' understanding of peace education. Such programs can include both existing and potential peace education teachers. The problem of not using the English language in peace education is limited because students prefer using local languages when learning is insignificant (Stomfay-Stitz, 2009). Other notable problems relate to the idea that it takes time to deliver a single English peace education course (Arikan, 1993).

Despite this study, having classified the challenges affecting EFL roles in peace education, it remains important to note that there are challenges that can undermine EFL programs' effectiveness in peace education. Therefore, this calls for studies that address this issue, which is one of the primary objectives of this study.

### **Related Studies**

This study is based initially on observations pointing out that there is a lack of studies that examine the roles of peace education in Middle East countries such as the Kurdish Region of Iraq (KRI). Existing studies that address similar issues focus on countries such as India (Hasmi, 2014; Singh, 2013), America (Stomfay-Stitz, 1993), and Nigeria (Hashmi, 2014, Okanlawon et al., 2013). Therefore, this study seeks to address this issue and cover related gaps by developing ideas that specifically focus on KRI.

Tulgar (2017) used theoretical examination of peace education in the EFL classroom to illustrate the importance of foreign language teaching in peace education. The study's findings showed that the use of the English language in peace education helps to change students and broaden their perspectives on peace positively. Conclusions made from the study showed that EFL plays a vital role in peace education. Hence, this supports the idea behind this study to examine peace education in the context of elementary schools.

Salomon (2004), found that the concept of peace education causes one to question whether it is effective without fostering commitment. Of which several factors influence commitment, Masny and Waterhouse (2010) consider one of the factors related to informativeness and awareness. As a result, this entails that keeping students well informed about their roles in preventing violence and promoting peace enhances their level of commitment towards promoting peace.

Bretherton et al. (2003) found that peace education curriculum development in post-conflict contexts is ineffective and needs numerous improvements. A series of observations revealed that peoples' perspectives towards peace have greatly changed. As a result, the study mentioned the need to address issues that influence people's perspectives to engage in violence. Hence, this supports the need to include the perspective roles of EFL in peace education. Such can support ideas stating that changing people's perspectives about violence can help eradicate violence and promote peace (Zembylas & Bekerman 2013).

Singh (2013) found that identity issues are related to peace education. That is, identity plays a significant decisive role in promoting peace. This is because it causes individuals to gain a better understanding of who they are, how they identify themselves, know if anything, represents them, what community do they belong to, how they can involve themselves with others in the community (Colebrook, 2002; Gur-Ze' ev, 2010). Therefore, this shows that shaping students' identity is vital for promoting peace. Hence, EFL activities and student roles can influence students' identity to promote peace positively.

Hashmi (2014) highlighted that languages initiate positive attitudes and behaviour that promote peace. This is because languages such as EFL contain meaningful and informative ways of helping learners acquire specific knowledge about peace. Moreover, Duckworth et al. (2012), established that there are a lot of English expressions on peace which learners can get accustomed to by learning the English language. Meanwhile, a study by McLeod and Reynold (2010) revealed that the role of EFL in peace education is examinable in the context of the four language skills. That is, examining the role of EFL in peace education based on students' ability to listen, read, write, and speak about peace. Such remains unknown, and hence this study seeks to address this issue in the context of elementary schools in KRI. For instance, McLeod and Reynold (2010) contend that the ability of students to read particular passages on peace can help to reiterate the importance and urgent need to attain and promote peace.

Okanlawon et al. (2017), pointed out that possible changes in students' attitudes are linked to the level of information they have acquired, their perspective and awareness about peace education, and the extent to which they can voice their concerns about violence. This shows and highlights that the roles of EFL in peace education are classifiable into informative and awareness roles, perspective roles, and language skills related roles. Adeyemi and Salawudeen (2014), had earlier linked identity aspects and indigenous proverbs in peace education in Nigeria. Thus, highlighting that identity and cultural factors have an essential role to play in promoting peace. Hence, this study extends ideas established by Okanlawon to examine the role of EFL in peace education in elementary schools in KRI. Hence, by integrating these aspects or roles through EFL, violence can easily be eradicated, and peace attained. A study conducted by Kruger (2012) supports this idea and contends

that Teaching English to Speakers of Other Languages (TESOL) plays a significant decisive role in educating for peace.

Therefore, it is imperative to note that EFL is necessary for peace education for fulfilling awareness, informative, identity, and language skills-related roles. There are no studies that have examined these roles in the context of peace education, especially in KRI. Thus, this study's originality is evident in this notion and its ability to address these concerns.

## CHAPTER III

### Methodology

In this chapter the methodology used for conducting the primary research and explanations regarding the rationale behind it will be presented. Following this, the research design framework, the data sample used (participants) and then the data collection and analysis of the data will be explained.

#### Research Design and Procedures

A quantitative approach was used to carry out this study, defined as a research method that stresses unbiased measurements and the numerical, mathematical, or statistical analysis of data collected through surveys, questionnaires, and polls or existing data using computational methods (Savin & Howell, 2013). Such was crucial for establishing appropriate and robust ways of answering the proposed research questions and testing the formulated hypotheses. This chapter highlights the sampling procedures, data collection, and testing methods used to conduct this study. Furthermore, it provides detailed insights about how the reliability of the model variables was determined. Additionally, this also included an outline of ethical procedures taken to ensure that the study upholds the desired ethical research standards. The researcher applied for ethical approval and permission to distribute questionnaires to the private and public elementary schools before carrying out this study. The process about two weeks before the academic institution granted permission (see Appendix F) to use the questionnaire, and the KRG's Council of Ministers of Education in Erbil (see Appendix E) to conduct the research. Subsequently, the questionnaires were distributed to elementary schools in Erbil. All the elementary schools are well known and based in Erbil and hence were easy to locate. A purposive sample of forty-two teachers was considered for the purpose of this study. Hence, forty-two questionnaires were distributed to the elementary teachers as word documents via email within a period of two weeks. All the questionnaires were sent back to the researcher as scanned copies via email. Due to challenges posed by the Corona Virus pandemic, physical contact with the teachers was practically impossible. As a result, the researcher had to resort to distribute and retrieve the questionnaires using emails. The data collection and

analysis process took approximately one month to complete. All the teachers were English language teachers.

The study considered peace education as a way of getting information and values, and developing the behaviours, skills, and attitudes to live in harmony with the natural environment, others, and oneself. Differences between peace education and other educational programs emanate from the idea that peace education focuses not only on passing knowledge to students but instead seeks to change students' perspectives and instill good attitudes, values, norms, and beliefs to promote peace.

The researcher assumed that EFL students have access to updated peace education course materials. Such materials include books, videos, teacher activity books of secondary modules, community course booklet, and 'Sara's choice-a collection of stories and poetry' (International Network for Education in Emergencies, n.d). The teaching procedures involve the use of videos and games, such as those included in Appendices B and C, to help students better understand the effects of violence and the importance of promoting peace. Furthermore, the procedures include using teaching methods such as cooperative learning teaching approaches. This is because cooperative learning helps students to engage in cooperative learning to breakdown the competitive process, which provokes violence (Demir, 2011). Besides, peace education teaching methods encompass creating a democratic environment, the use of dialogues, approval or weakness, and problem-solving strategies (Maoz, 2000; Orjuela, 2003; Shuayb, 2015). Furthermore, new and modern teaching methods such as e-learning were seen to be integrated with peace education classes to enhance students' understanding and awareness of the effects of violence and the importance of peace (Shuayb, 2015). It is important to note that implementing English peace education programs will help to expose students to new and modern (innovative) approaches to peace. This is because of the increasing availability of new and modern teaching methods are now concurrent. As aforementioned in the Introduction chapter of this thesis (see Figure 1), notable examples that incorporate peace education into the curriculum include gamification (see Appendices B and C), microlearning (dramas, videos, and interviews), reflect on learning, scenario-based learning at scale. Such modern learning methods are essential because they seem help to enhance students' understanding and broadening their perspective of peace (Shuayb, 2015).



## Participants and Sampling

The participants were selected based on the application of purposive sampling and simple random sampling techniques. Purposive sampling is defined as the selection of a sample size based on the objectives of the study and features of the population (Esterberg, 2002). As a result, purposive was used in this study because it allowed the researcher to focus on schools that offer EFL and peace education lessons at the elementary level. In addition, this was important because it allowed the researcher to focus on the desired participants without spending too much attention on irrelevant individuals (Amarutanga et al., 2002). Meanwhile, the participants were selected using simple random sampling techniques and hence, each participant had an equal chance of being selected (Bryman, 2006). Thus, the study focused on three private elementary schools and two public elementary schools in Erbil, Kurdish Region of Iraq (KRI). Consequently, the study focused on the examination of 42 private and public elementary school teachers in Erbil, KRI whose teaching activities are strictly related to EFL and peace education (see Table 1).

Table 1.

### *Description of the Elementary Schools*

No.	TOES	NOS	NOET	DQ	RQ
1	Private elementary schools	3	24	24	24
2	Public elementary schools	2	18	18	18

*Key: TOES: Type of Elementary School*

*NOS: Number of Schools*

*NOET: Number of EFL Teachers*

*DQ: Distributed Questionnaires*

*RQ: Returned Questionnaires*

## Data Collection

The data was collected using a questionnaire that was developed based on related peace education themes; a series of inferences made from the literature review and expert advice provided by the academic supervisors. This proved to be time effective and convenient as it avoided problems encountered in having to seek permission to use the research questionnaire (Esterberg, 2002). The questionnaire was divided into three sections, (see Appendix A). The first section of the questionnaire was specifically designed to obtain detailed insights about the roles of

peace education in EFL classes of the selected five elementary schools in Erbil, KRI. Challenges limiting the effective development of students' English language skills and the spread of peace education in elementary schools in the KRI were catered for in the section of the questionnaire. Things to be done regarding peace education and the role of EFL teachers were addressed using section three of the questionnaire. Alternatively, section A of the questionnaire answers the main research question while the second B and C answer the second and third research questions respectively. A standard five-point Likert scale was employed for both section B and section variable elements, and the scale values were as follows, 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, and 5=strongly agree.

### **Data Analysis**

The collected data were entered into the Statistical Package for Social Sciences (SPSS) version 24. Mean scores and standard deviations were used to report the analysed data. This made it possible to compute the related descriptive statistics, to establish the magnitude and responsiveness of challenges limiting the active development of students' English language skills. This made it possible to reveal how these challenges hinder the spread of peace education in elementary schools in KRI. Data analysis results are essential in this study because they provide answers to the formulated research questions. As such, the study attempted to answer the following questions;

- 1) Are there any specific roles of peace education in EFL classes to enhance the quality of a life peaceful enjoyed in the KRI?
- 2) Are there any statistical differences in the roles of English peace education programs in elementary schools in the KRI?
- 3) What are the possible challenges limiting the effective development of students' English language skills and the spread of peace education in elementary schools in the KRI?
- 4) What are the possible ways that can be used to promote peace education and enhance the role of EFL classes in promoting peace in the KRI?

A paired sample t-test was used to determine if there were differences in the roles of English peace education programs between public and private elementary schools. The process involved pairing the peace education roles with the type of elementary

schools. Such assisted in establishing differences in usefulness and magnitude of use of peace education roles in public and private elementary schools (Masny, 2015). Additionally, such was done in conjunction with one sample t-tests which were also used to test the following null hypothesis:

- H<sub>1</sub>: There are statistical differences in the informative and awareness roles of English peace education programs in elementary schools.
- H<sub>2</sub>: There are statistical differences in perspective roles of English peace education programs in elementary schools.
- H<sub>3</sub>: There are statistical differences in the identity roles of English peace education programs in elementary schools.
- H<sub>4</sub>: There are statistical differences in language skills related roles of English peace education programs in elementary schools.

### **Ethical Considerations**

Written consent and questionnaires were sent to elementary school teachers via email (see Appendix D and Appendix E). Elementary teachers were notified that the study is voluntary and can freely opt-out at any time. Thus, by participating in the study, the elementary teachers had given consent to participate in this study. Permission was sought from the KRI Council of Ministers of Education to undertake this study in elementary schools (see Appendix E). Meanwhile, the elementary teachers were notified using written consent that the findings were strictly for academic purposes and not for any other purposes without their consent. On the other hand, ethical approval was applied before the execution of this study, and this also extended to include application to research the five elementary schools in Erbil, KRI. In other words, this study was conducted, once the ethical clearance was obtained from the Near East University (NEU) in North Cyprus (see Appendix C)

## **CHAPTER IV**

### **Findings and Discussions**

This chapter offers details of the data analysis results that were carried out with the aid of SPSS version 23, using data collected from 42 private and public elementary school teachers in Erbil, KRI. The data analysis involved the application of descriptive statistics, which were essential for determining the magnitude of effects and responsiveness of EFL in peace education. Additionally, a questionnaire was used to determine the role of and ways in which peace education can be integrated with EFL classes to enhance the quality of peace enjoyed in the Kurdish Region of Iraq. As such, the researcher established that EFL plays four primary roles in peace education (an informative and awareness role, a perspective role, an identity role, and a language skills-related role). This chapter, therefore, discusses the contributions of these EFL roles in peace education.

#### **The Roles and/or Integration of EFL Classes with Peace Education to Enhance the Quality of Peace**

##### ***Informative and Awareness Roles***

To be able to answer the first research question which sort to find ways through which English peace education classes enhance the quality of peace enjoyed in the KRI, descriptive statistics were used to analyse the collected data. The findings shown in Table 2 show that a significant number of teachers highly supported the idea that EFL keeps students fully informed about their expected role in promoting peace, as evidenced by a high variable mean of 4.26. Hence, it supports the idea that modern teaching methods embodied in EFL help increase the amount of information and experiences students can be exposed to (Maoz, 2000).

Table 2 also reveals that the elementary teachers supported the idea that using local languages as a medium of instruction in peace education classes limits students' perspectives on peace (Item 4). The associated mean value was 3.98 and meant that the teachers agreed with this idea. In other words, EFL involves many teaching and learning activities based on high levels of student to student interaction, in the form of dialogues, debates, presentations, and role play amongst others (Demir, 2011). As

a result, EFL provides more information to students, which helps them to have a broader understanding of peace, effectively widening their perspectives. This is relatively similar to the idea that EFL students can better understand the importance of peace education, as noted by a mean value of 3.90 and standard deviation. That is to say that EFL students EFL programs enhance students' capacity to access a wide range of English peace education materials. As such, they can read and enrich their understanding of peace. Furthermore, the students will be in a better position to communicate with other English speakers. Hence, they can validate their ideas, values and beliefs about peace. Consequently, it supports suggestions made by Clarke-Habibi (2005), which assert that EFL curriculum development programs have a considerable capacity to bring about the desired characteristics such as ethnic-empathy, tolerance, creative thinking, emotions, and other new effects that promote peace.

Table 2.

*Informative and Awareness Roles*

Item	Informative and awareness roles	M	SD
1	Students are fully informed about their expected role in promoting peace by providing them with the necessary course materials.	4.26	0.89
2	EFL students can gain a better understanding about the importance of peace education compared to non-EFL students.	3.90	0.96
3	EFL students have access to updated peace education course materials.	3.86	0.96
4	Using local languages as a medium of instruction in peace education classes limits students' perspectives on peace.	3.98	0.92
5	Implementing English peace education programs will help to expose students to new and modern approaches to peace.	3.83	0.93
6	It is easier for EFL students to see the importance of peace education because of the use of English as a foreign language.	3.60	1.08

*Key: M: Mean Score SD: Standard Deviation*

The teachers demonstrated that they generally agreed that it is easier for EFL students to see the importance of peace education due to the use of English as a foreign language. Such is evidenced by its lower mean value of 3.60, which mostly corresponded to the view that they agreed with this idea. Shuayb (2015), suggested

that this is possible because using local languages as a medium of instruction in peace education classes limits students' perspectives on peace due to the lack of resources available in the local languages. On the contrary, implementing English peace education programs exposes students to new and modern approaches to peace. Therefore, the results infer that it is easier for EFL students to see the importance of peace education because of the use of English as the universal language.

Furthermore, EFL strategies that focus on cooperative learning are essential for enhancing students' understanding and awareness of the fact that there is a certain level of competitive behaviour leading to violence. These findings are in line with those made by Torsti (2009), who established that EFL causes students to be fully informed about their expected role in promoting peace. Consequently, we can consider that EFL enables students to understand the importance of peace education due to their increased access to updated peace education course materials written in the English language, broadening their perspective beyond their national borders. Relatively similar suggestions regarding ideas show that EFL students have access to updated peace education course materials. Implementing English peace education programs will help to expose students to new and modern approaches to peace. The respective mean values are 3.86 and standard deviation of 0.96, which can potentially be considered as agreeing to these ideas as noted by the adopted five-point Likert scale value of 4.

### ***Perspective Roles***

Using details provided in Table 3, we can see that the teachers' responses strongly suggested that EFL peace education programs teach learners that violence affects everyone, and the related mean value is 4.21 and standard deviation of 1.00. Moreover, this was associated with a high standard deviation of 1, meaning that improvements in this area made notable contributions toward promoting peace. Therefore, this finding entails that EFL learning activities such as games, debates, video presentations, et cetera can be used in conjunction with peace education programs to change the students' perspectives and stimulate the desired responsive behaviour, attitude, and actions (Orjuela, 2003). In addition to this, violence affects everyone, hence the need to change people's perception of violence and promote peace (Tal & Rosen, 2009).

Furthermore, a relatively high mean of 4.07 and standard deviation of 0.81 was associated with suggesting that exposing students to a lot of English peace education content will cause them to develop a better international perspective. Such implies that the use of English as a language of instruction helped students see peace-related issues on a global scale and better understand peace initiatives implemented in other countries (Tal-Or et al., 2002).

Table 3.

*Perspective Roles*

Item	Perspective roles	M	SD
7	It is easier for EFL students to view violence and peace from a third-person point of views such as his, hers, he, or she.	3.81	0.89
8	English peace education programs are necessary for changing students' behaviour towards other people.	3.71	0.94
9	The English language helps students to see peace-related issues on a global level.	3.88	0.86
10	The English language helps students to gain a better understanding about peace initiatives being implemented in other countries.	3.95	0.70
11	Exposing students to a lot of English peace education content will cause the students to develop a better international perspective which is important for enhancing international efforts to promote peace.	4.07	0.81
12	EFL students are well familiar with peace-related issues affecting other countries such as terrorism, armed conflicts and human rights violations.	3.83	0.82
13	EFL peace education programs teach learners that violence affects everyone.	4.21	1.00
14	EFL helps students to have a better understanding of methods of peace being used in other countries and how they can be used in their own country.	3.88	0.83
15	EFL helps students to have a better understanding of how they can use methods of peace used in other countries in their own country.	3.72	0.78

*Key: M: Mean Score SD: Standard Deviation*

Tal and Rosen (2009) go so far as to contend that this is much easier when English is the common peace education language (Tal & Rosen, 2009). Furthermore,

we can say that EFL programs encompass the use of various teaching tools and methods to help students become more familiar with peace-related issues affecting other countries. Examples of such teaching methods teachers use to promote peace include dramas, videos, interviews, cooperative learning, approval or weakness, and dialogues. On the other hand, teaching tools that can be used by teachers use to promote peace include e-learning, gamification, microlearning, reflect on learning, scenario-based learning at scale, as noted in a study by Shuayb (2015). Other variable elements related to EFL's perspective in peace education had mean values above 3.70, suggesting that the teachers agreed with these ideas. This suggested that it is easier for EFL students to view violence and peace from a third-person perspective, such as his, hers, s/he.

The teachers can also be said to have concurred with the idea that English peace education programs are necessary for changing students' behaviour towards other people. Moreover, this suggested that the teachers agreed that the English language helps students see peace-related issues on a global level (affecting the entire world). EFL students are well familiar with peace-related issues affecting other countries, and EFL helps students to have a better understanding of methods of peace used in other countries and how to use them in their own country. The respective mean values were 3.81 (SD: 0.89), 3.71 (SD: 0.94), 3.88 (SD: 0.83), 3.83 (SD: 0.82), and 3.88 (SD: 0.83) (see Table 3). However, a low standard deviation of 0.70 related to the idea that the English language helps students to gain a better understanding of peace initiatives implemented in other countries. Thus, we can consider that improvements in this related idea had insignificant contributions to efforts to promote peace in the KRI. Such is similar to the findings established by Tal-Or, Boninger and Gleicher (2002), which contend that EFL programs encompass the use of various teaching tools and methods that help students be well familiar with peace-related issues affecting other countries. The teachers also answered that EFL helps students to have a better understanding of how they can use methods of peace used in other countries in their own country, as noted by a mean score of 3.78 and a standard deviation of 0.78. A study by regards this to be important and cites that this enhances the effectiveness of national peace initiatives.



### *Identity Roles*

Before the undertaking of this study, existing ideas showed that peace is determined by the economic, spiritual, ecological, political, cultural, social, and civil structures of human organisations. By asking questions such as “who are we”? “How do we identify ourselves”? “What if anything, represents us”? To which community do we belong”? “How do we involve ourselves with others in the community”? “How does our community define violence”? we can establish the fact that EFL helps to stimulate awareness and enforce recognition, mould, and shape people’s identities.

Table 4.

### *Identity Roles*

Item	Identity Roles	M	SD
16	English peace education programs help to shape students’ identity	3.40	1.36
17	English peace education programs help students to better distinguish between what is morally wrong and/or right.	2.88	1.40
18	English peace education programs cause students to examine their motives.	3.09	1.35
19	English peace education programs tend to change the way students see themselves.	3.45	1.31
20	EFL students have a better way of knowing how they want other people to perceive them according to set standards, values, norms and beliefs.	3.55	1.25
21	Students’ personal values tend to improve when they take English peace education programs.	3.64	1.22

*Key: M: Mean Score SD: Standard Deviation*

This study considered that EFL plays an important identity role in peace education. For this reason, questionnaires were distributed as part of this study to capture EFL identity role-related aspects of peace education, and the findings are shown in Table 4. The results demonstrate that in general, the teachers agreed to the ideas that English peace education programs help shape students’ identities, and English peace education programs cause students to examine their motives. Moreover, the teachers can be said to have agreed that English peace education

programs tend to change the way students see themselves. EFL students have a better way of knowing how they want other people to perceive them according to set standards, values, norms, and beliefs, and students' values tend to improve when they take English peace education programs (see Table 3). The mean scores of these ideas were 3.40, 3.09, 3.45, 3.55, and 3.64 with standard deviations of 1.36, 1.35, 1.31, 1.25 and 1.22 respectively, and can be said to have corresponded to a relatively high consent of agreement with such ideas. Therefore, we can suggest that peace education involves many things, including identity and culture. Such is in line with findings established by Reardon (2001), which highlighted that peace education includes the use of reflective practices and inquiry-based examinations of people's activities, values, norms, and beliefs.

Moreover, Reardon (2001) contends that these aspects are the ones that shape and give people in a community their identity. As a result, this study has successfully demonstrated that peace education can be useful as it positively influences and shapes people's identity and culture. This study suggests that this is important because identity is a force that influences people's status quo, attitudes, politics, social harmony, and peacebuilding skills, amongst other things. The findings are in line with findings established by Zembylas and Berkerman (2013), which states that peace education aims to create an engaged, active, and informed citizenry. In addition to this, English peace education programs are essential for distinguishing between what is morally wrong and right. Thus, we can claim that English peace education programs cause students to examine their motives and change how they see themselves.

### ***Language Skills-Related Roles***

The obtained univariate analysis results showed that most EFL language skills-related roles had means scores above 3.5 (see Table 5). Such entails that the teachers relatively agreed and considered that all the language skills-related roles of peace education apply to elementary schools. This supports ideas suggesting that EFL peace education programs improve students' reading and writing skills. Such is attributed to ideas suggesting that English peace education programs have a higher chance of improving EFL students' vocabulary, assisting with communication (Tal & Rosen, 2009). Besides, Duckworth et al. (2012), contends that there are many English expressions on the peace that learners can get accustomed to by learning the

English language. Furthermore, the results suggest that the teachers agreed that English peace education programs improve students' speaking skills.

Table 5.

*Language Skills-Related Roles*

Item	Language Skills-Related Roles	M	SD
22	EFL peace education programs help to improve students reading skills.	3.81	1.04
23	English peace education programs help to improve students' writing skills.	3.90	1.14
24	English peace education programs help to improve students' listening skills.	3.36	1.21
25	English peace education programs help to improve students' speaking skills.	3.90	1.01
26	English peace education programs have a greater chance of improving EFL students' vocabulary, which assists with communication and helps to avoid misunderstandings.	3.38	1.14
27	English peace education programs allow students to express themselves effortlessly in more than one way.	3.74	1.33
28	English peace education programs help to improve students' vocabulary skills by reading in the English language, listening to audios, or watching videos whilst keeping track of new vocabulary.	3.33	1.20
29	English peace education programs tend to motivate students to work hard on improving their language skills.	3.43	1.35
30	English peace education programs are difficult to understand if students do not have the necessary knowledge of the language being used to teach peace.	3.37	1.13

*Key: M: Mean Score SD: Standard Deviation*

Moreover, we can establish that English peace education programs allow students to express themselves effortlessly in more than one way. The associated mean values were 3.81, 3.90, 3.90, and 3.74 with standard deviations of 1.04, 1.14, 1.01 and 1.33, respectively. As such, it implied that the teachers supported the language role of EFL in peace education. This is in line with Hayden's (2015) findings, which suggested that for learners to understand more about peace, expressions should be acquired from both local dialects and the target language so

that they become part of the vocabulary and grammar. EFL can assist learners to better understand the experiences and cultures of native speakers (people who use the English language as primary means of concept formation and communication) by learning the related vocabulary and structure of the target language.

Additionally, Duckworth et al. (2012) established that there are many English expressions such as humanitarian law, international and domestic armed conflicts related to peace that learners can get accustomed to by learning the English language in the context of the four language skills (reading, writing, speaking and listening). In other words, we can say that the role of EFL in peace education relies on students' ability to listen, read, write, and speak about peace. It also involves students' ability to read particular passages on peace and listen to English materials on goodwill, peace, and global friendship. Other researchers also stated that this includes giving students English contents such as voice recordings on ways of promoting peace and the benefits of peace, and teaching students how to speak in the English language which is instrumental in allowing students to engage in conversations on peace (Duckworth et al., 2012; McLeod & Reynold, 2010).

Overall, we can establish that EFL peace education programs improve students reading, writing, listening, and speaking skills. We have also established that English peace education programs tend to motivate students to work hard on improving their language skills (Item 29, Table 5).

Nevertheless, there were elements of neutrality regarding suggestions that English peace education programs have a higher chance of improving EFL students' vocabulary. This includes the idea that English peace education programs improve students' vocabulary skills by reading in the English language, listening to the audio, or watching videos while keeping track of new vocabulary. The mean scores were 3.33 with a standard deviation of 1.20. This possibly implies that the teachers were somehow indifferent to EFL's role in peace education regarding these aspects.

### **Differences in the Roles of English Peace Education Programs in Elementary Schools**

The secondary aim of this study was to determine if there were differences in the roles of English peace education programs in elementary schools (research question three). This was made possible by applying paired sample t-tests, as shown

in Table 6. The results show that both implied sample t-tests null hypotheses were rejected at 5%. Therefore, the established results implied that the informative and awareness roles, perspective roles, identity roles, and language skills-related roles of EFL in peace education were significantly different in private and public elementary schools. As such, English peace education programs significantly played perspective, informative and awareness, and language skills-related roles as opposed to identity purposes. This concurs with the idea that peace education programs are most likely to differ in roles because of institutional factors (Gur-Ze' ev, 2010; Webel, 2007). That is, different institutions have got different objectives and approaches to peace education programs and hence will have different peace education curriculum designs.

Table 6.

*Differences in the Roles of English Peace Education Programs in Elementary Schools*

EFL Roles	t.	Df.	Sig. (2-tailed)
Type of school & informative and awareness role	-25.001	41	0.000
Type of school & perspective roles	-32.481	41	0.000
Type of school & identity roles	-20.991	41	0.000
Type of school & language skills-related roles	-24.480	41	0.000

*Obtained responses: Private elementary schools=24; Public elementary schools=18*

### **Hypotheses Test Results**

The study also drew attention towards examining if the established hypotheses were valid. As a result, a one-sample t-test was employed (see Table 7). The obtained p-values were less than 0.05, and this implies that the null hypothesis does not hold is rejected while the alternative hypothesis is accepted. Hence, we can reject all the null hypotheses at 5% and conclude that all the English peace education roles were statistically different among elementary students. Alternatively, we can consider that English peace education programs played different roles in the students' learning activities. Furthermore, Tulgar (2017) contends that the impact and usefulness of a learning program such as English peace education programs vary according to several factors, such as the students' attitudes, behaviour, and motivation. Hence, such differences are inevitable.

Table 7.

*Hypotheses Test Results*

	Null hypothesis	Test method	p-value	Decision
1	There are no statistical differences in the informative and awareness roles of English peace education programs among elementary students.	One sample t-test	0.00	Rejected
2	There are no statistical differences in perspective roles of English peace education programs among elementary students.	One sample t-test	0.00	Rejected
3	There are no statistical differences in the identity roles of English peace education programs among elementary students.	One sample t-test	0.00	Rejected
4	There are no statistical differences in language skills related roles of English peace education programs among elementary students.	One sample t-test	0.00	Rejected

### **Challenges Limiting the Effective Development of Students' English Language Skills**

The other main objective of the study was to determine the challenges limiting the active development of students' English language skills and the spread of peace education in elementary schools in the KRI (Research Question Three). The findings show that numerous teachers agreed that the most significant challenge hindering the active development of students' English language skills related to the idea that schools do not have enough resources to support English peace education. Such is evidenced by the obtained frequencies of 17(40.5%) and 13(31.0%) which correspond to agree and totally agree respectively.

Table 8.

*Challenges Limiting the Effective Development of Students' English Language Skills*

		TA	D	NAND	A	TA
		F (%)	F (%)	F (%)	F (%)	F (%)
31	Fear of failure reduces students' participation in English peace education programs	2 (4.8%)	1 (2.4)	12 (28.6%)	15 (35.7%)	12 (28.6%)
32	There is a lack of EFL peace education materials.	2 (7.1%)	3 (7.1%)	8 (19.0%)	13 (31.0%)	16 (31.8%)
33	EFL students lack the necessary intellectual support to study peace.	4 (9.5%)	6 (14.3%)	10 (23.8%)	15 (35.7%)	7 (16.7%)
34	Schools do not have enough resources to support English peace education.	1 (2.4%)	3 (7.1%)	8 (19.0%)	17 (40.5%)	13 (31.0%)
35	The use of English language in peace education is limited because students prefer using local languages when learning.	3 (7.1%)	7 (16.7%)	9 (21.4%)	17 (40.5%)	6 (14.3%)
36	There is a shortage of trained teachers who can teach peace education.	5 (11.9%)	2 (4.8%)	7 (16.7%)	13 (31.0%)	15 (35.7%)
37	It takes time to design and deliver a single English peace education course.	3 (7.1%)	8 (19.1%)	11 (26.2%)	12 (28.6%)	8 (19.0%)
	Absolute Total	20	30	65	102	77

Key: F: Frequency    %: Percentage    TA: Totally disagree    D: Disagree

NAND: Neither agree nor disagree    A: Agree    TA: Totally agree

Relatively similar findings were established in this study and showed that the teachers relatively agreed that there is a lack of EFL peace education materials. This is because the obtained frequencies of 13 (31.0%) and 16 (31.8%) correspond to agree and totally agree, respectively . This means that peace education materials such as books and innovative e-learning systems are inadequate to fulfill the intended academic purposes. Furthermore, this also included suggestions pointing out that the use of English in peace education is limited because students prefer using local languages when learning. This is similar to findings established by Shuayb (2015), which asserts that this is because of the dominance of Kurdish and Arabic languages, which are the primary means of communication in KRG.

The next significant problems were fear of failure with a frequency of 15 (35.7%) and 12 (28.6%) corresponding to agree and totally agree respectively (Item 31, Table 8), and the students' lack of necessary intellectual support to study peace with a frequency of 15(35.7%) and 12 (16.7%) corresponding to agree and totally agree respectively (Item 33, Table 8), This was affirmed in a study by Clarke-Habibi (2005) which highlighted that fear prevents students from exploiting all their available sources of knowledge and understanding when dealing with issues related to violence and peace. For example, teachers can help students connect to new peace education knowledge, assist students in "processing," and use examples from everyday life. The idea of teachers taking time to design and deliver a single English peace education course was the least challenging problem faced by elementary teachers with a frequency of 15 (28.6%) and 12 (19.0%) corresponding to agree and totally agree respectively. A study by Demir (2011) reaffirms that the significant challenges limiting the active development of students language skills are related to the aim of educational programs. The aim of educational programs such as English as a Foreign Language (EFL) can stand as an obstacle that limits the effectiveness of peace education programs.

### **Ways of Enhancing the Role of EFL Classes to Promote Peace in the KRI.**

The ultimate goal of this study was to find the best ways to promote peace education and enhance the role of EFL classes in promoting peace in the KRI. The teachers' responses to the questionnaire suggest that there is a need to address students' specific individual needs as noted by absolute totals of 128 and 78 corresponding to agree and totally agree respectively (see Table 9).



Table 9.

*Possible Ways of Promoting Peace Education and Enhancing the Role of EFL Classes*

	TA	D	NAND	A	TA
	F (%)	F (%)	F (%)	F (%)	F (%)
38 EFL teachers should use games to encourage students to participate in English peace education programs.	-	8 (14.3%)	12 (28.6%)	16 (38.1%)	8 (19.0%)
39 Theory, activities, case studies and games should be used to teach students about peace using EFL.	-	2 (4.8%)	12 (28.6%)	17 (38.1%)	11 (26.2%)
40 Teachers should address specific individual needs of the students to enhance the level of intellectual support needed to study peace.	-	- (0%)	12 (28.6%)	23 (54.8%)	7 (16.7%)
41 Different learning programs should be used to support English peace education such as citizenship education, human rights education, discrimination programs etc	-	1 (2.4%)	9 (21.4%)	20 (47.6%)	12 (28.6%)
42 Students should be motivated to use EFL when learning.	-	1 (2.4%)	15 (35.7%)	17 (40.5%)	9 (21.4%)
43 Existing teachers should engage in more training programs to improve their ability to teach about peace using EFL.	1 (2.4%)	1 (2.4%)	4 (9.5%)	15 (35.7%)	21 (50.0%)
44 English peace education lessons should be designed into different parts (theory, activities, case studies, games etc.) to prevent teachers from spending too much time on one aspect of learning about peace.	-	2 (4.8%)	10 (23.8%)	20 (47.6%)	10 (23.8%)
Absolute Total	1	15	74	128	78

Key: F: Frequency    %: Percentage    TA: Totally disagree    D: Disagree  
 NAND: Neither agree nor disagree    A: Agree    TA: Totally agree

The teachers also suggested that the other best possible solution was to use different learning programs to support English peace education. The findings denote

that 47.6% (F: 20) and 28.6% (F: 12) of the teachers agreed and ultimately agreed respectively that different learning programs are needed to support English peace education such as citizenship education, human rights education, and discrimination programs. These findings match related findings established by Zembylas and Bekerman (2013), which assert that the use of diverse and versatile teaching methods is essential for enhancing students' understanding.

Findings related to item 40 revealed 54.8% (F: 23) and 16.7% (F: 7) of the teachers agreed and ultimately agreed, respectively, that teachers should address specific individual needs of the students to enhance intellectual support needed to study peace. Such is in line with Hashmi's (2014) propositions, which denote that students' ability to grasp certain language concepts varies from one student to another. Hence, addressing specific individual needs ensures that all students perform better.

Furthermore, Table 9 reveals that the teachers suggested that English peace education lessons be designed into different parts (theory, activities, case studies, and games) to prevent teachers from spending too much time on one aspect of learning about peace. Such is evidenced by frequencies of 20 (47.6%), and 10 (23.8%) corresponding to agree and ultimately agreed respectively (Item 44, Table 9), similar ideas are reflected in a study by Clarke-Habibi (2005) which regards the redesigning of education curriculum as essential for improving student's outcomes (mastery of language skills).

The least possible solution pertained to the idea that existing teachers should engage in more training programs to improve their ability to teach about peace using EFL. Such is evidenced by frequencies of 15 (35.7%) and 21 (50.0%) corresponding to agree and 'totally agree' respectively (Item 43, Table 9), This is similar to propositions given by Tal-Or et al. (2002) which reiterate the importance having skilled and qualified teaching personnel to enhance the effectiveness of teaching and learning activities.

## CHAPTER V

### Conclusions and Recommendations

Much was needed to examine how peace education can be integrated with English Foreign language classes to promote a peaceful life. Existing studies in this area focus on providing theoretical and untested ideas about the role of English as a Foreign Language (EFL) classes and peace education in promoting peace (Abid, 2018; Arikan, 2009; Takkaç, 2017). We are now in a better position to determine the extent to which peace education in English can enhance existing efforts to promote a peaceful life. Based on your findings, it was noted that the effectiveness of peace education varies according to the students' academic level in peace education. As a result, this study focused on addressing such challenges and examined the roles and/or ways through which peace education can be integrated with EFL classes to enhance the quality of peace enjoyed in the KRI.

Based on the literature estimations for the region, four distinct English Foreign Language (EFL) roles (informativeness and awareness, perspective, identity, and language-related roles) were addressed in this study. The study further proceeded to determine if there were any statistical differences in the roles of English peace education programs in elementary schools. Attention was also devoted to highlighting challenges limiting the active development of students' English language skills and the spread of peace education in elementary schools in the KRI. Subsequently, this inspired efforts to find effective methods to promote peace education and enhance the role of EFL classes as an aid to promoting peace in the KRI.

### Summary of the Main Results

All the formulated null hypotheses were rejected and this implied that informative and awareness roles, perspective roles, identity roles, and language skills related roles of EFL in peace education were different for both private and public elementary schools. This study considers this to be valid because of the idea which states that institutional factors have an influence on the design and implementation of peace education programs (Gur-Ze' ev, 2010; Webel, 2007).

Furthermore, all the null hypotheses which assert that there are no statistical differences in the four English peace education program roles among elementary students were rejected. We can, therefore, conclude that all the English peace education roles were statistically different among elementary students. English peace education programs played different roles in the students' learning activities and varied according to several factors, such as students' attitudes, behaviour, and motivation. The results show that 30 out of the 42 teachers highly approved the idea that EFL keeps students fully acquainted with their expected role in promoting peace, as evidenced by a high variable mean of 4.26. This advances the idea that modern teaching methods integrated into EFL help boost the amount of information and experiences students can acquire.

The associated mean value was 3.98. Moreover, it suggested that the teachers agreed with this theory. In other words, EFL includes many teaching and learning activities that involve high levels of student-to-student interactions, dialogues, debates, and presentations. Therefore, we can claim that EFL provides students with greater access to information, which widens their perspectives and, consequently, helps them gain a deeper understanding of peace.

Additionally, EFL students can better understand the importance of peace education than other students. Such judgments support proposals made by Clarke-Habibi (2005), which declare that EFL curriculum development programs can play a crucial role in bringing about the desired ethnic-empathy, tolerance, creative thinking, emotions, and other skills that are necessary for the promotion of peace.

Feedback from the teachers demonstrated that, in general, they agreed that it is easier for EFL students to see the importance of peace education because of the use of English as the universal language. This is possible because using local languages as a medium of instruction in peace education classes limits students' perspectives on peace, due to the variety of different local languages and the lack of resources in these languages. Besides, implementing English peace education programs exposes students to new and modern approaches to peace. It is, therefore, more comfortable for EFL students to see the importance of peace education through the use of English as the universal language. The findings of this study agree with those made by Torsti (2009), which established that EFL enables students to become fully informed about their expected role in promoting peace. Therefore, we can consider that EFL facilitates students' understanding of the importance of peace

education due to increased access to updated peace education course materials written in the English language, broadening their perspective beyond their national borders.

Furthermore, the study shows that EFL peace education programs teach learners that violence harms everyone (Gur-Ze' ev, 2010). The related mean value of 4.21 was associated with a high standard deviation of 1, meaning that improvements in this area made notable contributions toward promoting peace. Hence, EFL learning activities can be used in connection with peace education programs to change the students' perspective and stimulate the desired responsive behaviour, attitude, and actions. Moreover, this is successfully shown by the established understanding that violence affects everyone, and therefore there is a need to change people's perception of violence and the importance of peace.

English peace education programs help shape students' identities and cause students to examine their motives. Additionally, the teachers admitted that English peace education programs tend to change the way students see themselves. This is because EFL students have a better way of understanding how they want other people to perceive them, and students' values tend to improve when they take English peace education programs. Apart from this, peace education covers reflective practices and inquiry-based examinations of people's activities, values, norms, and beliefs. As a result, this study has successfully illustrated that peace education can be more effective when used to positively influence and shape people's identity, culture, peacebuilding activities, attitudes, and social harmony for example.

EFL peace education programs enrich students' reading and writing skills. The teachers also agreed that English peace education programs improve students' speaking skills and are therefore necessary to produce students who are aware of the importance of maintaining peace. These results are in line with Hayden's (2015) conclusions, which hinted that for learners to understand peace better, expressions should be obtained from both local dialects and the target language so that they become part of the vocabulary and grammar. Of notable importance is the idea that EFL can assist learners to see the experiences and cultures of native speakers by learning the related vocabulary and structure of the target language. Besides, there are many English expressions concerning peace that learners can become accustomed to by learning the English language in the context of the four language

skills. Nevertheless, the results of this help us conclude that the role EFL in peace education relies on students' ability to listen, read, write, and speak about peace.

The study determined the challenges limiting the active development of students' English language skills and the spread of peace education in elementary schools in the KRI. The significant challenges that hindered students' English language skills' active development pertained to the idea that schools do not have enough resources to support English peace education. The use of English in peace education is limited because students prefer using local languages when learning as it is naturally easier for them. Additionally, the second significant problems are fear of failure and the students' lack of necessary intellectual support to study peace. The idea of teachers taking time to design and deliver a single English peace education course was the least challenge or problem faced by elementary teachers. Ultimately, we can establish that solutions are needed to promote peace education and enhance EFL classes' role to promote peace in the KRI. As a result, the next part of this study caters for possible measures or recommendations inferred from this study.

### **Recommendations**

The following recommendations are made in light of the above-established conclusions:

Schools should provide enough resources to support English peace education by encouraging more investment in education, particularly in peace education.

Students should be encouraged to use English as opposed to local languages when learning. Such efforts can involve making the use of English language mandatory in specific courses such as peace education.

Motivational programs are needed to deal with the students' fear of failure and enhance the intellectual support needed to study peace education. In addition, teachers must use different learning programs to support English peace education.

There is a need to address students' specific individual needs where possible.

English peace education lessons should be designed in different parts (theory, activities, case studies, and games) to prevent teachers from spending too much time on one aspect of learning about peace.

### **Recommendations for Further Studies**

The study was restricted to the examination of the role of EFL in peace education in elementary schools, determining challenges and solutions needed to promote peace education, and enhancing the role of EFL classes in promoting peace in the KRI. Therefore, it would be of great value to examine the underlying problem concerning other learning programs, academic levels, and countries. There has been an increase in promoting the use of the English language in high schools and colleges in KRI. Thus, future studies could examine the role of English peace education programs in high schools and colleges. Furthermore, during this study, it was noted that the use of English in peace education is limited because students prefer using local languages when learning. Hence, future studies ought to consider this aspect.

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## APPENDICES

### Appendix A

#### Peace Education Lesson Plan Activities

##### **What is the meaning of peace?**

There are separate parts to the answer according to all the dictionaries and encyclopaedias I researched. In a nutshell, Peace is law and order, absence of war, a state of harmony and mental calm.

1. Absence of war - freedom from war, or the time when a war or conflict ends
2. law and order - the absence of violence or other disturbances within a state
3. State of harmony - freedom from conflict or disagreement among people or groups of people
4. Mental calm - a state of mental calm and serenity, with no anxiety.

There are many other elements in our behaviour that come into play when we talk about peace and how it is achieved and maintained: **forgiveness, caring, sharing, positive communication, tolerance, citizenship, embracing diversity, cultural unity, caring for all living things, individuality, freedom, and so much more....**

Children learn about all of these a little bit at a time, every single day from interacting with family, their educators and the world around them. Learning to live in peace is an ongoing process of education.

The following holidays and special occasions: Peace Day, Race Unity Day and many others, can help bring awareness to all of us of how important it is to address this subject with children.

One way to include peace education regularly is through children's literature or religious readings (example: Bible Stories) that address the elements that are necessary to learn behaviour that maintains and preserves peace.

## **Materials**

Tree Craft -

MY PEACE READING WREATH / TREE or READING FOR PEACE

- \* Paper
- \* Glue or glue stick
- \* Scissors

## **Instructions and templates if applicable for:**

- \* Unity Hand Flower
- \* Unity Hand Wreath Craft
- \* Unity Tree Craft

### **Activity 1: Unity Hand Flower, Unity Hand Wreath or Unity Hand**

- \* Introduction: What is Peace and Reading for Peace:

Share with the children they are going to READ FOR PEACE. "What? A "piece of what?" They will say. You have their attention now, and this is the moment of truth, you have to discuss what is PEACE. Prepare an choose those special words for pre-schoolers, you feel just flow out of your mouth like honey, because those are the words they will remember. Every educator can formulate them according to their particular needs.

- \* Craft Activity: Select from a Unity Hand Flower, Unity Hand Wreath Craft or a Unity Tree Craft as a foundation to start Reading for Peace.

1. The instructions for the Unity Hand Wreath or Tree say to mix different shades of paint and make paint handprints, when these are dry, cut out and assemble the wreath. This method works really well with one to five children and one adult on hand.

### **Suggestions for larger groups: 6 or more**

Trace each child's hand ahead of time and cut the number of handprints needed for the craft selected on white paper or different shades of colour paper. Distribute the handprints on the day of the activity in badges of three's. The children then paint the hand cut outs, they mix another badge of paint in another shade, proceed to distribute



more handprints. Dry the handprints with a hair dryer as the children paint the next badge, and so forth.

2. Reading Peace Day: Each month read and discuss a book or online picture book to the children that addresses peace education issues or simply introduces another culture to foster cultural unity: these may have topics mentioned above in bold lettering.. Below is a short suggested reading list and these books should be available at the library or you may already have some in your home or facility. Spiritual and/or religious readings are also a great choice for home or educational facility that allows it.

3. If possible plan for a related craft or activity for each book. Then together write the title, author and date the book was read inside the palm of a handprint in the wreath craft or handprint tree craft. You may want to write a title inside the dove or on the three trunk such as: Reading for Peace or My Peace Reading Tree

#### **Alternative for Preschool:**

Make an enlargement of the three trunk template at a printing/copying establishment such as Kinko's or draw and paint one if you prefer to make a large tree. A large tree is convenient because it will allow to include many little hands on the tree to accommodate large groups.

When all the peace readings/activities have been completed at the end of the school year, make a picture of the children in front of the Peace Wreath or Peace Tree, and have a simple Peace Day celebration. Each child can receive the photo to take home with a typed list of the books s/he was read to related to peace education throughout the school year. This makes a beautiful keepsake and also parents can revisit these books with the help of the list provided.

#### **A Peace Reading List:**

Most of the books suggested below are for children between 2.5+ and 6.

Some have links to related crafts & resources (link is on the number):

1. This Is My House by Arthur Dorros (3.5+)
2. Martin Luther King Jr. first biographies for children. Here are some book recommendations:

\* Martin Luther King, Jr. (First Biographies)

\* Young Martin Luther King, Jr.: "I Have a Dream (A Troll First-Start Biography)

\* Happy Birthday, Martin Luther King

3. (Crafts). The Rainbow Fish by Marcus Pfister (2 years and above)
4. A Country Far Away by Nigel Gray (2 years and above)
5. What Is Your Language? by Debra Leventhal and Monica Wellington (2 and a half years and above)
6. A Picture Book of Anne Frank (Picture Book Biography) by David Adler and Karen Ritz (recommended for 4-8), parents and educators should assess if their four year old is ready for this book.
8. Joseph Had a Little Overcoat (Caldecott Medal Book, 2000) by Simms Tabak
9. The Colours of Us by Karen Katz
10. Title Yo! Yes? by Christopher Raschka (4 years and above)
11. The American Wei by Marion Hess Pomeranc

***Online Picture Book Stories:***

The Peace Kidz Story Center

Wonderful online picture book stories for peace education.

## Appendix B

### Cup and String Peace Game

#### Cup & String Game

<b>Purpose:</b> to work together to complete a task	<b>Group Size:</b> teams of 2-4 people
<b>Skills:</b> cooperation, problem solving, negotiation, coordination, self-control, communication	<b>Space:</b> tabletop space for multiple teams
<b>Ages:</b> 8 & up	<b>Supplies:</b> six paper or plastic cups per team, medium-sized rubber bands, spool of string or twine

**DIRECTIONS** Before playing, prepare enough rubber band tools for the group. Split the group into teams; plan for four players per tool and one for each string. (Depending on the number of people in the whole group, it is also possible for pairs to play together or to use four players with an observer or two.)

This game is easier to demonstrate than to explain, so use four volunteers and invite the rest of the group to gather around the group to watch. Place six cups and the rubber band tool on the table—or floor space—in the middle of the volunteers. Give each volunteer one string and explain that they must use the tool to stack the cups into a tower. Have the group try to move one cup, and point out how each member of the group must adjust the tension they place on the string in order for it to work effectively. After the group moves one cup, have them stop. Explain that each group will first try to stack the cups into a tower before being given additional challenges. Ask if there are

**HINT** Make the rubber band “tools” before playing. Cut four arm-length pieces of string and tie them to a rubber band, spaced evenly. See photo:

questions. If not, space groups evenly around the room and distribute supplies. Rotate around each group observing different strategies and giving new challenges, when appropriate.

**VARIATIONS** Each group will finish at a different pace. Be prepared to have additional challenges ready. It is also possible to spread the variations out over time, so that each time a group plays they will have a new challenge.

Some variations include the following:

- Stack cups in a tower.
- Stack cups in a pyramid: three on bottom, two in the middle, one on top.
- Have the group create a unique structure, then recreate it using the rubber band tool.
- Stack cups without talking.
- Stack cups with one or more players blindfolded.
- Stack cups with all players blindfolded, guided verbally by observers standing behind them.

Each variation will have its own unique challenges and will require a different set of skills. Make sure to call attention to these differences during the debrief.



## Appendix C

### Friendship Chain Peace Game

## Friendship Chain

**HINT** Encourage students to use complete sentences. One sentence is enough, but it is good practice to do more. Give them a template or sentence stem if they need help.

<b>Purpose:</b> LITERACY	<b>Group Size:</b> 10-15
<b>Skills:</b> appreciation, communication (written and verbal), cooperation	<b>Space:</b> a large space with room to move around and make a long, straight line
<b>Grades:</b> K-2	<b>Supplies:</b> construction paper, scissors, stapler or tape

**BEFORE YOU TEACH** • Cut up the pieces of construction paper into lengthwise-strips about 2-3 inches wide. Make sure that there is a variety of brightly colored strips, enough for about three or four per student (and the teacher, too!).

- If you have some students who may need help with writing, consider creating a series of sentence stems that they can respond to: "\_\_\_\_\_ is my friend. Together, we \_\_\_\_\_" or "\_\_\_\_\_ is my friend. We both \_\_\_\_\_."

**CONTEXT** Friends usually have things in common—games they like to play, foods they like to eat, other friends—but each friend is unique. This activity can be preceded by a conversation about friends and friendship in which students share some of the things that they like to do with their friends and some of the things they have in common with their friends (For example: we both like to color, we ride the same school bus, our favorite food is pizza.)

**INSTRUCTIONS**

1. Pass out 3-4 strips of construction paper to each student.
2. Explain that on each strip, students should write the name of a friend (either in the group or outside of school) and one thing that they like to do together. For example, a strip might look like this:

John. I like to color with John.

3. If students finish before the rest of the group and they want to make a friendship strip for another friend, encourage them to do so. Don't forget to make your own friendship strip to share!
4. After each student has finished at least one strip, bring the group together. Explain that each person will have a chance to share what they wrote and that together we are going to create a long Friendship Chain.
5. Begin by reading the sentence you wrote. When you have finished, show the group how to tape the ends of their strip together so that it makes a circle.
6. Have each student read their sentences aloud. When they finish, help them to tape their strips in a way that they interlock with each other, so that they make one long chain:



7. When the chain is finished, decide on a public place to display it—either in the classroom or in the school.

**HINT** If students are reluctant to read aloud, offer to help them—or have them choose another person in the class to read for them.

## Appendix D

Research Questionnaire

NEAR EAST UNIVERSITY  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

### The Role of English as Foreign Language in Peace Education Questionnaire

Dear Participant,

This study is conducted as a partial fulfilment for the requirements of a Master's degree in English Language Teaching, at the Near East University located in the Turkish Republic of Northern Cyprus (TRNC). This study examines the roles and ways through which peace education can be integrated with English as a Foreign Language (EFL) classes to promote a peaceful life in the Kurdish Region of Iraq (KRI). In this survey, we seek your views on how EFL classes affect peace education in elementary (aged 7-12 years) schools in the KRI.

Your responses will be anonymous and will never be linked to you personally. Your participation is completely voluntary, and you may withdraw at any time you want. It is expected that this survey will take about 5 minutes of your time.

Thank you for your cooperation and contribution.

#### Researcher

Delan Sami Maarroof, MSc Student  
Department of English Language  
Teaching  
Near East University  
E-mail: [dilan.maarroof@ue.edu.krd](mailto:dilan.maarroof@ue.edu.krd)

#### Thesis Supervisor

Asst. Prof. Dr. Hanife Bensen Bostanci  
Department of English Language  
Teaching  
Near East University  
E-mail: [hanife.benson@neu.edu.tr](mailto:hanife.benson@neu.edu.tr)

**Section A: Does EFL play a significant role in delivering peace education in elementary schools in the KRI?**

Based on rating of 1 to 5, kindly rate your opinion as to whether you, 1 – strongly disagree, 2 – disagree, 3 – neither agree or disagree, 4 – agree and 5 – strongly agree.

	<b>Informative and Awareness Roles</b>					
		1	2	3	4	5
1	Students are fully informed about their expected role in promoting peace by providing them with the necessary course materials.					
2	EFL students can gain a better understanding about the importance of peace education compared to non-EFL students.					
3	EFL students have access to updated peace education course materials.					
4	Using local languages as a medium of instruction in peace education classes limits students' perspectives on peace.					
5	Implementing English peace education programs will help to expose students to new and modern approaches to peace.					
6	It is easier for EFL students to see the importance of peace education because of the use of English as a foreign language.					
	<b>Perspective Roles</b>					
7	It is easier for EFL students to view violence and peace from a third-person point of views such as his, hers, he, or she.					
8	English peace education programs are necessary for changing students' behaviour towards other people.					
9	The English language helps students to see peace-related issues on a global level.					
10	The English language helps students to gain a better understanding about peace initiatives being implemented in other countries.					
11	Exposing students to a lot of English peace education content will cause the students to develop a better international perspective which is important for enhancing international efforts to promote peace.					
12	EFL students are well familiar with peace-related issues affecting other countries such as terrorism, armed conflicts and human rights violations.					
13	EFL peace education programs teach learners that violence affects everyone.					
14	EFL helps students to have a better understanding of methods of peace being used in other countries and how they can be used in their own country.					
15	EFL helps students to have a better understanding of how they can use methods of peace used in other countries in their own country.					

	<b>Identity Roles</b>					
16	English peace education programs help to shape students' identity					
17	English peace education programs help students to better distinguish between what is morally wrong and/or right.					
18	English peace education programs cause students to examine their motives.					
19	English peace education programs tend to change the way students see themselves.					
20	EFL students have a better way of knowing how they want other people to perceive them according to set standards, values, norms and beliefs.					
21	Students' personal values tend to improve when they take English peace education programs.					
	<b>Language Skills-Related Roles</b>					
22	EFL peace education programs help to improve students reading skills.					
23	English peace education programs help to improve students' writing skills.					
24	English peace education programs help to improve students' listening skills.					
25	English peace education programs help to improve students' speaking skills.					
26	English peace education programs have a greater chance of improving EFL students' vocabulary, which assists with communication and helps to avoid misunderstandings.					
27	English peace education programs allow students to express themselves effortlessly in more than one way.					
28	English peace education programs help to improve students' vocabulary skills by reading in the English language, listening to audios, or watching videos whilst keeping track of new vocabulary.					
29	English peace education programs tend to motivate students to work hard on improving their language skills.					
30	English peace education programs are difficult to understand if students do not have the necessary knowledge of the language being used to teach peace.					

**Section B: What are the challenges limiting the effective development of students' English language skills in peace education?**

Based on rating of 1 to 5, kindly rate your opinion as to whether you, 1–strongly disagree, 2–disagree, 3–neither agree or disagree, 4–agree and 5–strongly agree.

	<b>Challenges</b>	1	2	3	4	5
31	Fear of failure reduces students' participation in English peace education programs					
32	There is a lack of EFL peace education materials.					
33	EFL students lack the necessary intellectual support to study peace.					
34	Schools do not have enough resources to support English peace education.					
35	The use of English language in peace education is limited because students prefer using local languages when learning.					
36	There is a shortage of trained teachers who can teach peace education.					
37	It takes time to design and deliver a single English peace education course.					

**Section C: How can the role of EFL be enhanced in classes promoting peace?**

Based on rating of 1 to 5, kindly rate your opinion as to whether you, 1–strongly disagree, 2–disagree, 3–neither agree or disagree, 4–agree and 5–strongly agree.

	<b>Solutions</b>	1	2	3	4	5
38	EFL teachers should use games to encourage students to participate in English peace education programs.					
39	Theory, activities, case studies and games should be used to teach students about peace using EFL.					
40	Teachers should address specific individual needs of the students to enhance the level of intellectual support needed to study peace.					
41	Different learning programs should be used to support English peace education.					
42	Students should be motivated to use EFL when learning.					
43	Existing teachers should engage in more training programs to improve their ability to teach about peace using EFL.					
44	English peace education lessons should be designed into different parts (theory, activities, case studies, games etc.) to prevent teachers from spending too much time on one aspect of learning about peace.					



## Appendix E

### Written Consent

#### CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY

**Researcher's Name(s):** Delan Sami Maarooof

**Thesis Title:** The Role of English as Foreign Language in Peace Education

#### INTRODUCTION

**This consent may contain words that you do not understand. Please ask the investigator or the study staff to explain any words or information that you do not clearly understand.**

You are being asked to participate in a research study. This research is being conducted *to examine the roles and/or ways through which peace education can be integrated with English as a Foreign Language classes to enhance the quality of peace enjoyed in the Kurdistan Region of Iraq.* When you are invited to participate in research, you have the right to be informed about the study procedures so that you can decide whether you want to consent to participation. This form may contain words that you do not know. Please ask the researcher to explain any words or information that you do not understand.

You have the right to know what you will be asked to do so that you can decide whether or not to be in the study. Your participation is voluntary. You do not have to be in the study if you do not want to. You may refuse to be in the study and nothing will happen. If you do not want to continue to be in the study, you may stop at any time without penalty or loss of benefits to which you are otherwise entitled.

#### WHY IS THIS STUDY BEING DONE?

The purpose of this research is to examine the roles and/or ways through which peace education can be integrated with EFL classes to enhance the quality of peace enjoyed in the KRI. The study also seeks to accomplish the following tasks;

- Determine if there are any statistical differences in the roles of English peace education programs in elementary schools.
- Highlight challenges that are limiting the effective development of students' English language skills and the spread of peace education in elementary schools in the KRI.
- Find ways that can be used to promote peace education and enhance the role of EFL classes to promote peace in the KRI.

**HOW MANY PEOPLE WILL BE IN THE STUDY?**

About 42 elementary school teachers will take part in this study at this institution.

**HOW LONG WILL I BE IN THE STUDY?**

This study will take approximately 10 minutes to complete. You can stop participating at any time without penalty.

**WHAT ARE THE BENEFITS OF BEING IN THE STUDY?**

Your participation offers a lot of social, empirical and practical benefits. On a social level, this study contributes not only towards promoting peace through increased awareness, but also towards improving the adoption and use of EFL in the KRI. This is because the Kurdish and Arabic languages are widely used around the KRI and this undermines the increased adoption and use of EFL. On the other hand, this study forms a good base upon which more studies on peace education in EFL classes can be developed.

**WHAT ARE THE RISKS OF BEING IN THE STUDY?**

There are no any reasonably foreseeable risks or discomforts that you may encounter for participating in this study.

**WHAT ARE THE COSTS OF BEING IN THE STUDY?**

There is no cost to you that may result from participation in the research.

**WHAT OTHER OPTIONS ARE THERE?**

You also have the option of not participating in this study, and will not be penalized for your decision.

**CONFIDENTIALITY**

Information produced by this study will be stored in the investigator's file and will be kept in a separate, secure location. Information contained in your records may not be given to anyone unaffiliated with the study in a form that could identify you without your written consent, except as required by law.

**WILL I BE COMPENSATED FOR PARTICIPATING IN THE STUDY?**

You will receive no payment for taking part in this study.

**WHAT ARE MY RIGHTS AS A PARTICIPANT?**

Participation in this study is voluntary and you do not have to participate in this study. You will also be informed of any new information discovered during the course of this study that might influence your health, welfare, or willingness to be in this study.

**WHO DO I CONTACT IF I HAVE QUESTIONS, CONCERNS, OR COMPLAINTS?**

Please contact *Delan Sami Maarroof* if you have questions about the research. Additionally, you may ask questions, voice concerns or complaints to the research team.

You may ask more questions about the study at any time. For questions about the study or a research-related injury, contact *Assoc. Prof. Dr. Hanife Bensen Bostanci* e-mail: *hanife.benson@neu.edu.tr*. A copy of this Informed Consent form will be given to you before you participate in the research.

**SIGNATURES**

I have read this consent form and my questions have been answered. My signature below means that I do want to be in the study. I know that I can remove myself from the study at any time without any problems.

---

Subject

---

Date

*\*The presence and signature of an impartial witness is required during the entire informed consent discussion if the subject or subject's legally authorized representative is unable to read.*

**Appendix F**

## Ethical Approval Form

**BİLİMSEL ARAŞTIRMALAR ETİK KURULU**

29.05.2020

Dear Dilan Sami Maarof

Your application titled “**The Role of English as a Foreign Language in Peace Education in the KRI**” with the application number YDÜ/EB/2020/498 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

**Note:** If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

## Appendix G

### Letter of Permission-English

**KURDISTAN REGIONAL GOVERNMENT**  
Council of Ministers

Logo of  
Kurdistan Regional  
Government

No : G 16823

Date : 01.06.2020

#### Sub. / Authorization

To the Schools their names are given below to cooperate with the researcher ( **Delan Sami Maarooif** ) who is going to Conduct her research on **PEACE EDUCATION AND ENGLISH TEACHING** and approval has been obtained to show cooperation to carry out her mission .

Names of Schools :

- 1- Sava Private primary School .
- 2- Bryar Private primary School.
- 3- **Rona** Private primary School.
- 4- Mahabad Private primary School.
- 5- Hangaw primary School.

SGD

**Dr. OMED SABAH**  
Head of Council of Ministers Divan

#### Copy to :

- 1- Office of his excellency minister of education .
- 2- Gen. Directorate of Education in Hawler (For necessary act )


#### Notice :

This Document is laser stamped Council of Ministers .



## Appendix H

## Letter of Permission-Kurdish Version



Kurdistan Regional Government  
Council of Ministers
حکومەتی هەرێمی کوردستان  
ئەنجومەنی وەزیران

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No : 616823  
Date : 1, 7, 2020

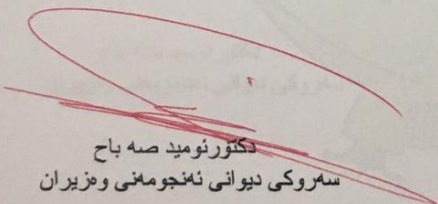
ب/ هاوکاری

بۆ نمو قوتابخانانەی که ناویان له خوار موه هاتوه هاوکاری لیکۆوله ر ( دیلان سامی مه عروف) به کهن که ههله دهستی به جهند لیکۆولنه مویک سهبارمت به پهروهردهی ناشتی وزمانی نینگلیزی ، تکایه رهزامهندی دراوه به هاوکاری ئواو بۆجی به جی کردنی کارهکانی.

لگهه ریز

ناوی قوتابخانهکان

- 1- قوتابخانهی سافا بنهرتی نههلی
- 2- قوتابخانهی بریار بنهرتی نههلی
- 3- قوتابخانهی رونا بنهرتی نههلی
- 4- قوتابخانهی مههابادی بنهرتی
- 5- قوتابخانهی ههنگاو بنهرتی

  
 دکتور نومیید سه باح  
 سهروکی دیوانی نهنجومانی و وزیران

ویننیک بۆ

- 1- نوسینگهی بهر یز و وزیر ی پهروهر ده
- 2- بهر ئوبهرایمتی گشتی بهروهر دهی ههولنر (بۆکاری بیوبست)

## Appendix I.

### Turnitin Report

#### THESIS

##### ORIGINALITY REPORT

<b>4%</b>	<b>2%</b>	<b>1%</b>	<b>4%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

##### PRIMARY SOURCES

<b>1</b>	<b>www.inased.org</b> Internet Source	<1%
<b>2</b>	<b>Submitted to Mount Kenya University</b> Student Paper	<1%
<b>3</b>	<b>Submitted to Monash University</b> Student Paper	<1%
<b>4</b>	<b>Submitted to Yakın Doğu Üniversitesi</b> Student Paper	<1%
<b>5</b>	<b>Naomi E. Holobow, Fred Genesee, Wallace E. Lambert, Joseph Gastright, Myriam Met. "Effectiveness of partial French immersion for children from different social class and ethnic backgrounds", Applied Psycholinguistics, 2008</b> Publication	<1%
<b>6</b>	<b>Submitted to University College London</b> Student Paper	<1%
<b>7</b>	<b>Submitted to University of the East</b> Student Paper	<1%

Kristina M. Tank, Tamara J. Moore, Brianna L.

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8	Dorie, Elizabeth Gajdzik, M. Terri Sanger, Anastasia M. Rynearson, Emma F. Mann. "Chapter 9 Engineering in Early Elementary Classrooms Through the Integration of High-Quality Literature, Design, and STEM+C Content", Springer Science and Business Media LLC, 2018 Publication	<1%
9	<a href="https://hdl.handle.net">hdl.handle.net</a> Internet Source	<1%
10	"Intelligent Tutoring Systems", Springer Science and Business Media LLC, 2002 Publication	<1%
11	Submitted to Grand Canyon University Student Paper	<1%
12	<a href="https://etd.lsu.edu">etd.lsu.edu</a> Internet Source	<1%
13	<a href="http://www.science.gov">www.science.gov</a> Internet Source	<1%
14	<a href="http://ukdiss.com">ukdiss.com</a> Internet Source	<1%
15	<a href="https://studentsrepo.um.edu.my">studentsrepo.um.edu.my</a> Internet Source	<1%
16	<a href="http://ijitie.aitie.org.ng">ijitie.aitie.org.ng</a> Internet Source	<1%

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