RILLiCC

Revue Internationale de Langue, Littérature, Culture et Civilisation

Actes du colloque international

Revue Internationale de Langue, Littérature, Culture et Civilisation

Actes du colloque international sur le thème :

« Justice créatrice, droits humains et responsabilité au service de la paix »

"Creative Justice, Human Rights and Responsibility as Passes to Peace"

Revue annuelle multilingue
Multilingual Annual Journal

i

Secrétariat
Dr Komi BAFANA (MA), Dr Atsou MENSAH (MA), Dr Hodabalou ANATE (MA), Dr Akponi TARNO (A), Dr Eyanawa TCHEKI.

Infographie & Montage
Dr Aminou Idjadi KOUROUPARA

Contacts : (+228) 90284891/91643242/92411793
 Email :   larellicca2017@gmail.com

Editorial

La *Revue Internationale de Langue, Littérature, Culture et Civilisation* (RILLiCC) est une revue à comité de lecture en phase d'indexation recommandée par le Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES). Elle est la revue du Laboratoire de Recherche en Langues, Littérature, Culture et Civilisation Anglophones (LaReLLiCCA) dont elle publie les résultats des recherches en lien avec la recherche et la pédagogie sur des orientations innovantes et stimulantes à la vie et vision améliorées de l'académie et de la société. La revue accepte les textes qui cadrent avec des enjeux épistémologiques et des problématiques actuels pour être au rendez-vous de la contribution à la résolution des problèmes contemporains.

RILLiCC met en éveil son lectorat par rapport aux défis académiques et sociaux qui se posent en Afrique et dans le monde en matière de science littéraire et des crises éthiques. Il est établi que les difficultés du vivre-ensemble sont fondées sur le radicalisme et l'extrémisme violents. En effet, ces crises et manifestations ne sont que des effets des causes cachées dans l'imaginaire qu'il faut (re)modeler au grand bonheur collectif. Comme il convient de le noter ici, un grand défi se pose aux chercheurs qui se doivent aujourd'hui d'être conscients que la science littéraire n'est pas rétribuée à sa juste valeur quand elle se voit habillée sous leurs yeux du mythe d'Albatros ou d'un cymbale sonore. L'idée qui se cache malheureusement derrière cette mythologie est que la littérature ne semble pas contribuer efficacement à la résolution des problèmes de société comme les sciences exactes. Dire que la recherche a une valeur est une chose, le prouver en est une autre. La *Revue Internationale de Langue, Littérature, Culture et Civilisation* à travers les activités du LaReLLiCCA entend faire bénéficier à son lectorat et à sa société cible, les retombées d'une recherche appliquée.

Le comité spécialisé « Lettres et Sciences Humaines » du Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES) recommande l'utilisation harmonisée des styles de rédaction et la présente revue s'inscrit dans cette logique directrice en adoptant le style APA.

L'orientation éditoriale de cette revue inscrit les résultats pragmatiques et novateurs des recherches sur fond social de médiation, d'inclusion et de réciprocité qui permettent de maîtriser les racines du mal et réaliser les objectifs du développement durable déclencheurs de paix partagée.

Lomé, le 20 octobre 2020.

Le directeur de publication,

Professeur Ataféï PEWISSI,
Directeur du Laboratoire de Recherche en Langues, Littérature, Culture et Civilisation Anglophones (LaReLLiCCA), Faculté des Lettres, Langues et Arts, Université de Lomé.
Tél : (+228) 90284891, e-mail : sapewissi@yahoo.com

Ligne éditoriale

Volume : La taille du manuscrit est comprise entre 4500 et 6000 mots. Format: papier A4, Police: Times New Roman, Taille: 11,5, Interligne 1,15.

Ordre logique du texte

Un article doit être un tout cohérent. Les différents éléments de la structure doivent faire un tout cohérent avec le titre. Ainsi, tout texte soumis pour publication doit comporter:

- un titre en caractère d'imprimerie ; il doit être expressif et d'actualité, et ne doit pas excéder 24 mots ;
- un résumé en anglais-français, anglais-allemand, ou anglais-espagnol selon la langue utilisée pour rédiger l'article. Se limiter exclusiment à objectif/problématique, cadre théorique et méthodologique, et résultats. Aucun de ces résumés ne devra dépasser 150 mots ;
- des mots clés en français, en anglais, en allemand et en espagnol : entre 5 et 7 mots clés ;
- une introduction (un aperçu historique sur le sujet ou revue de la littérature en bref, une problématique, un cadre théorique et méthodologique, et une structure du travail) en 600 mots au maximum ;
- un développement dont les différents axes sont titrés. Il n'est autorisé que trois niveaux de titres. Pour le titrage, il est vivement recommandé d'utiliser les chiffres arabes ; les titres alphabétiques et alphanumériques ne sont pas acceptés ;
- une conclusion (rappel de la problématique, résumé très bref du travail réalisé, résultats obtenus, implémentation) en 400 mots au maximum ;
- liste des références : par ordre alphabétique des noms de familles des auteurs cités.

Références

Il n'est fait mention dans la liste de références que des sources effectivement utilisées (citées, paraphrasées, résumées) dans le texte de l'auteur. Pour leur présentation, la norme American Psychological Association (APA) ou références intégrées est exigée de tous les auteurs qui veulent faire publier leur texte dans la revue. Il est fait exigence aux auteurs de n'utiliser que la seule norme dans leur texte. Pour en savoir

plus, consultez ces normes sur Internet.

Présentation des notes référencées

Le comité de rédaction exige APA (Auteur, année : page). L'utilisation des notes de bas de pages n'intervient qu'à des fins d'explication complémentaire. La présentation des références en style métissé est formellement interdite.

La gestion des citations :

Longues citations : Les citations de plus de quarante (40) mots sont considérées comme longues ; elles doivent être mises en retrait dans le texte en interligne simple.

Les citations courtes : les citations d'un (1) à quarante (40) mots sont considérées comme courtes ; elles sont mises entre guillemets et intégrées au texte de l'auteur.

Résumé :

✓ Pour Pewissi (2017), le Womanisme trenscende les cloisons du genre.
✓ Ourso (2013:12) trouve les voyelles qui débordent le cadre circonscrit comme des voyelles récalcitrantes.

Résumé ou paraphrase :

✓ Ourso (2013:12) trouve les voyelles qui débordent le cadre circonscrit comme des voyelles récalcitrantes.

Exemple de référence

➕ **Pour un livre**

Collin, H. P. (1988). *Dictionary of Government and Politics*. UK: Peter Collin Publishing.

➕ **Pour un article tiré d'un ouvrage collectif**

Gill, W. (1998/1990). "Writing and Language: Making the Silence Speak." In Sheila Ruth, *Issues in Feminism: An Introduction to Women's Studies*. London: Mayfield Publishing Company, Fourth Edition. Pp. 151-176.

➕ **Utilisation de Ibid., op. cit, sic entre autres**

Ibidem (Ibid.) intervient à partir de la deuxième note d'une référence source citée. Ibid. est suivi du numéro de page si elle est différente de

référence mère dont elle est consécutive. Exemple : ibid., ou ibidem, p. x. **Op. cit.** signifie 'la source pré-citée'. Il est utilisé quand, au lieu de deux références consécutives, une ou plusieurs sources sont intercalées. En ce moment, la deuxième des références consécutives exige l'usage de op. cit. suivi de la page si cette dernière diffère de la précédente.

Typographie
-La *Revue Internationale de Langue, Littérature, Culture et Civilisation* interdit tout soulignement et toute mise en gras des caractères ou des portions de textes.
-Les auteurs doivent respecter la typographie choisie concernant la ponctuation, les abréviations…

Tableaux, schémas et illustrations
Pour les textes contenant les tableaux, il est demandé aux auteurs de les numéroter en chiffres romains selon l'ordre de leur apparition dans le texte. Chaque tableau devra comporter un titre précis et une source propre. Par contre, les schémas et illustrations devront être numérotés en chiffres arabes et dans l'ordre d'apparition dans le texte.
La lageur des tableaux intégrés au travail doit être 10 cm maximum, format A4, orientation portrait.

Instruction et acceptation d'article
A partir du volume 2 de la présente édition, les dates de réception et d'acceptation des textes sont marquées, au niveau de chaque article. Deux (02) à trois (03) instructions sont obligatoires pour plus d'assurance de qualité.

SOMMAIRE

LINGUISTIQUE

Language Teaching and Peace: A Case Study of English Teaching in a Junior High School

Maintoukéwé BITADI
Université de Lomé
bitadimaintoukewe@gmail.com

Abstract:

This study highlights peace in English language teaching in junior high school. It explores the pedagogy and discusses hidden aspects of peace displayed throughout the teaching and learning situations. As a result, classroom observation and qualitative data have been collected and analyzed within the systemic functional linguistic theory. The results show that peace is conveyed throughout the learning documents and in every single action performed during English class activities.

Keywords: peace, language, English, teaching, pedagogy.

Résumé :

Cette étude met en exergue la paix dans l'enseignement de la langue anglaise au collège. Elle explore la pédagogie et révèle les aspects cachés de paix véhiculés à travers des situations d'enseignement et d'apprentissages. En conséquence, l'observation des activités de classe et la collecte des données qualitatives ont été effectuées puis analysées suivant la théorie linguistique fonctionnelle systémique. Les résultats trouvés montrent que la paix est véhiculée à travers des documents d'apprentissages et en chacune des actions menées lors des activités pédagogiques.

Mots clés: paix, langue, anglais, enseignement, pédagogie.

Introduction

Peace has always been a concept and a strategy which has kept its originality since the time when people started living in communities. When a problem emerges, people always look for solutions in order to settle it. As a result, peace has kept its aim in the existence of human

beings and communities throughout the world. According to Dörnyei and Murphey (2009:138), "the main strategy in trouble-shooting in international crises is to initiate talks between the parties at all costs and then try to keep the communication channel open." Thus, the search for peace is part of humans' essence and no achievement is possible when it is discarded.

Peace can be discussed throughout different aspects of human life since it is observable through our behaviors and in every action performed daily. In foreign language teaching, the presence of peace in teaching processes may bring about many positive outcomes that not only motivate the foreign language learning but also shape learners behavior towards other members of the community.

In Togo, English has become a compulsory subject since the reform of 1975. It is taught as a foreign language at school and aims at making learners speak the language in an African contest related to their everyday life situation. Thus, researches have been carried out on English language teaching in order to reach that objective. However, to the best of my knowledge, no research work has discussed the impact of peace in language teaching in junior high school though peace remains the basic condition for any successful activity. Therefore, this study aims at exploring English classes in junior high school in order to highlight peace and its impacts in English language teaching and learning. Thus, it raises the following research questions: What does peace look like in an English class? How does peace contribute to English language teaching and learning in junior high school? What are the impacts of peace in English language teaching and learning and in the life of the student as individual?

To find answers to these research questions, the study has been discussed within Systemic Functional Linguistic theory (Almurashi, 1996). The Systemic Functional Linguistic theory is mainly used in language education and discourse analysis. According to O' Donnell (2012), Systemic Functional Linguistic is more interested in the manner by which language is used in social context so as to reach a specific goal. Therefore, Systemic Functional Linguistic with regards to data, does not

focus on the way a language is spoken or processed in the mind of the speaker but rather tries to see discourses produced in the form of written or oral language and what is contained in the texts that are produced (Matthiessen and Halliday, 1997). In this respect, qualitative data have been collected from classroom observation and learning documents. The classroom observation refers to observation carried out with the researcher or the observer playing no recognized role (Atkinson and Hammersley, 1994). The researcher in such data collection is qualified as non-participant because he or she does not take part in classroom activities but closely watches and notes down what is going on between the participants of the class (Freeman, 1998). Thus, to discuss aspects of peace displayed throughout the teaching and learning situations, I used both the participant and non-participant observation of classroom interactions to note down learners and teachers' interactions during classroom activities. Three hundred and twenty (320) students and three (3) teachers have been involved in this study. Thus, data have been collected in form one, two, three, and four classes at Lycée Agoè Nord.

1. Data collection

Form one and two classes

Student: Please sir what is *les membres de la famille* in English?

Teacher: Have you understood?

Teacher: I like your answer, congratulation…

Teacher: How can I help you, my dear student?

Teacher: *Est-ce que tu peux nous écrire le mot au tableau?*

Teacher: please listen to me,

Student: please sir, I have a question……

Form three class

Teacher: please, a volunteer to tell us what we did last time

Student: last time we saw regular and irregular verbs

Teacher: very good, somebody to give a verb its past and past participle

Teacher: yes, you…

Student: to talk, past talked, past participle talked

Teacher: Excellent, another person, yes, you

Student: to go, past goed, past participle goed……

Form four class

Teacher: What is the synonym of the word "freedom?"

Student: here sir "free"

Teacher: what! Are you mad? Stupid boy; lazy student, sit down

Teacher: what are words and expressions studied in vocabulary yesterday?

Students :………….(No reply from the students)

Teacher: eh you lazy students don't look at me, the question is to you

Teacher: *je dis bien quels sont les mots et expressions étudiés en vocabulaire hier ?.......*

2. Data analyses

The above data are some collected during my classroom observations. In form one and two, I observed some flexibility with regard to the teacher and students talks during classroom activities. The flexibility was observable through words and expressions such as "please; would you

mind" very often used in the talk of classroom actors. The use of the word "please" by the teacher showed his consideration and his politeness towards his learners. The way the teacher talked to his learners reflected peace and insured harmony that reigns in his classes. On the other hand, the use of the same word (please) by the students whenever they wanted to talk to their teacher shows not only the degree of respect that they owed to him but also their capacity to keep good and peaceful manners reflected by the teacher during the teaching activities. The peaceful way in which the teacher talked to his learners reassured them in whatever they did and they were really motivated to learn the language. The use of sentences and words such as "I like your answer, congratulation" and "How can I help you, my dear student?" are illustrative. Besides, I observed that learners felt at ease in asking questions. And on his part, the teacher is available answering any questions. Most of the time, he checked learners understanding and wanted to be sure that everything was clear to them.

It was observable that in form I and II, the teacher did not have any problem with learners' different social background and levels. Leaners had the possibility to ask questions in French. However, the answers were given in English by the teacher in order to develop learners' listening and speaking capacities. According to Blanchard (1998), written and verbal exchanges of ideas give meaning to language and, at the same time, promote the understanding of differences. Therefore, the teaching of English language in a peaceful way creates a peaceful learning environment which enables information retention and a strong motivation of the learners and the teacher. In addition, peaceful learning environment and language teaching share a number of common techniques such as: dialogue, debate, and conversation which are important means to practice the language and to connect individual to the cultural or multicultural (Blanchard, 1998).

The presence of peaceful environment in form one and two did not exclude punishment in the management of the two classes. From time to time, the teacher used a consensual violence in order to keep peaceful environment during learning activities. Therefore, troublemakers and lazy students were punished in accordance with that consensual violence

which is a didactic contract agreed by both the teacher and learners at the very beginning of the academic year. In this study, the expression consensual violence is used in the same sense like W. Johnson and T. Johnson, (2005) concept of consensual peace. According to W. Johnson and T. Johnson (2005), the establishment and maintenance of peace can be comprehended as a continuum, with imposed peace on one end and consensual peace at the other end of the continuum. Therefore, the imposed peace is based on domination, power, imposition, and enforcement which is similar to Galtung's (1969) negative peace. Thus, although conflict is suppressed in this case, the underlying causes are not addressed nor positive long-term relationships established. In contrast, the consensual peace is based on an agreement that ends violence and establishes relationships based on harmonious interactions. As a result, in classroom, the consensual violence was applied when the consensual peace was threatened by some misconduct of learners. In this perspective, the consensual violence acted as a regulator in order to assure the permanent existence of the consensual peace during classroom activities.

In form III class, I observed the same peaceful leaning environment like in form I and II. The use of the word "please" appeared again. It was used by the teacher and learners. In addition, learners were motivated by the teacher during learning activities. The use of expressions and words such as: "very good", "excellent" are illustrative. This teaching strategy increases learners desire to take part in learning activities and improves their English speaking as they exchange with their teacher in English. Learners felt at ease recalling previous lessons and this showed that they were really motivated and wanted to master English language. In contrast to form I and II where French was used by learners, form III learners used English whenever they wanted to exchange with their teacher. According to Long (1996), the interaction focuses on the 'negotiation for meaning'. As a result, the frequent use of the target language brings about input modifications and increases comprehensibility and content predictability. These processes induce 'noticing' of new forms, new form-meaning connections, gaps in interlanguage, and mismatch between input and output. Long (1996) also argues that interaction facilitates comprehension and acquisition of semantically contingent speech and

negotiation for meaning. Therefore, classroom discussions are very important because they stimulate negotiation for meaning. In addition, they also facilitate learners' focus on the target language's forms as well as its functions. Thus, the implementation of interactional approach in foreign language teaching and learning assures a quick development of the foreign language in learners.

A close look at the data also showed that the teacher is very tolerant with regard to wrong answers given by the learners. The use of the sentence, "you have tried your best" expressed by the teacher after a wrong answer was a motivation which encouraged the student to continue taking part in the learning. Like in form I and II, the teacher was very rigorous as far as the management of his or her class was concerned. Troublemakers were sanctioned in order to discourage other students from doing the same. Thus, I observed that the teacher and learners were respectful towards one another and that behavior was also noticeable between learners themselves.

In form IV class as opposed to the lower classes discussed above, I observed that the teacher was rather intolerant with regards to learners' answers. He was particularly frustrated by learners' passivity in taking part in classroom activities and their laziness. Words, expressions and sentences such as: "eh! You, lazy students, don't look at me, the question is to you" and "yes, is that all? Bone-lazy students, you are too lazy" are illustrative. A close look at the teacher's reactions during learning time showed that there was no peace in his teaching. The way he addressed his students in class, the way he talked to them and insulted them during learning showed violence. As consequence, learners were not truly motivated to learn English. They did not want to speak because they were afraid to be severely rebuked by the teacher after giving wrong answers. There was no true interaction between the teacher and his students. In addition, some learners did not learn their lessons and were not really interested in English like in previous classes. For those students, English was very difficult and it would be impossible to succeed in it. The use of sentences such as: "*on ne comprend rien monsieur*" (we do not understand anything sir) and *"monsieur, l'anglais est trop compliqué"* (sir, English is very difficult) are examples. Moreover, the use of French

by the teacher and learners showed the low level of learners in listening and speaking English. In contrast to the previous classes, there was no use of peaceful expression and words such as: "please," "would you mind" in form IV class. I observed that the teacher did not use these expressions but rather rebuked learners when they were not able to answer his questions. As a result, there was not a true peaceful learning environment. Rather, a negative peaceful learning environment based on domination, power, imposition and enforcement (Galtung, 1969) which prevented learners from information retentions and English language acquisition.

This study has revealed that peace in an English class resembles expressions, sentences and words such as: "please;" "would you mind;" "how can I help you;" "excellent;" "congratulation;" "I like your answer;" "very good;" and "you have tried your best" etc. In addition, peace or violence was reflected through the way the teacher organized his class, the way the teacher addressed his students, the way he or she managed his or her class and the way he or she taught the English language. In this study, I observed that except form IV class, there was a peaceful learning environment in form I, form II and form III. In addition, it has been found that a peaceful learning environment improves learners' English acquisition. For, the teacher knew more about learners' difficulties and taught purposefully in order to improve their English learning.

It has also been found that a peaceful learning environment made students respect one another in class and problems were most of the time settled through dialogue. The work in group set in the new learning process (competence based approach) made learners understand that being together allowed great achievement than being alone. A peaceful English class not only contributes to English language learning and its acquisition but also shapes learners' conception of the community life in terms of living together.

For data collected from documents, I observed that some themes were introduced into the program in order to draw learners' attention on relationships in society. In form I for instance, apart from teaching basics

such as; "Greeting," "Classroom items," "date and time," "name of items in a house" and so on learners were also introduced to other themes such as: "Violence at school," "Citizenship," "Sports and games." A close look at some passages of these themes showed that they aimed at growing good attitudes in leaners. In texts related to "Violence at school" for instance, learners were introduced to words such as: to hate, to hurt, bully, to push, to fight, to slap, to insult and so on in order to let them discover the very nature of violence. In addition, violence had been classified into two categories (physical and verbal violence) in order to widen learners' knowledge on the topic. For, violence is not only physical but also verbal.

In form II and III as opposed to form I, the themes discussed were "Man and environment," "Commercial activities," "Trade," "Traditional ceremonies," "Seasons in Africa and Europe" etc. Though these themes did not discuss the notion of peace, I observed that words and expressions studied establish peaceful attitudes in learners and improve their relationship with others in the community. In "Man and environment" for instance, the texts studied (Preserving our forests in form II and Air pollution in form III) showed words and expressions that define the environment and discuss attitude to observe in order to protect it. Other themes mentioned were also relevant to learners. For, the knowledge acquired enlightens them about many issues and reduces their passivity, fear and frustration when it comes to discuss about such themes in the community.

In form IV document as opposed to lower forms, the themes discussed concern: "Marriage and family," "The Youth: problems and perspectives," "Tradition, beliefs and religions," "Gender equity" "Democratic system" and so on. The themes studied were relevant because they reflected peace and promoted peaceful attitudes in learners. After reading the passage entitled "Different religious practices", I observed that it promoted religious tolerance among learners at school and outside school. In addition, words and expressions used in the description of each religion revealed no discrimination towards a religion. Thus, the main objective of the passage was to change learners mind on religious classifications which most of the time are source of

conflicts between communities. As consequence, everyone is free to choose a religion that he or she thinks can fill his or her expectance in the respect of other religions. On the other hand, the introduction of democracy into the program aimed at teaching learners the liberties and human rights. In the passage, "democracy" has been defined to improve learners understanding of the term and the way it functions in a society. In democracy people freely express their opinions in such a way that these opinions do not impede others rights. The teaching of democracy at school establishes peaceful attitude in learners. Thus, it discards violence from learners' minds and brings about self-confidence and internal peace which yield good citizen for the community. Thus, I observed that documents used in English teaching and learning in junior high school promote peace.

3. Discussion

The preceding sections raise language teaching and peace issues in junior high school. First, it has been shown that the presence of peace in an English class is observable through some expressions, words, etc. used by the teacher during learning activities. The use of such expressions and words establishes favorable learning environment that increases leaners motivation and enables language acquisition. The use of peace as a teaching method in an English class prevents leaners from some learning difficulties and increases their motivation towards English learning. In addition, it improves their performance with regard to their English listening, speaking, writing and their marks during class tests. Therefore, the introduction of peace education at the Teacher Training Colleges and schools and at the university will prepare prospective teachers for reflecting peace in their teaching activities in order to produce not only good students but also peaceful citizen that will impact positively their communities. In this perspective, Hettler and Johnston (2009), argue that the teacher can make students recognize the relationship between the self, community and world, and encourage reflection and development of peace within the self, in relationships, in the community, and in the world.

It has also been shown that the presence of peace in learning classes does not exclude the use of violence which restores order and peace. The violence discussed in this study is a didactic contract or rules initiated by the teacher at the very beginning of the academic year and agreed by both the teacher and his learners. These rules aim at preventing learners from disturbing the learning activities and to maintain a stable and continued good learning environment. The presence of a stable and continued good learning environment increases learners' motivation to learn the language. In addition, learners have confidence in their teacher and can share their learning difficulties with him. In return, the teacher is able to know more about his or her students and can easily work to improve their learning difficulties. Moreover, the teacher is taken as a model by his or her learners who in return reflect peace in their relationship with their classmates and with people of their community. On the other hand, the study has also shown that documents used for English teaching in junior high school revealed relevant themes which promote good attitude in learners. Learners are introduced to themes which diversify their knowledge and bring about their international and external change.

Conclusion

This study has discussed peace in English language teaching. It has been carried out in order to propose new strategies in English teaching and learning in junior high school and to develop peaceful attitude in the mind of the learner as individual in the community. Though many research works have been produced to improve English teaching and learning in junior high schools no research work has discussed peace in English teaching. The study has found that peace has positive impacts on teachers and learners in an English class. Its implementation during learning establishes a good learning environment and allows learners to acquire the language and good attitudes that improve their relationship with others in the society.

Through this study, it has been revealed that the recognition and use of peace as a teaching method would ease English teaching and learning in junior high school. For, it allows the teacher to have a good management of his or her class and it allows students to learn in a peaceful

environment. It has been shown that a peaceful learning environment increases learners' motivation and improve their performance with regard to the four skills. This study has also shown that the use of peace as a teaching and learning method does not exclude violence. In this perspective, the study has shown that the violence used during English classes is a didactic contract which is established to restore peace when it is threatened by learners' misconducts. The analysis of learning documents used in program in junior high school has shown that they reflect peace and they contribute to the establishment of peaceful attitude in learners. Through the results of this study, I have found that peace needs to be promoted as teaching strategy or method in order to achieve language acquisition in learners. The study has suggested the introduction of peace education at the Teacher Training Colleges, schools and at the university so as to prepare prospective teachers who can be able to reflect peace in their teaching activities.

References

Almurashi, W. (1996). "An Introduction to Halliday's Systemic Functional Linguistic." In *Journal for the Study of English Linguistics.* Taibah University, Kingdom of Saudi Arabia 4 (1). Pp. 70-80.

Atkinson, P. and Hammersley, M. (1994). "Ethnography and Participant Observation." In N. K. Denzin and Y.S. Lincoln (eds), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publication, Inc. Pp. 248- 260.

Blanchard, L. (1998). "Peace Education in Language Classroom and Place of Publication." In *JALT Publication*. Centre for Peace and Conflict Studies (CPACS), University of Sydney. Language Teacher -Issue 22 (7). Pp.

Dörnyei, Z. and Murphey, P. (2009). *Group Dynamics in the Language Classroom*. Cambridge: CUP.

Freeman, D. (1998). *Doing Teacher Research: From Inquiry to Understanding*. Boston: Heinle and Heinle.

Galtung, J. (1969). "Violence, Peace, and Peace Research." In *Journal of Peace Research.* Sage Publications, Inc. 6(3). Pp. 167-191.

Hettler, S. and Johnston, L. (2009). "Living peace: An exploration of experiential peace education, conflict resolution and violence prevention programs for youth." In *Journal of Peace Education*. 6(3). Pp. 101-118.

Johnson, W. and Johnson, T. (2005.) "Essential Components of Peace Education: Theory into Practice." In *Lawrence Erlbaum Associates, Inc. Journal Subscription Department.* 10 Industrial Avenue, Mahwah. 44(4). Pp. 280-292.

Long, M. (1999). "The Role of the Linguistic Environment in Second Language Acquisition." In W.C. Ritchke, and T.K. Bhatia (eds.), *Handbook of Language Acquisition. Second Language Acquisition*. New York: Academic Press. Pp. 413-468.

Matthiessen, C. and Halliday, M. (1997). *Systemic functional grammar*: *A first step into a theory* (1st Ed.).

O'Donnell, M. (2012). "Introduction to Systemic Functional Linguistics for Discourse Analysis." In *Language, Function and Cognition*. Pp. 1-8.