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PROCEEDINGS

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***5th International Conference on Education,
Technology, and Science***

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From the President of the Conference,

Dear GLOBETS 2021 participants,

This year our conference is organized as a hybrid event, both onsite and virtual. Our conference team has worked very hard to make the conference a big success again, and to keep the high academic standard of GLOBETS conferences.

This year, our opening speech is delivered by Sonja Lopez Arnak, the Executive Director of World Council for Curriculum and Instruction (WCCI). The keynote speakers, this year are, as usual, scholars from different educational institutions in different parts of the world. Arif Sarcoban from Secuk in Turkey; Christopher Jenks from Aalborg University, Denmark; Clarence Odey University of Calabar, Nigeria; Jonathan Chitiyo from University of Pittsburgh at Bradford in USA, Noorjehan Ganihar Karnatak University, India.; and Fahriye Altinay from Near East University, Northern Cyprus.

GLOBETS 2021 organization committee members have been working on the conference preparations with patience and full dedication. They are now definitely satisfied and feel great relief because you, our beloved GLOBETS friends have supported them via your kind messages and friendly attitude till the last moment of the conference preparation tasks. As you know there is a real team work behind the success of every single GLOBETS event.

As the chair of the GLOBETS 2021 conference, I express my gratitude to our honorable guests, our distinguished keynote speakers, our ambitious and successful team, and surely to you our dedicated participants. I wish you a fruitful and memorable conference period and hope to conduct the 2022 conference in a venue which you will be more than happy to attend onsite and engage with colleagues from all around the world as it has happened in the past conferences.

Kindest regards.

Prof. Dr. Semra Mirici

President of GLOBETS 2021

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Keynote Speakers



**WHAT MAKES A GOOD EFL TEACHER?
21st CENTURY ELT TEACHER COMPETENCIES**

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Abstract

A variety of skills for good language teachers to help students become organized, focused, attentive on in-classroom tasks, and work/study orderly are needed. Some competencies such as subject-area (field)competencies, professional competencies, socio-cultural competencies, research competencies, curriculum competencies, lifelong learning competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT) and environmental competencies are believed to help facilitate, enhance, and maximize the language learning for students and the teaching for teachers. Therefore, English language teachers' awareness of those skills should be increased during their in-service education in the ELT departments and ELT Certificate courses for foreign language teacher candidates in the field of linguistics, English language and literature, translation and interpretation, and etc. Therefore, this paper tries to focus on some important concepts such as foreign language teacher competencies, models, and approaches in the field of foreign language teaching.



CRITICAL APPROACHES IN ELT: CURRENT PROBLEMS AND FUTURE SOLUTIONS

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Abstract

Much attention in recent years has been placed on understanding and addressing the structural inequalities and historical injustices of the world, such as racism and native speakerism. Applied linguists have taken on this task by adopting a more critical perspective to language, drawing from poststructural and postmodern theories developed in law, sociology, and education. Although these interdisciplinary efforts are praised within academic circles, there is still a disconnect between what is discussed in research and what happens “on the ground” in classrooms. Using the trans-language movement as an entry point of discussion, this presentation explores what it means to be critical, and how the ELT profession can benefit from such discussions. My talk first offers an overview of the trans-language movement. I then review how scholars have taken up different positions within this poststructural perspective. My talk then provides specific examples of how race and language intersect in ELT, connecting specific instances of racism to larger critical efforts in applied linguistics. I end my talk by identifying empirical and practical gaps in ELT research, exploring specifically how critical applied linguists can contribute to pressing social and pedagogical issues



FUTURE OF EDUCATION AND ONLINE EDUCATION

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Abstract

This presentation gives insights on the future of education. In addition to this, different aspects of education, especially online education will be discussed. In this presentation, the value of learning, learners, ways of teaching, the role of higher education, role of teachers and learner engagement, current research tendencies and inclusive education will be explained. The value adding projects and social responsibility in education will be examined.

Introduction

Covid 19 pandemic and digital transformation changed the structure and the practice of the school culture and system. As school refers social system that consists of human interactions for desired learning outcomes, it is important to internalize the merits of technology in order to create a new culture based on social system. It is known that culture is established through values, symbols and stories. In covid 19 period of time, school culture is enriched with the impact of technology. In this respect, digital transformation becomes more essential for countries to set their sustainable development goals for the future of education (Imara and Altınay, 2021).

Future of education relies on strategic vision and goals of education systems that covers the importance of learning, teaching and skills development. Digital transformation and connected life standards with Covid 19, the nature of learners, styles of teachings and expected skills were changed (Altınay, et al, 2021). In addition to this, the future of education and sustainable development goals for the quality of education become like a larva. This metaphor shows the importance of strategic planning for the future of education within digital transformation. Proposed framework Larva Cell Model is shaped based on research findings and current literature during pandemic time. In the near future, the well being of individuals will depend on strategic actions and policies in education. (Sosyal, et al, 2021).

Key Terms for Future Tendencies in Education

We are in the initial stage of future of education as a larva cell within the nucleus stage that encompasses different components to be opened like a sunflower during and after Covid-19. Considering future tendencies based on leadership, skills and styles are required to develop intellectual

capacity building, profession, participative management and transformational learning. The study of Bogotch (2021) stresses the profession by inserting the social justice. The study revealed that diversity, equity, equality and inclusion are major steps towards leadership for social justice. On the other hand, participative management in sustainable leadership practice is essential. The study of Alrowwad, A., Abualoush, S.H. and Masa'deh, R. (2020) underline the role of intellectual capital and innovation. Accessible resources and competences are required for the performance and inclusiveness is connected to leadership in future education. Kuknor, Bhattacharya (2021) pay attention to inclusion and leadership in having an inclusive work environment. On the other hand, the study of Waruwu, Asbari, Purwanto, Nugroho, Fikri, Fauji, Shobihi, Hulu, Sudiyono, Agistiawati, & Dewi, (2020) puts an emphasis on the importance of transformation in leadership and learning in order to enhance innovation capacity. In this study, it is revealed that transformational leadership plays a great role in organizational learning and structure. This sheds a light to innovation capacity of teachers in future education. In addition, the study of Kilinc, Bellibas & Polatcan (2020) give insights on collaboration and professional learning in leadership. The study of Sayyadi Ghasabeh (2021) underlines the importance of culture and knowledge management for the leadership within the transformational learning. Solidarity, partnership, collaboration, interaction and social inclusion, motivation, cultural identity and value, innovation and ICT, inclusiveness, risk management, social justice are interconnected terms to implement strategic management in future of education in a sustainable manner (Soysal, et al, 2021).

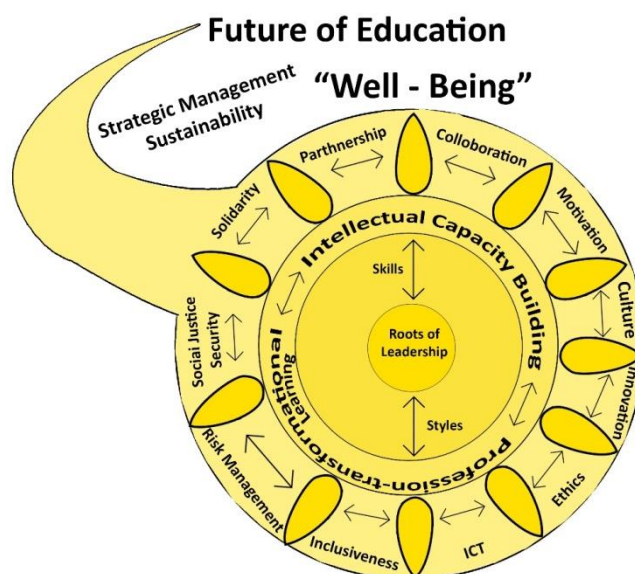


Figure 1. Larva Cell Model

New ways of Life, New codes of Behaviors for Connected Societies

Transformational leadership is crucial that can be experienced in identifying needed change, creating a vision to guide the change through inspiration, and executing the change with committed members of a group. In Covid 19, unexpected life changes created a butterfly effect and chaos that makes new ways of life and established a new code of behaviors for connected societies. Paying attention to attitudes and readiness to change and transformation is the first step for the future of education in terms of new life.

New tendencies in education give a comprehensive look into key terms such as change and development, transformation, adaptation to societal values and ethics, skills and professional

development, equal look, equal lives based on collaboration culture and partnership. Basic generic skills need to be enriched which are research, information, teamwork and responsibilities by the merits of technology. There is an intensified need to consider universal education based on inclusiveness, universal values and design, peer support learning, attention and respect (UNESCO 2020, Sakalli, et al, 2021).

Future tendencies need to be framed based on different education and different school by transformation and radical change. In this respect, rethinking in designing schools, instruction, based on exchanging of ideas, policies, practices, and assessments is highly essential. Heart of education is based on human connections and interactions.

Education is the context of coming together in order to share knowledge by thinking together. Learning together, schools become a center of social services. Therefore, education and learning rely on human interactions, dialogue and exchange for collective living. This shows us value adding education and activities create a base for reimagining education (Sakalli, et al, 2021).

Open pedagogy and online education become an opportunity for reimagining education based on sustainable development goals in terms of quality in education. Four hats of metaphors (Maor, 2003) become a road map of online teaching for the quality. These hat metaphors refers as pedagogical Role; interactive learning, Social Role; affective support, communication, Managerial Role; course structure and requirements and Technical Role: helping and guiding in the use of technology.

Conclusion

Future of education and online education can reach out quality when inclusive learning and technology, building together as an act of negotiation, communication, mutual support, and cooperation, quality of life studies, online learning practices, artificial intelligence, global citizenship are considered and achieved. In this respect, services for all, is the future base of education for all societies in order to make value adding action and social responsibilities.

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VOTER EDUCATION AND SUSTAINABLE DEMOCRACY: IMPLICATIONS FOR SOCIAL STUDIES EDUCATION

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Abstract

Elections in Nigeria have steadily witnessed mass apathy. The disparity between the population of eligible voters and registered voters as well as between registered voters and accredited voters is alarming. Several misconceptions and malpractices have trailed democratic practice in Nigeria overtime. Consequently, Nigeria's 20-year democratic experiment has largely remained infantile or nascent. So many questions have been asked with regards to the challenges constraining democratic governance in Nigeria. In this study, the authors focused on voter education from the perspective of Social Studies Education. Using Vigotsky's constructivist theory, the authors argued that sustainable democracy can be realised in Nigeria through effective voter education mainly on the part of Social Educators. Data were collected from secondary sources of textbooks, journals, newspapers and online materials. Content analysis was made as to how voter education can be done for effectiveness in fostering sustainable democracy through the instrumentality of Social Studies Education.



EVIDENCE BASED PRACTICES IN SCHOOLS: WHAT EVERY EDUCATOR SHOULD KNOW?

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Abstract

Over the past decade, the use of Evidence Based Practices (EBPs) in schools has garnered attention across the globe. As a result, several governments have enacted laws that require teachers and other educational practitioners to use EBPs when working with students. Despite the increasing calls promoting the use of EBPs, implementation is still very low and many of the practices are not sustained upon implementation. One potential issue linked with EBPs has to do with their sustainability. This limitation is intricately linked to student outcomes. More specifically, the lack of sustainability of EBPs is negatively associated with student learning outcomes. This presentation will provide an overview of the factors that may be responsible for the low implementation and lack of sustainability of different EBPs in educational settings. Suggestions about how the implementation and sustainability of EBPs can be enhanced will also be discussed.



WOMEN EMPOWERMENT

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Abstract

The present paper is thematic in nature and deals with women empowerment. Women empowerment is the much-talked about issue today. Women empowerment is not limited to urban, working women but women in even remote towns and villages are now increasingly making their voices heard loud and clear in society. Women empowerment can be defined as a process leading to enhancing women's control over financial, human and intellectual resources in society. In any nation, the women empowerment can be measured by extent of their involvement in social, economic and political fields. Women can be empowered only when all the factors such as self-worth of women, their right to control their own lives, their ability to bring about social change, are addressed simultaneously. Women empowerment adds to confidence of women in their ability to lead meaningful and purposeful lives. Without women's empowerment, we cannot remove injustice and gender bias and inequalities. If empowered with equal opportunities in different spheres of life such as social, economic and political, the women will have the choice to lead a publicly active life which may also bring about a positive change in the society. We need to create conducive environment in the society so that the women become confident enough to be able to articulate their thoughts and become more productive in their actions. They are required to be given equal opportunities to be involved in taking decisions for their family as well as society and the country altogether. Contemporary societies across the world have been exposed to the major processes of transformation on social and economic development front. However, these processes have not been implemented in a balanced way and have augmented gender imbalances throughout the world in which women remained the ultimate sufferer. The situation has adversely affected the pace of women empowerment. Therefore, we require a completely transformed society in which equal opportunities of growth can be suitably provided to women so that they can co-exist with their male counterparts contributing equally in all the factors responsible for the growth of society in a larger sense.

Introduction

Women empowerment has become the buzzword today with women working alongside men in all spheres. They profess an independent outlook, whether they are living inside their home or working outside. They are increasingly gaining control over their lives and taking their own decisions with regard to their education, career, profession and lifestyle.

With steady increase in the number of working women, they have gained financial independence, which has given them confidence to lead their own lives and build their own identity. They are successfully taking up diverse professions to prove that they are second to none in any respect. But while doing so, women also take care to strike a balance between their commitment to their profession as well as their home and family. They are playing multiple roles of a mother, daughter, sister, wife and a working professional with remarkable harmony and ease. With equal opportunities to work, they are functioning with a spirit of team work to render all possible co-operation to their male counterparts in meeting the deadlines and targets set in their respective professions.

Women empowerment is not limited to urban, working women but women in even remote towns and villages are now increasingly making their voices heard loud and clear in society. They are no longer willing to play a second fiddle to their male counterparts. Educated or not, they are asserting their social and political rights and making their presence felt, regardless of their socio-economic backgrounds. While it is true that women, by and large, do not face discrimination in society today, unfortunately, many of them face exploitation and harassment which can be of diverse types: emotional, physical, mental and sexual. They are often subjected to rape, abuse and other forms of physical and intellectual violence.

Women empowerment, in the truest sense, will be achieved only when there is attitudinal change in society with regard to womenfolk, treating them with proper respect, dignity, fairness and equality. The rural areas of the country are, by and large, steeped in a feudal and medieval outlook, refusing to grant women equal say in the matters of their education, marriage, dress-code, profession and social interactions. Let us hope, women empowerment spreads to progressive as well as backward areas of our vast country.

Making the World a Better Place and Benefits of Women Empowerment

We are living in an age of women empowerment. Women the world over are working shoulder to shoulder with men. By and large, they are now empowered to take decision about different aspects of their life and profession. Women empowerment adds to confidence of women in their ability to lead meaningful and purposeful lives. It removes their dependence on others and makes them individuals in their own right.

- They are able to lead their lives with dignity and freedom
- It adds to their self esteem
- It gives them a distinct identity
- They are able to gain positions of respect in society
- As they are financially independent they are able to spend on all their needs and desires
- They are able to make meaningful contributions to the well-being of society
- They act as capable citizens to make the country achieve enhanced Gross Domestic Product (GDP) growth
- They get fair and equitable access to resources of the country

Necessity of Women's Empowerment

Without women's empowerment, we cannot remove injustice and gender bias and inequalities.

- If women are not empowered, they cannot enjoy security and protection in life.
- It also provides them a safe working environment.



- Empowerment acts as a powerful tool against exploitation and harassment of women.
- It is a great means to get adequate legal protection for women.
- If not socially and economically empowered, women cannot develop their own identity.
- If women are not employed, the global economy will be adversely affected as women constitute a vast chunk of the world's population.
- Women are highly creative and intelligent which makes it imperative to receive their contributions in socio-economic activities.
- For a just and progressive society, women need to be provided equal opportunities for work.

Means of Women Empowerment

Education: Without proper and adequate education, women cannot become empowered individuals. They need to be encouraged to go for higher studies so that they can contribute significantly in the creation of a knowledge society

Communication Skills: Without developing skills for effective communication, women cannot make their voices heard. It is essential for them to communicate effectively to become successful. As leaders, they need to put across their points to the people so that a family, team or company can be effectively managed.

Disposable Income: Women need to earn well to have their say in important financial decisions governing their lives. Being financially independent gives women power over lives and also contributes to the growth of businesses.

Power of the Internet: Access to the internet has opened the floodgates of knowledge and awareness and increased social interaction reach and influence of women. The liberalizing influence of the World Wide Web has broken all taboos, myths and misconceptions regarding women.

Women Empowerment as a Key to Social and Economic Growth

Women empowerment can be defined as a process leading to enhancing women's control over financial, human and intellectual resources in society. In any nation, the women empowerment can be measured by extent of their involvement in social, economic and political fields. Women can be made said to be truly empowered only when all the factors such as self-worth of women, their right to control their own lives, their ability to bring about social change, are addressed simultaneously.

Need for Holistic Empowerment of Women: Participation of women in politics through reservation is undoubtedly a positive development of recent times. Still, only the election should not be the end, but the active participation of women in decision making process and in planning and implementation of development programmes is also required. Women's lives must converge effectively and all the efforts in this direction should be focused towards the goal to bring about a social change leading to manifestation of balance between male and female forces in the society.

Ground Reality about Women Empowerment: Though women comprise almost half of the total percentages of world's population, they are still deprived of their rights in most of the developing countries across the globe. Particularly in the South and East Asian nations apart from the African countries, the women are leading deprived lives, due to prevalent gender discrimination.



Rural-urban divide: Situation of women in rural areas is more miserable than their counterparts living in urban spaces. It has been widely prevalent that the women are mostly deprived of an equal status vis-a-vis men and thus they remain as passive beneficiaries in the societies in these countries. They remain powerless, due to their less participation and involvement in the generation of resources critical for development. Therefore, women must become active partners with men, if the goal of women empowerment is desired to be achieved in totality.

To make the efforts leading to modernization of any society successful, it is urgent to bring the women in the mainstream of development. We need to strike a perfect balance between male and female contributors in rural societies by providing equal opportunities to women without being biased towards men. For this to happen, it is required to empower women on all fronts: social, economic, political as well as religious — in such a manner that they can participate actively in all the efforts meant to provide growth to the society. If empowered with equal opportunities in different spheres of life such as social, economic and political, the women will have the choice to lead a publicly active life which may also bring about a positive change in the society. We need to create conducive environment in the society so that the women become confident enough to be able to articulate their thoughts and become more productive in their actions. They are required to be given equal opportunities to be involved in taking decisions for their family as well as society and the country altogether.

Conclusion:

Contemporary societies across the world have been exposed to the major processes of transformation on social and economic development front. However, these processes have not been implemented in a balanced way and have augmented gender imbalances throughout the world in which women remained the ultimate sufferer. The situation has adversely affected the pace of women empowerment. Therefore, we require a completely transformed society in which equal opportunities of growth can be suitably provided to women so that they can co-exist with their male counterparts contributing equally in all the factors responsible for the growth of society in a larger sense.

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PARALLEL SESSIONS



STYLISTIC ANALYSIS OF THE CONVINCING BOOK TROY HORSE AND OTHER SHORT STORIES

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Abstract

Serious Examination of the Use of Language by the Trojan Horse and Other Short Stories is the main objective of this review, which was originally intended to analyze the quality of his artistic work and demonstrate its contribution to literary development. The purpose of this work is to serve as a bridge between readers and writers, concentrating on the choice of words and metaphorical methods. The book attempts to examine the strengths and limitations of word use and metaphors, based on the theoretical foundations that have been compiled.

AN INVESTIGATION OF HIGH SCHOOL TEACHERS' OPINIONS ON INCLUSIVE EDUCATION

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Abstract

This study aims to determine the opinions of high school teachers on inclusive education. Phenomenology design, one of the qualitative research methods, was used in the study. The study group consists of eleven teachers from various branches working in four public high schools in a province which is in the eastern Anatolia region in Turkey. The study was carried out in the fall term of the 2020-2021 academic year. Data were collected through an open-ended question form prepared by the researcher. The data obtained were analyzed by content analysis method. According to the findings obtained from the study, the participants stated their perceptions related to inclusive education under the theme of “meaningful education.” Under this theme, the most frequently expressed codes were as; “providing emotional support”, “providing peer awareness”, “developing a sense of empathy” and “creating equal opportunities for learners.” The other theme is “effective learning environment.” Under this theme, the most frequently expressed codes were as; “discovering students' strengths”, “providing appropriate guidance for students”, “taking students' levels into consideration” and “considering individual needs of learners.” In addition, the participants stated their suggestions on how to develop inclusive education. Main suggestions were as “conducting awareness raising activities”, “collaborating between school, teacher and family”, “providing in-service trainings nationwide” and “developing physical infrastructure of schools.”



TEACHING ENGLISH TO SCIENCE STUDENTS WITH NOBEL PRIZE WINNERS

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Abstract

We suggest the way of increasing student's motivation to study English with help of Nobel Prize winner's biographies. Based on factual teaching practice, we demonstrate classroom activities that encourage students, stimulate their personal enhancement and improve language skills. We prove that the approach is beneficial for both learners and teachers. This session explores the experimental way of teaching English for Specific Purposes to science students through reading for detailed comprehension of Nobel Prize Winners' biographies and demonstrates advantages of such an approach to motivate science students to learn English. The experience can be easily applied to students of any specialization. The objectives of the experiment were formulated according to the Common European Framework of Reference for Languages, level B2 Independent User. The session shows how the approach increases efficiency in learning English and stimulates self-education. We prove that biographical texts help enrich and activate student English language vocabulary, master grammar rules, and develop critical thinking; as well as introduce learners to a wider scientific context, and build their self-confidence as scientists to be. All claims are supported with examples. Our work suggests a fresh view on teaching through selecting authentic texts and undoubtedly contributes to teacher competence in ESP context.



RELIGION ON PEACE: AN ISLAMIC PERSPECTIVE

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Abstract

Almost all the religions teach peace, tolerance, and harmony among the human beings, but Islam has uniqueness in this perspective that its name is peace. Though peace and religion and particularly peace and Islam are associated with each other, but in the present scenario we see that Islam is being associated with extremism, fanaticism, and terrorism. This study aimed at giving a look into the Islamic teachings and Prophet Muhammad's conduct on peace and establishing peace in the society and in the entire humanity. This paper will provide comprehensive information on the subject based on primary sources of Islam. Uncovering the links between Islam and peace is not only important to redrawing the distorted image of Islam in the West, but also in helping peace studies grow as a discipline, a discipline that has been colored mostly by modern Western ideas. This study will play an important role to make an appeal for peace and harmony in the society.

THE RELATION BETWEEN EFL TEACHER IMMUNITY AND CONTEXTUAL FACTORS

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Abstract

The present study aims to measure the construct of language teacher immunity, which was put forward by Hiver and Dörnyei (2017), in relation to contextual factors. L2 teacher immunity refers to the self-established protective shield that teachers develop against challenges posed by the instruction process. Contextual factors encompass factors like school environment, supervisory support, discipline problems, autonomy, or time pressure. Two questionnaires were used to collect the data. The first one is the teacher immunity questionnaire which was used by Hiver (2017). To measure teachers' perceptions about school contexts, the Perceived School Context Scale, prepared by Skaalvik and Skaalvik (2010) was used. The participants of the study are 130 in-service EFL teachers. The results indicate that EFL teachers have varying degrees of immunity and there are correlations between and among the sub-dimensions of teacher immunity and contextual factors.

Introduction

As a psychological concept, *L2 teacher immunity*, refers to the protective shields that teachers develop out of their favorable or unfavorable experiences (Dörnyei and Hiver, 2017). Hiver (2017) suggests that teacher immunity is a context-bounded and an active concept stemming from specific obstacles encountered in the classrooms. It is not thought as an inborn capacity. It is intimately related to such concepts as *stress and coping*; *burnout*—a feeling of exhaustion resulting in a long-termed chronic worry (Maslach & Jackson 1981); *hardiness*—an individual feature that is considered to ward off the influences of anxiety on performances (Maddi 2004); *buoyancy*—self-perceptions of learners' skill to handle daily-life anxiety; and *resilience*—the capability to overcome negative or unfavorable experience or retain effectual actions in spite of difficulties (Masten 2001). Dörnyei and Hiver (2017) think that so called concepts are salient fields of studies in the field of educational psychology; all the same, the literature of applied linguistics is not fast enough to accept them and encourage them to the research for L2 teacher development.

Furthermore, teacher immunity concept includes three components (Dörnyei & Hiver 2017):

1. *It is like the biologically acquired system*: Day and Gu (2014) state that, development of a vigorous immunity must be available in teaching activities.
2. *Language teacher immunity is dual-natured, sometimes serving as a protective shield sometimes threatening the individual's functioning*: Hiver (2017) draws attention saying that L2 teacher immunity might construct maladaptive immunity where it undermines the survival of language teachers.
3. *Language teacher immunity is an integral part of professional identity*.

It is proposed here that a language teacher immunity appears in four phases (Hiver, 2017): (a) productively immunized (i.e., having a robust, beneficial form of teacher immunity), (b) maladaptively immunized (i.e., possessing a rigid, counterproductive form of teacher immunity), (c) immunocompromised (i.e., having not developed any coherent form of teacher immunity), or (d) partly

immunized (i.e., having developed half-way characteristics of teacher immunity).

Stages of “Teacher Immunity”

A range of phases can be proposed in the emergence of teacher immunity; namely *triggering stage*, *linking stage*, *realignment stage*, and *stabilization stage* are the components of it (Dörnyei and Hiver, 2017).

Triggering stage

Dörnyei and Hiver (2017) expressed that the triggering phase of a language teacher immunity can be considered as high-threat activities that might occur in the classrooms. Such hardships may cause exhaustion, cynicism, and burnout unless they spark the immunity procedure.

Linking stage

Considering the triggering component(s), L2 teachers are inclined to improve coping tactics for aforementioned triggering items. Over time, the teacher might organize a coping repertoire for the purpose of solving unintended or disturbing occurrence, either from inside or outside the classroom and to stimulate them to be more dynamic and fruitful.

Realignment stage

In this phase, the friction among distressing occurrences in the classrooms and the feedback of the teachers create good aspects of their professions although the threat-generating occurrences in the classrooms may create some negative effects. Effectual realignments lead to self-efficacy. In this regard, the emergence of protective procedures can be seen as the output of some ranges of experience of adversity.

Stabilization stage

In the stabilization stage, teacher of language invigorates a newly-organized repertory and form it as a part of immunity. However, the occurrence of immunity might form a positive or maladaptive immunity in the class environment. Concern or interest should be taken into consideration in order to decrease the maladaptive immunity advancement of the teacher.

Literature review

Considering the related literature, it is reasonable to have an idea that it is a variety and interaction of variables which have effects and influences on teaching activities of the teachers and their lives (Flores, 2012). Teacher immunity consists of factors such as teaching self-efficacy, resilience, attitudes towards teaching, and coping strategies. Hence, related literature about so called variables are going to be looked over. Additionally, within the frame of this research, all the related constituents will be reviewed.

Resilience

Dörnyei and Hiver (2017) suggest that resilience is a rather newly-coined term and it is considered as a profound constituent of L2 teacher immunity. It is considered that it mobilizes all the means in a positive style to achieve a success as a respond to difficult situations (Day & Gu, 2014). Besides, resilience might be considered as a lifetime activity and requires particular approaches against difficulties and drawbacks. By virtue of aforementioned strategies, one can cope with difficult situations and reach new horizons targets.

Literature suggests that personal and social factors are critically important for resilience. Related

research underlines cognitive, social, emotional and moral components (Truebridge, 2015), extroverted personality, self-confidence, and capability to find remedies for the problems (Masten & Obradovic, 2006) as salient entities in resilience. Besides, studies underscore that the items of social factor, the capability to have a social assistance, compassionate relationship, and opportunity for responsible involvement (Masten & Obradovic, 2006) have also significant items for the notion of resilience.

In addition, literature on resilience denotes that it is a vital factor for novice educators as a constituent of effectual teaching activities (Tait 2008; Johnson et al. 2014). There is research which investigate whether resilience is a mandatory factor or not. They reached several conclusions; most of the teachers can cope with hardships and difficult conditions, and they denote that resilience has a great role for teacher success (Mansfield et al. 2012; Gibbs & Miller 2014).

There is relatively little research on resilience, and they mostly have focused on the student instead of the teacher, (Kim et al., 2018, Nguyen et al., 2015). Serdar Tülüce (2018) conducted a study on prospective teachers' resilience and had a conclusion that prospective teachers' learning activity was plagued by a range of drawbacks such as noneffective methods utilized by L2 teachers, anxiety caused by exams, obstructions in language learning activities (speaking skills). The participators denoted that when they coped with aforementioned difficulties, both personal protective items and social/environmental protective items, improved their resilience.

Participants

The total number of participants in the present study was 144 in-service EFL teachers. The number of female teachers is 101, and the number of male participants is 43. The number of teachers with 1-5 years of experience is 28, 6-10 years 50 and the number of teachers with 11 and over years of experience is 65. Some of the participants failed to provide their year of experience. The number of participants employed in state schools is 131 and the number of teachers employed in private institutions is 13. When it comes to school type, 26 of the participants are employed at primary schools, 92 of them are in high schools and the number of instructors at university level is 26. Finally, the number of the participants with a B.A degree is 92, M.A. degree 34, and PhD degree is 18.

Table 1. Descriptive statistics about the participants

		Frequency	Percent
Gender	Female	101	70.1
	Male	43	29.9
Experience	1-5	28	19.4
	6-10	50	34.7
	11 and over	65	45.1
	6.00	1	.7
	Total	144	100.0
Sector	State	131	91.0
	Private	13	9.0
School type	Primary school	26	18.1
	High school	92	63.9
	University	26	18.1
Educational background	B.A.	92	63.9
	M.A.	34	23.6
	PHD	18	12.5

Instruments

Two data collection methods were used in the present study

1. *L2 teacher immunity questionnaire*: *L2 teacher immunity questionnaire* was prepared by Hiver

(2017). This questionnaire consists of 7 sections; (1) teaching self-efficacy (7 items), (2) burnout (5 items), (3) resilience (5 items), (4) attitudes towards teaching (5 items), (5) openness to change (6 items), (6) classroom affectivity (6 items), and (7) coping mechanisms (5 items). In total, there are 40 items in the questionnaire. The questionnaire is a 5-point Likert-type questionnaire consisting of options that range from strongly agree to strongly disagree. In the present study, Cronbach's alpha value for *L2 Teacher Immunity Questionnaire* was calculated as .837.

2. Perceived School Context Scale

To measure contextual factors, we used the *Perceived School Context Scale*, which was prepared by Skaalvik and Skaalvik (2010). It has four sub-dimensions, namely *time pressure* (3 items), *autonomy* (3 items), *discipline problems* (3 items), and *supervisory support* (3 items). The time-pressure dimension was excluded from the analysis because it failed to ensure reliability. For other sub-dimensions, the reliability scores were calculated as follows: .78 for autonomy, .87 for discipline problems, and .78 for supervisory support). Responses varied from "false" (1) to "true" (6). In the present study, Cronbach's alpha value for *Perceived School Context Scale* was calculated as .57

The overall reliability level for both the questionnaires, the Cronbach's alpha co-efficient was calculated as .832.

Results

The study first documents the mean scores for the sub-dimensions. The results are presented in Table 2. As can be seen from Table 2, the highest mean score is that of attitudes to teaching ($M=4.80$), followed by Self-efficacy beliefs ($M=4.71$). The third most rated element was coping strategies ($M=4.39$). The level of burnout was found to be relatively low among the participants ($M=3.00$).

Table 2. Sub-dimensions of immunity

	N	Minimum	Maximum	Mean	Std. Deviation
Attitudes	141	1	6	4.80	3.66512
Self-efficacy	143	1	6	4.71	4.54774
Coping	142	1	6	4.39	2.90977
Resilience	141	1	6	4.20	3.07170
Openness to change	142	1	6	4.08	3.38477
Class affectivity	141	1	6	3.48	3.15708
Burnout	144	1	6	3.00	5.50480

Table 3 presents the descriptive findings as to the sub-dimensions of contextual factors. As can be seen from Table 3, the mean score for the *autonomy* dimension is 3.81, indicating that the participants in the present study hardly believe that they are free to choose teaching methods or strategies in their schools, or the content to teach. The second important sub-dimension is *relation to parents* ($M=3.68$). This shows that the EFL teachers in the present study are undecided about whether the parents have trust in their teaching, nor do they believe that the parents are easy to deal with. As for *supervisory support*, the mean score is 3.47, indicating that the EFL teachers in the present study do not think that their relationship with the school principals is that of mutual and respect and they do not believe that they have supportive leadership in their schools. Next, the mean score for time pressure is 3.37. This shows

that the participants are undecided about time constraints in their schools. Finally, the EFL teachers in the present study are undecided about the disciplinary issues ($M=3.03$), which demonstrates that they do not believe that their teaching is disrupted by students.

Table 3. Sub-dimensions of contextual factors

	N	Minimum	Maximum	Mean	Std. Deviation
Discipline	142	1	5	3.03	2.67136
Supervisory support	140	1	5	3.47	2.31110
Autonomy	142	1	5	3.81	2.22678
Time pressure	142	1	5	3.37	2.09646
Parents	142	1	5	3.68	2.03122

The results of correlation are presented in Table 4 above. The general level of correlation between immunity and contextual factors was .336, indicating a moderate level of positive correlation. A relatively high level of correlation is observed between self-efficacy and coping strategies ($r=.497$), attitudes to teaching ($r=.484$), resilience ($r=.429$), autonomy ($r=.432$), and relations to parents ($r=.366$). A moderate level of correlation was observed between self-efficacy and self-efficacy and coping strategies ($r=.291$). The burnout dimensions highly correlated with discipline dimension ($r=.497$), and moderately correlated with class affectivity ($r=.388$) and time pressure dimensions ($r=.341$). Resilience dimension of teacher immunity highly and positively correlated with coping strategies ($r=.480$), followed by openness to teaching ($r=.305$). The correlation between attitudes to teaching and coping strategies is moderate ($r=.342$), followed by openness to teaching ($r=.293$).

Table 4. Correlation table

	Correlations											
	Self effi.	Burnout	Resilience	Attitude	Open	Class aff.	Coping	Time pressure	Autonomy	Parents	Discip.	Supervisory
Self-efficacy	1	-,407**	,429**	,484**	,291**	-,049	,497**	,014	,432**	,366**	-,424**	,086
Burnout		1	-,120	-,129	,154	,388**	-,190*	,341**	-,220**	-,367**	,497**	-,270**
Resilience			1	,391**	,305**	,257**	,480**	,055	,343**	,143	-,105	,159
Attitudes				1	,293**	,068	,342**	,148	,174*	,270**	-,233**	-,023
Openness					1	,390**	,327**	,222**	,138	,190*	,082	,009
Class affect						1	,282**	,219**	,079	-,010	,331**	,043
Coping							1	,118	,320**	,283**	-,223**	,140
Time pressure								1	,023	-,028	,151	-,165
Autonomy									1	,471**	-,311**	,305**
Parents										1	-,360**	,358**
Discipline											1	-,076
Supervisory support												1

T-test results as to gender differences comparing the sub-dimensions of immunity are presented in Table 5. Gender differences were observed in terms of resilience ($p=.07$, $p<.005$), attitudes ($p=.016$ $<.005$), and classroom affectivity ($p=.002$ $<.005$). Male participants seem to have more resilience ($M=22.5366$) while female participants rated themselves higher in terms of attitudes ($M=25.1616$). as for classroom affectivity, male participants rated themselves higher ($M=22.1667$).

Table 5. T test for gender

	gender	N	Mean	Std. Deviation	Std. Error	f	sig.
Resilience	Female	100	21.0100	2.91806	.29181	.27	.07
	Male	41	22.5366	3.20232	.50012		
Attitudes	Female	99	25.1616	3.64414	.36625	.601	.016
	Male	42	23.5476	3.50054	.54014		
Class affectivity	Female	99	20.3535	3.10139	.31170	.904	.002
	Male	42	22.1667	2.94599	.45458		

Table 6 presents the results of ANOVA in relation to school type and attitudes to teaching. The results indicate that there is a statistically significant difference between teachers working at different schools. Primary level teachers have a higher level of attitudes (M=26.92).

Table 6. ANOVA for school type

Attitudes to teaching	Primary school	26	26.9231	3.47474	f	sig.
	High school	89	24.1798	3.41641		
	University	26	24.1538	3.95669		
	Total	141	24.6809	3.66512		

The ANOVA results as to year of experience also found difference in terms of resilience. Teachers with 6-10 years of experience seem to be more resilient than the other groups (M=22.3200). The 1-5 year experience group has the lowest level of resilience relation to the other groups (M=19.71143)

Table 7. Experience and resilience

		N	Mean	Std. Deviation		
					F	sig.
Resilience	1-5	28	19.7143	2.40150	4.686	.004
	6-10	50	22.3200	3.16512		
	11 and over	62	21.5323	3.00665		

Low-mid-high immunity group

Table 8 presents the ANOVA results regarding the sub-dimensions of immunity. To do this, low, mid and high immunity groups were identified. The number of teachers in low immunity group is 47, in average immunity group is 44, and the high immunity group is 45. In almost all the sub-dimensions, the high immunity group scores the highest and there is a linear increase with the level of immunity levels.

Table 8. Low-mid-high immunity group

		N	Mean	Maximum		
Self-efficacy	low	47	31.9362	41.00	18.019	.000
	mid	44	32.5455	40.00		
	high	45	36.6667	42.00		
Burnout	low	47	14.0426	25.00	2.403	.094
	mid	44	15.1136	26.00		
	high	45	16.5333	30.00		
Resilience	low	47	19.5957	24.00	24.852	.000
	mid	44	21.2273	25.00		
	high	45	23.4889	30.00		
Attitude	low	47	22.0851	30.00	37.310	.000
	mid	44	24.6364	30.00		
	high	45	27.4667	30.00		
Openness	low	47	22.3830	27.00	25.624	.000
	mid	44	24.4091	28.00		
	high	45	26.7778	36.00		
Class affectivity	low	47	19.3830	25.00	14.135	.000
	mid	44	20.6818	26.00		
	high	45	22.5778	36.00		
Coping strategies	low	47	20.0426	26.00	24.607	.000
	mid	44	22.0227	26.00		
	high	45	23.7778	30.00		

Immunity and contextual variables

Table X presents the results about immunity levels and contextual factors. As can be seen in Table X, statistically significant differences were observed in terms of time pressure ($p.044 < .005$), and autonomy ($p.035 < .005$). Interestingly, the high immunity groups seem to be more bothered about the time issues. They believe that life at school is hectic and there is no time to rest ($M=10.0909$) compared to the low immunity group ($M=9.6739$). Statistically significant differences were also observed in terms of autonomy ($p.035 < .005$). The high immunity group believe that they are free to choose teaching methods and strategies and they also believe that they can influence their working conditions ($M=12.1778$). Hence, if teachers' immunity can be increased, they will also become more autonomous.

Table 9. Immunity and contextual variables

Time pressure	low	46	9.6739	13.00	3.196	.044
	mid	44	10.0909	14.00		
	high	45	10.7556	15.00		
Autonomy	low	46	11.0217	15.00	3.437	.035
	mid	44	11.2727	15.00		
	high	45	12.1778	15.00		
Parents	low	46	10.8043	14.00	1.476	.232
	mid	44	10.8636	15.00		
	high	45	11.4667	15.00		
Discipline	low	46	9.3478	15.00	.326	.723
	mid	44	8.8864	15.00		
	high	45	9.1111	15.00		
Supervisory support	low	46	10.5000	13.00	.024	.976
	mid	43	10.6047	15.00		
	high	45	10.5333	15.00		

High and low resilience and immunity

Withing the scope of the study, we also focused on resilience levels and other immunity variables. We determined the high and low resilience levels and conducted a T-test. The results show that there are statistically significant differences in terms of self-efficacy in teaching

($p.008<.05$) and coping ($p.000<.05$). High resilience group has a higher level of self-efficacy in teaching ($M=34.7647$) compared to the low resilience group ($M=32.7222$). Statistically significant difference was also observed in terms of coping strategies. It can be seen that high resilience group has a higher level of coping strategies ($M=22.9706$).

Table 10. High and low resilience and immunity

	Resilience level	N	Mean	t	sig.
Self-efficacy	low	72	32.7222	-2.693	.008
	high	68	34.7647		
Burnout	low	72	15.7778	1.104	.271
	high	69	14.7536		
Attitudes	low	71	24.2394	-1.530	.128
	high	68	25.1912		
Openness to change	low	72	23.9861	-1.931	.056
	high	68	25.0882		
Class affectivity	low	72	20.4167	-1.846	.067
	high	68	21.3971		
Coping	low	72	20.9167	-4.413	.000
	high	68	22.9706		

High and low resilience groups and contextual factors

Table 11 presents the findings regarding resilience levels and contextual factors. statistically significant differences were observed in terms of autonomy ($p.003<.05$) and supervisory support ($p.040<.05$). It can be seen that high resilience group have a higher mean score in terms of teacher autonomy ($M=12.0290$). With regard to supervisory support, the high resilience group have a higher mean score ($M=10.8676$). This shows that high resilience group believe that they can seek help from their school leadership, and their relation with the principal is that of mutual respect and trust.

Table 11. High and low resilience groups and contextual factors

Group Statistics					
Time pressure	low	71	9.9859	-.854	.394
	high	69	10.2899		
Autonomy	low	71	10.9296	-2.991	.003
	high	69	12.0290		
Relations with parents	low	71	10.9014	-.830	.408
	high	69	11.1884		
Discipline	low	71	9.1831	.339	.735
	high	69	9.0290		
Supervisory support	low	70	10.0571	-2.078	.040
	high	68	10.8676		

Discussion

In the present study, we aimed to investigate the construct of “language teacher immunity”, a term that was put forward by Dörnyei and Hiver (2017), in relation to contextual factors. It is thought that contextual factors have a particular impact on teachers’ immunity. As for the sub-dimensions of teacher immunity, the teachers ranked relatively low in terms of autonomy, indicating that they barely believe that they have autonomy. With regard to contextual factors, it was found that relation to parents and supervisory support are the significant variables where teachers rank low.

The correlational analysis indicated that there is a moderate level of correlation between teacher immunity and contextual factors. Variables like attitudes to teaching, resilience, and relations to parents also highly correlated with teacher immunity while the self-efficacy and coping strategies moderately correlated with teacher immunity. Moreover, a high level of correlation was also observed between burnout dimension and discipline dimension. The correlation between burnout and other dimensions like class affectivity and time pressure was moderate. The resilience dimension highly and positively correlated with coping strategies.

In relation to gender differences, it was observed that male participants seem to be more resilient whereas female teachers seem to have more positive attitudes towards the teaching profession. In terms of school type, it was seen that primary school teachers have more positive attitudes towards the teaching profession. Moreover, in relation to experience, it was found that teacher with 6-10 years of experience have more resilience while the 1-5-year-experience group has the lowest level of resilience. This indicates that as teacher gain experience, they also increase their resilience.

The present study also focused on comparing immunity levels and the contextual factors and found that the high immunity group ranked higher in terms of the sub-dimensions of immunity. Of interest to the authors was also the comparing resilience levels in terms of the other sub-dimensions of immunity. It was found that highly resilient teachers have a higher level of self-efficacy and coping strategies. When it comes to resilience and contextual factors, it can be seen that the high resilience group has higher level of supervisory support. High resilience group believe that they can seek help from their school leadership, and their relationship with the principal is that of mutual respect and trust.

The present study made it clear that there is a moderate and high level of correlation between the sub-dimensions of immunity and contextual factors. Hence, future studies might focus on this correlation from a qualitative viewpoint.

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VOCABULARY KNOWLEDGE IN COLLOCATION IN BUSINESS TEXT: A CASE OF ESL TERTIARY STUDENTS

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Abstract

Students' knowledge in vocabulary in academic writing has gained scholarly attention in the ESL context. One aspect of word knowledge, students often take for granted is to select words that relate or collocate with other words. The objective of this paper is to examine and discover vocabulary knowledge in collocation issues in business students' academic writing. To achieve the aim, a corpus-based investigation was conducted. Collocation issues were identified in ESL Business corpora. Due to the limitations of the corpus-based approach the search was restricted to vocabulary knowledge in a further qualitative analysis to streamline the over or under use of the most frequent collocations used by students who are English as a Second Language (ESL) in business tertiary institution; University of Professional Studies, Accra. The ESL students' English proficiency in academic writing depends on collocation in their vocabulary knowledge. Without appropriate vocabulary knowledge the ESL student cannot express his thoughts adequately and clearly in texts for easy collocational moves. In recent times, some studies have focused on vocabulary knowledge among tertiary students. The instruments used in this study are concordance (Vocabulary level Text and vocabulary level software, lxtutor.ca). In the data collection process, a quota sampling, 40 tertiary students in the business discipline who use English as a second language, but study business related subjects were selected. The findings suggest that the vocabulary knowledge of ESL tertiary students is very essential because it provides learners a broader ability to produce quality written texts that contributes to the comprehension of the texts.

REVISITING THE PROBLEMATIC ENGLISH SOUNDS FOR PROSPECTIVE TURKISH EFL TEACHERS

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Abstract

Nonnative teachers of English as a foreign language (EFL) who are expected to serve as the major model especially when their speech is the only source of input for their students (Richards, 2015, p.347) were added as a fifth group to the list of Morley (1991), according to which teachers' oral communication needs warrant a high level of intelligibility thus requiring them to receive special assistance with pronunciation (Celce-Murcia, Brinton, Goodwin, & Griner, 2010, p.9). Professionally speaking, EFL teachers should also possess certain teaching standards or qualifications concerning English pronunciation according to both national and international teaching frameworks (European Commission, 2011; Ministry of Education, 2017; TESOL, 2019). Despite this essential requirement along with the significance of pronunciation in oral communication (Pennington & Rogerson-Revell, 2019), pronunciation is deemphasized in teacher education settings (Baker, 2014). Given the professional and communicative salience of pronunciation, any pronunciation problems of EFL teacher candidates and active teachers should be surmounted or related needs analyses should be performed. To this end, this study intended to reexamine the problematic segmental features for Turkish EFL teacher candidates as to perception and production using a mixed methods case study design. The findings revealed both similarities and differences with earlier studies. The study concluded that Turkish EFL teacher candidates were moderately accented, easily comprehensible, and comparatively intelligible.

CLASSROOM DESIGN FOR TEACHING ENGLISH TO YOUNG LEARNERS

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Abstract

Teaching English to young learners have been discussed in terms of activities, classroom management, teaching priorities. However, another complementary item; the place where it is taught is mostly neglected. English language teaching classroom in primary school should be a place that develops children's imagination and makes them feel in a natural foreign language learning situation. Besides, it should be safe and comfortable enough for children to move freely. Moreover, the materials should be rich and vivid. How this ideal English language teaching classroom can be achieved is asked to one of the most important elements of the subject, the young learners. Young learners studying in a primary school in the West part of Turkey were interviewed related to the design of a classroom where English is taught. The qualitative data gathered will be analyzed using systematic content analysis. The results of the study will indicate the expectations of the children related to the design of a foreign language teaching classroom and the educational implications of this data will be discussed.

TEACHING GRAMMAR: IN THE VIEW OF CONVENTIONAL VS CONTEMPORARY APPROACH

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Abstract

Different theories of language entails different methods of learning language and different points of view of grammar. In essence, language theories are grammatical theories. Grammar is the system of a language. Grammar is often defined by people as the "rules" of a language; but in fact, no language has rules. In language teaching techniques, grammar teaching has varied over time and has been changed from conventional to modern/current approaches. The teaching of grammar is a dynamic operation. Expression of associations and functional forms of statements is perfected by grammar. Based on modern approaches to grammar education, language teaching, which is based on a functional-semantic approach, is helpful because this approach systematizes language and aims to master the richness of language. The structural approach is focused on grammar and linguistic awareness opposed to the structural approach. In a structural approach, learners can only learn grammar, but they cannot use skills successfully in their conversation, and their degree remains the same as in the laws of grammar. This hinders the exploration of the richness of the language. In addition to this, dialogue instruction has a significant function. Drilling, eliciting and asking philosophical questions by communicative awareness-raising exercises is important in the teaching process.

REVISITING THE PREMISES OF ELT IN TURKEY: USE OF ORAL APPROACH TO COMPLEMENT COMMUNICATIVE APPROACH

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Abstract

It is reasonable to consider Turkish foreign language education under the influence of the Oral Approach until the advent of the Communicative Approach in the late 1990s. This study aims to investigate which aspects of the Oral Approach are still found practicable by Turkish EFL teachers through a mixed-method research design. The data for this study were collected through a questionnaire administered to EFL teachers holding a master's degree and individual interviews conducted with a sub-sample of participants. The findings reveal that the primacy of spoken language and the gradation of linguistic content are found to be useful by EFL teachers. However, they display ambivalent attitudes towards behaviourism, highly favouring repeated exposure but not immediate feedback, and characteristics of the learning environment. In addition to the importance of frequent language use and ample input, explicit phonetic training with a fair emphasis on motor skills and reinforcing correct habits were identified as some aspects that can be used to complement teaching practices in a communicative classroom. Accordingly, the findings offer illuminating insights into the realities of foreign language education and show that certain aspects of the Oral Approach are still favoured by many practitioners despite educational policies shaped in accordance with the Communicative Approach.

THE EFFECT OF ROBOTIC ACTIVITIES ON PRE-CHILDREN'S CREATIVE THINKING SKILLS

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Abstract

In today's world we are observing very rapid changes and transformations due to the development of technology. Accordingly, development of global information is gaining momentum. It is vital for every individual to keep up with current technology and its mindset to have an effective and productive professional career as well as daily life. Creativity is becoming more important in today's technology driven societies and emphasized as an important component of the 21st century skills. Although being highly emphasized creative thinking is a phenomenon that humanity has brought within since its existence. Creative use of knowledge is even more important and creative thinking skills are one of the skills sought by the workforce of the future. This study was designed with the importance of creative thinking skills in mind and focused on the early childhood education. For this purpose, a robotics education program based on the STEM paradigm was developed and its effects on the creative thinking skills of preschool students was investigated. Robotics education program was developed after an extensive literature, reviewer analysis and was aligned with outcome expectancies of the early childhood education. The robotics education program includes six modules and focuses on development of algorithmic thinking skills as well as content knowledge. Complete program was reviewed by two outside content specialist who are expert in early childhood education and science education. Following revisions, the program was evaluated through a pilot study with the participation of four students (two girls and two boys) during the fall semester of the 2017-2018 academic year. Original study was conducted during the spring semester of the same year. Torrance Creative Thinking Test, booklet A was used as a pre-test prior to the study, and booklet B was used as post-test upon completion of the program. Findings suggest a positive impact on participants' creative thinking skills. We conclude that inclusion of robotics education within the framework of the STEM paradigm has a positive effect on the creative thinking skills of early childhood students.

ISLAMIC PERSPECTIVE ON COUNTER TERRORISM AND ROLE OF PAKISTANI SCHOLARS IN ESTABLISHMENT OF PEACE: A CASE STUDY

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Abstract

Islam is the True religion of peace, reconciliation and harmony which primarily deals with sanctity of human being without discrimination of religion, creed, and ethnic group. The subject of Divine Commandments is humanity which can be derived from the address of Allah almighty in the Holy Quran “O people” The Holy Prophet Muhammad SAWW said that “The best among people who is the source of benefit for the whole humanity”. Pakistan has been facing the challenge of extremism and terrorism since 9/11 and sacrificed thousands of lives in the war on terror. And yet, despite increased securitization, surveillance, monitoring and various counter-terrorism programs, the problem shows no signs of abating, but seems to increase year on year. While there may well be success stories of terror plots being foiled, radicals channeled into deradicalization programs, the unfortunate fact is that countless young people remain vulnerable to extremist propaganda especially through social media. In this paper, I have elaborated Islamic perspective on counter terrorism with the help of divine commandments and rational approach that Universalism, and moderation are what Islam stands for. It is a religion of peace, protection, and human rights; there is no room for oppression and injustice in Islam. In the second phase of research paper, I have analyzed academic contributions of Pakistani Scholars to encounter extremism and terrorism. I have also highlighted the narrative of Paigham-I-Pakistan joint declaration of scholars of various schools of thought to create harmony and peace in the country.

Research Purposes:

The key purposes behind authoring this article is to comprehensively demonstrate the narrative of Islam about counter-terrorism and extremism. The concept of peace in Islamic scriptures that is the Holy Quran and Sunnah has also been the target of this study. Diversity and balance as among the core ideologies of Islam alongside speaking up about the Human rights has also been targeted. Furthermore, the scholastic approach of various Pakistani scholars about counter-terrorism has also been made the part of this analytical debate. The doctrine of Pakistani COAS General Qamar Javed Bajwa is also discussed in affirmation of the Pakistani state as a land of peace and not of violence. Paigham-e-Pakistan as the narrative of peace and harmony in Islamic republic of Pakistan has also been deliberated in this research. Additionally, fatwa of 1800 religious intellectuals of Pakistan declaring suicide bombings Haram is also conversed in the current script.

Research Approach:

Qualitative analysis has been implemented in executing this research study. Primary as well as secondary resources are concerned. The holy doctrines that is “the Holy Quran” Ahadith”, the sayings of Hazrat Muhammad Mustafa SAWW, the doctrine of Shaykh-ul-Islam Allama Dr. Tahir-ul-Qadri that is “Paigham-e-Pakistan”, along with the doctrine of Pakistani Chief of Army staff General Qamar Javed Bajwa that is “The Bajwa doctrine: from chauvinism to realism” are utilized as a primary source to present the Islamic and Pakistani narrative about counter-terrorism. Additionally, news paper articles, website articles, and journal articles s secondary resources are consulted for the theoretical and descriptive comprehension of Islamic and Pakistani ideology in context to terrorism, extremism, activism, and radicalization. Literature is studied in mighty detail for the revision of the terrorism incidents that promoted Islamophobic image of Islam as well as Pakistan on the screen of the entire globe such as 9/11 assault and APS massacre. Collectively, this research study demonstrates a descriptive analysis of comprehending Islam as a peaceful religion and Pakistan as a peaceful state, which is definitely against terrorism and violence. Ending up with the concluding remarks, a way forward has been penned for the Islamic world to assist them in tackling the up-coming challenges to it in the context of terrorism and radicalization. Research design is based upon Turabian style of referencing.

Introduction:

مَنْ قَتَلَ نَفْسًا بِغَيْرِ نَفْسٍ أَوْ فَسَادٍ فِي الْأَرْضِ فَكَأَنَّمَا قَتَلَ النَّاسَ جَمِيعًا ۚ

Whoever takes a life—unless as a punishment for murder or mischief in the land—it will be as if they killed all of humanity¹

Hadith

Abu Bakra (RA) reported that the Prophet (SAWW) said, ‘Indeed, your blood and your property and your honour are inviolable, like the inviolability of this day of yours and this month of yours and this land of yours until the day you meet your Lord’².

The terminology of Islam is stemmed from the basic terms salamatan, salima, salaman, and yaslamu, along with other altered terms. Allah states in the Holy Quran:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا ادْخُلُوا فِي السِّلْمِ كَآفَّةً وَلَا تَتَّبِعُوا خُطُوَاتِ الشَّيْطَانِ ۚ إِنَّهُ لَكُمْ عَدُوٌّ مُبِينٌ ﴿٣٢﴾

O believers! Enter into Islam wholeheartedly and do not follow Satan’s footsteps. Surely, he is your

¹ (Surah Al-Mai-dah, verse 32)

² [al-Bukhari and Muslim]

sworn enemy³.

Abu- Amar al-Sheybani was a well-known philologist, who construed the term silm as Islam. Hazrat Muhammad Mustafa SAWW declared that the believer is the one from whose hand as well as tongue the other believer is protected⁴. That is why accepting Islam refers to move into the gate of protection together with peace. Mentioned in the tome of Tadhīb al-lughā, in accordance with Abu Mansoor Muhammad al-Azhari, Abu Ishaq al-Zujaj, recounted by Muhammad bin Yazid who explained the verse of Holy Quran:

وَإِذَا جَاءَكَ الَّذِينَ يُؤْمِنُونَ بِآيَاتِنَا فَقُلْ سَلَامٌ عَلَيْكُمْ كَتَبَ رَبُّكُمْ عَلَى نَفْسِهِ الرَّحْمَةَ أَنَّهُ مَنْ عَمِلَ مِنْكُمْ سُوءًا بِجَهَالَةٍ ثُمَّ
تَابَ مِنْ بَعْدِهِ وَأَصْلَحَ فَأَنَّهُ غَفُورٌ رَحِيمٌ

*When the believers in Our revelations come to you, say, "Peace be upon you! Your Lord has taken upon Himself to be Merciful. Whoever among you commits evil ignorantly 'or recklessly' then repents afterwards and mends their ways, then Allah is truly All-Forgiving, Most Merciful."*⁵

Establishment of peace is highly emphasized in Quran, As, it states that:

وَمَنْ أَحْيَاهَا فَكَأَنَّمَا أَحْيَا النَّاسَ جَمِيعًا

*Whoever saves a life, it will be as if they saved all of humanity*⁶.

Pakistan was made for the sake of Islam and it was aimed that the establishment of Pakistani society will be founded on standards on which the city territory of Media was constructed. That Muslims will have a different country where they will be allowed to rehearse their religion and where their lives and property will be secured. Where there will be opportunity of religion and privileges of strict minorities will be shielded. Equity will be incomparable and human rights will be maintained. Pakistani country is strict naturally; love for religion is a public character of the Pakistani society. In Pakistan individuals are strictly touchy also, religion stays a center component of individuals' conviction framework. Pakistanis take pride in being Muslims, yet a genuine Islamic soul is generally absent in the general public. As indicated by an examination led by PIPS in 2011, 93.4% of respondents kept up that religion assumed a vital part in their lives. Pakistanis will in general notice Islamic celebrations and ceremonies however larger part is ignorant of genuine importance of Qur'anic text and its lessons⁷. The

³ (Surah al-Baqarah, verse 208)

⁴ Narrated by al-Bukharī in *al-Sahih: Kitab al-Iman* [The Book of Faith], chapter: 'The Muslim is He from Whose Tongue and Hand the Muslims Are Safe', 1:13 §10; Muslim in *al-Sahih: Kitab al-Iman* [The Book of Faith], chapter: 'Explaining the Ranks of Virtue within Islam and which of its Affairs are Most Virtuous', 1:65 §41; al-Tirmidhī in *al-Sunan: Kitab al-Iman* [The Book of Faith], chapter: 'What Has Come to Us Concerning the Fact That the Muslim is He from Whose Tongue and Hand the Muslims Are Safe', 5:17 §2627; Ahmad b. Hanbal in *al-Musnad*, 3:440 §15673; and Ibn Hibban al-Sahih 1:406 §180.

⁵ Surah al-An'am, verse 54

⁶ Surah Al-Mai-dah, verse 32

⁷ Powell, Emilia Justyna. "A Theory of Islamic Peaceful Resolution of Disputes." *Islamic Law and International Law*

associations, foundations and people who bestow education related to religion in Pakistan have been sustained in a particular way. They by the same token have a place with a particular sect of religion or are politically inspired. Consequently, they are right off the bat worried about advancement of their sect of religion and individual benefits and solely after that with Islam. Consequently, the resultant Islamic instruction is instructing of chosen messages deciphered in a way which suits their essential concerns. Politically spurred explanations of Islam happen of the genuine widespread message of Islam. Islamic lessons that advance innovation and control are disregarded and downplayed. In this way religious dissertation is limited to chosen messages and one-sided translation and widespread message of Islam dependent on balance, otherworldliness and harmony is lost in this human battle to accomplish their common plans through religion. In doing so qualities and standards which support harmony furthermore, amicability in the public arena are undermined and during the time spent in Islamization extremist philosophies and standards are upheld by utilization of religion⁸. Absence of schooling and basic speculation combined with advancement of extremist writing befuddles individuals on issues of religion, identified with terrorism like Jihād, nifāz e Sharī‘at, as well as khilāfat. Despite the fact that worldwide local and global media pronounces Pakistan as a fear monger, fanatic, and revolutionary state anyway it merits referencing here that Pakistani society is not one or the other fanatic nor vicious. Be that as it may, presence of peaceful radicalism in Pakistani society fills in as philosophical help and enlistment base for vicious revolutionaries⁹.

Religious terrorism in Islamic Republic of Pakistan- Progression

The radical propensities dependent on religion in Pakistan, marked as strict terrorism created along two levels in Pakistan: National and Worldwide level. Abuse of religion by public political forces was instrumental in presenting strict classifications in legislative issues which brought about partisan division. Then again developing mediation of unfamiliar forces for their personal stakes in the nearby undertakings of Pakistan and during the time spent internationalization of Jihād during the Cold War time encouraged organized and coordinated brutality, in light of religion¹⁰. During the residency of Gen. Musharaf significant reason for terrorism was strict radicalism and the two episodes; Lal Masjid together with the murder of Akbar Bughti additionally turned into the significant reasons for outrageous radicalization in Pakistan. In 2012 Pakistani authority had to sit together and discover an answer for this threat of rough extremism for the sake of Jihād universally marked as terrorism. They needed the genuine lessons of Islam to occur of one-sided and chose translation of Qur'anic text. In

(2019): 125–163.

⁸ Rafiq, Aayesha. "National Narrative for Peaceful and Moderate Pakistani Society Based on Islamic Principles." *Research Journal al-Basirah* 7 (2019): 13-22.

⁹ Johnston, Douglas, Andrew McDonnell, Henry Burbridge, and James Patton. "Countering Violent Religious Extremism in Pakistan." *White Paper, March. International Center for Religion and Diplomacy*. <https://icrd.org/wp-content/uploads/2017/12/Countering-Violent-Religious-Extremism-in-Pakistan-White-Paper.pdf> (accessed March 28, 2020) (2016).

¹⁰ Aly, Anne, and Jason-Leigh Striegher. "Examining the role of religion in radicalization to violent Islamist extremism." *Studies in Conflict & Terrorism* 35, no. 12 (2012): 849-862.

December 2014 Pakistan needed to observe the awfulness of Army Public School slaughter¹¹. Pakistani government and the military, after the awfulness of APS in 2014 strengthened their endeavors to destroy the wonder of brutal activism in instructive organizations for the sake of Islam. The present Armed force Chief General Qamar Bajwa conceded that "the nation is reaping what we planted 40 years back" also, he is resolved to go past the commonwealth of counter terrorism to deradicalization of the general public. Developing issue of radicalization of youth at colleges, schools, and other higher instructive foundations in Pakistan requests genuine consideration¹². For example, the executing of Mashal Khan, an understudy of Abdul Wali Khan College, on counterfeit lewdness charges by a seething crowd of college understudies in 2016¹³. Modification of the current instructive educational plans and a more extensive contribution of both the Higher Education Commission as well as the Education Ministry in the issues of colleges, are similarly important. It is need of the hour that such radicalized components be urged to change their conduct first instead of constraining them to change their philosophies. Change in conduct is conceivable via amicable association and decreasing the correspondence hole between two limits. This will clear route for better comprehension and capacity to bear one another. It has been seen that submitted ideologies may never surrender their convictions yet may change their conduct. Indeed, even the Saudi restoration program, which truly regarded strict exchange as essential, has continuously received more conduct centered segments, like schooling, professional guidance, and post-discharge reintegration efforts.

Besides, religious scholars of Islam has also declared Islam as a peaceful religion and declared their narrative related to counter-terrorism.

Fatwa of 1800 religious intellectuals declaring suicide bomb attacks “Haram”

More than 1,800 ulema from various schools of considerations in Pakistan gave a fatwa (Islamic decision) announcing self-destruction assaults to be 'haram' (prohibited). The decision expresses that the individuals who end it all assaults, the individuals who request such assaults and the individuals who train such individuals, are totally viewed as agitators against the genuine soul of Islam. The decision further expresses that the State of Pakistan is morally justified to act against such individuals. It illustrated plainly that the demonstration of taking up arms and slaughter for the sake of Jihad must be started by the state. The individuals who force their perspectives forcibly are liable for the spread of perversity on earth, it added. The decision additionally expressed that in Pakistan, outfitted clash for the sake of Islamic Law (Shariat) is likewise taboo. The archive, endorsed by every law school, was introduced under the title 'Pegham-e-Pakistan' at a function which was held at the Aiwan-e-Sadar. The

¹¹ Shahzad, Muhammad Nawaz, and Rizwan Ullah Kokab. "POLITICAL PARTIES: A FACTOR OF STABILITY IN PAKISTAN 1999-2008." *Asian journal of social sciences & humanities* 2, no. 4 (2013): 348-358.

¹² Samaa.tv. Feb, 18, 2018. <https://www.samaa.tv/news/2018/02/few-countries-have-been-as-successful-as-pakistan-in-war-against-terror-coas/retrieved> Sep 15, 2018

¹³ Zulfiqar, Syed Hassan, and Marriam Mubashar. "Campus Violence and Extremism: The Lynching of Mashal Khan—A Case Study." Available at SSRN 3754639 (2019).

exertion is being named the second greatest memorable agreement among every one of the orders after 1973 constitution. The function was led by President of Pakistan and International Islamic University, Islamabad (IIUI) Chancellor Mamnoon Hussain¹⁴.

Paigham e Pakistan: fatwa on terrorism and suicide bomb attacks by Dr. Tahir-ul-Qadri-Shaykh-ul-Islam

From the Iranian upset to the 9/11 and 7/7 assaults and proceeded with demonstrations of worldwide terrorism by aggressors for the sake of Islam, questions have been raised and charges made with respect to the relationship of Islam to strict radicalism, brutality, self-destruction besieging and terrorism¹⁵¹⁶. The relationship of Islam to fanaticism and terrorism, nationally as well as, internationally, stays basic in the 21st century. The essential reasons for worldwide terrorism, frequently political and monetary complaints, are now and then clouded by fanatics' utilization of strict language and imagery. In ongoing many years, religion has demonstrated an intense power, utilized by Muslims as well as by Jewish, Christian, Hindu, and Buddhist fear-based oppressors to enlist, authenticate their activities, furthermore, prepare mainstream support. In the Muslim setting, the Gallup World Poll, the biggest and most efficient survey of Muslims in approximately 35 Muslim nations, from North Africa to Southeast Asia, addressing the voices of a billion Muslims, has illustrated that most of respondents who were asked in an open-finished question to clarify their perspectives on 9/11, the individuals who denounced terrorism referred to strict just as compassionate reasons. For instance, 20% of Kuwaitis who called the assaults 'totally uncalled-for' clarified this by saying that terrorism was against the lessons of Islam. Paradoxically, not a solitary respondent who approved the assaults utilized the Quran or Islam as avocation. All things considered, they depended on political legitimizations, for instance, considering the United States a settler power or blaming it for needing to control the world. The Gallup World Poll found that by far most of respondents (93%) have a place with the standard, who accept the 9/11 assaults were ridiculous however numerous in this gathering, in the same way as other non-Muslims, hold basic perspectives on US international strategy. Seven percent, however not really locked in brutality, themselves supported the 9/11 assaults. As opposed to the well-known thought, in the Gallup World Poll the individuals who have a place with the politically radicalized bunch end up being not any stricter than the standard. Vast dominant parts of all gatherings report that religion is a significant piece of their everyday lives, and there is no huge contrast in mosque participation¹⁷. Simultaneously, from very quickly after the assaults against the World Trade Center

¹⁴ KHAN, Brig Retd AFTAB. "Paigham-e-Pakistan."

¹⁵ Shaw, Ibrahim Seaga. "Stereotypical representations of Muslims and Islam following the 7/7 London terror attacks: Implications for intercultural communication and terrorism prevention." *International Communication Gazette* 74, no. 6 (2012): 509-524.

¹⁶ Poole, E. A. "Change and continuity in the representation of British Muslims before and after 9/11: The UK context." *Global Media Journal* 4, no. 2 (2011): 49-62.

¹⁷ Demir, Mustafa, and Ahmet Guler. "The effects of the 9/11 terrorist attacks on suicide terrorism." *Behavioral Sciences of Terrorism and Political Aggression* (2021): 1-18.

and the Pentagon, significant Muslim religious pioneers stood up publicly and keep on doing as such be that as it may, as a rule, the media has once in a while covered this story, liking to accentuate articulations and dangers from a perilous, furthermore, lethal minority of fear mongers and evangelists of disdain. However, an issue actually remains. While most of Muslim pioneers have censured terrorism and self-destruction besieging for the sake of Islam, some have respected assaults against regular folks and self-destruction besieging in Israel-Palestine as real¹⁸. Timothy Winter, for instance, excuses the individuals who hold this view, like Bin Laden and his right-hand man, Ayman al-Zawahiri, as unfit, un-Islamic vigilantes who disregard essential Islamic lessons. Their announcements disregard 14 centuries of Muslim grant. . . . [They use] arrangements of against American complaints and of Quranic citations alluding to right on time Muslim fights Arab idolaters¹⁹. . . . This sums to an odd and outrageous infringement of the ordinary strategies for Islamic grant. . . . An insurrectionist who murders noncombatants is blameworthy of baghy, 'equipped offense', a capital offense in Islamic law. A jihad can be broadcasted simply by an appropriately established state; whatever else is unadulterated vigilantism. Universally noticeable and powerful strict researcher and pioneer, Yusuf Qaradawi and others gave fatwas censuring the 9/11 assaults. Qaradawi on September 12, 2001 gave a fatwa, announcing: Islam, the religion of resistance, holds the human spirit in high regard, and thinks about the assault against guiltless people a grave sin; this is sponsored by the Qur'anic stanza which peruses: 'Whoever slaughters a person for other than homicide or defilement in the earth, it will be as though he has executed all humanity, and who so at any point saves the existence of one, it will be as though he had saved the existence of all²⁰.... I completely conflict with a submitted Muslim's leaving on such assaults. Yet, he and others have likewise respected self-destruction besieging against Israelis in Israel-Palestine and American soldiers in Iraq as authentic. Thus the 'battle of fatwas' has not just happened between a lion's share of standard muftis and the fatwas gave by psychological oppressors and their allies yet in addition existed between clashing positions taken by muftis to whom numerous standard Muslim's search for direction²¹. Self-destruction assaults that target honest regular people or non-soldiers have flash sharp discussion among noticeable religious specialists in the Muslim world. Sheikh Ahmad Yassin, the late religious pioneer and author of Hamas in Palestine, and Akram Sabri, the Grand Mufti of Jerusalem, alongside numerous other Arab and Palestinian religious pioneers, have contended that self-destruction bombarding is fundamental and defended to counter Israel's illicit occupation and overpowering military force. Similarly, in spite of the fact that Yusuf Qaradawi had denounced demonstrations of terrorism and self -destruction bombings, in 1995, he was additionally

¹⁸ Ali, Wajid, and Irfan Bashir. "Madaris reforms in Pakistan after 9/11, 2001."

¹⁹ Grenier, Stephen M. "1. Introduction: Framing the War in Afghanistan." In *Coalition Challenges in Afghanistan*, pp. 1-12. Stanford University Press, 2020.

²⁰ Quran 5:32

²¹ Jaafar, Muhammad Izzuddin. "Religious extremism in Malaysia after 9/11: causes and consequences." Master's thesis, Kuala Lumpur: Kulliyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia, 2020, 2020.

one of the main religious researchers to give a fatwa defending such assaults in Israel, in light of the reason Israelis were not regular citizens but rather soldiers in a conflict of occupation pursued against the Palestinians. In sharp differentiation, Abdul Aziz Al-Shaykh, Grand Mufti of Saudi Arabia, denounced all self-destruction besieging regardless as un-Islamic and taboo by Islam. Not long after 9/11, on September 15, 2001, he expressed: Ill will and scorn do not legitimize animosity or foul play. . . . Right off the bat: the new improvements in the United States including capturing planes, threatening honest individuals, and shedding blood, establish a type of shamefulness that cannot be endured by Islam, which sees them as gross wrongdoings and, corrupt demonstrations. additionally, any Muslim who knows about the lessons of his religion and holds fast to the orders of the Holy Qur'an and the sunnah [the lessons of the Prophet Muhammad] will not ever include himself in such acts, since they will summon the outrage of God Almighty also, lead to mischief and debasement on earth²². Moreover, it is the obligation of the Muslim ulema [religious scholars] to make realities clear in this regard, and to explain that Islam never acknowledges such demonstrations. in addition to this, the media, which attempt to criticize Islam and Muslims to mobilize against them the sensations of different countries, ought to stop this unsuitable and unmerited practice right away, since all sensible and simply individuals realize that such one-sided allegations have nothing to do with Islam. Two significant activities of Muslim strict pioneers to universally address and delegitimize strict fanaticism and worldwide terrorism are the Amman Message [2004–05]²³ together with 'A Common Word Between Us and You' [2007]²⁴. In the Amman Message religious pioneers gave an assertion on the idea of valid Islam, proclaiming 'what Islam is and what it isn't, and what activities address it and what activities don't', underscoring Islam's center estimations of empathy, shared regard, acknowledgment, and opportunity of religion. The Amman Message expected to dismiss fanaticism as a deviation from Islamic convictions and certified Islam's message of resilience and mankind as a shared view among various religions and people groups. The feelings of these researchers at that point turned into the premise in July 2005 of a significant worldwide Islamic meeting of 200 Muslim researchers from more than 50 nations. In light of fatwas given by three of the most senior Sunni and Shia strict specialists, among them Sheik Muhammad Sayyid Tantawi of al-Azhar University, Iraq's Grand Ayatollah Ali al-Sistani, as well as Yusuf Qaradawi, researchers tended to intra-Muslim clash and brutality and attempted to delegitimize fanatics who issue fatwas to legitimize their plans. Members gave a last declaration that underscored the hidden solidarity and legitimacy of the three significant parts of Islam [Sunni, Shia and Ibadi], prohibited declarations of excommunication or then again heresy [takfir] among Muslims and outlined the conditions for a substantial fatwa. More than 500 driving Muslim

²² Turner, John. "Manufacturing the Jihad in Europe: The Islamic State's Strategy." *The International Spectator* 55, no. 1 (2020): 112-125.

²³ Andrabi, Abroo Aman. "Interfaith dialogue: its need, importance and merits in the contemporary world."

²⁴ González García, Alexander. "In search of a common base for interreligious dialogue: beyond "a common word" between Muslims and Christians." (2020).

researchers overall consistently embraced the Amman Message. Along these lines for the first run through in history countless assorted religious pioneers and agents of worldwide Islam combined to give a definitive proclamation²⁵. In a second significant record in October 2007, 138 noticeable Muslim pioneers [muftis, scholastics, scholarly people, government pastors and authors] from across the world sent another open letter, 'A Common Word Between Us and You', to the heads of the world's significant Christian places of worship. This activity accentuated the significance of Muslims and Christians, who make up over half of the total populace, cooperating for worldwide tranquility on the premise of their 'Common Word', the very foundational standards of the two beliefs: love of the One God, and love of the neighbor. The response to 'A Common Word' from Christian pioneers and researchers was prompt and worldwide. The diocese supervisor of Canterbury, Pope Benedict XVI, Orthodox Patriarch Alexei II of Russia, the directing minister of the Lutheran World Federation, and numerous others recognized its significance, as did numerous people and bunches who posted their remarks and reactions on the authority site of 'A Common Word'²⁶. The quantity of Muslim pioneers and researchers who marked the activity expanded from the first 138 to more than 300 with in excess of 460 Islamic organizations and associations likewise supporting it. It is inside this context that Dr Muhammad Tahir-ul-Qadri's²⁷ Fatwa on Terrorism and Suicide Bombings has been invited as a significant archive. Tahir ul-Qadri's particular and voluminous fatwa is a thorough investigation of what the Quran and Islamic sources need to say about the utilization of viciousness, terrorism, and suicide bombarding and is a clear cut and unequivocal rejection of all demonstrations of ill-conceived savagery, terrorism, and each demonstration of suicide bombarding against every single person, regardless of whether Muslim or non-Muslim. Simultaneously, he likewise separates himself from all, regardless of whether individual unmistakable religious pioneers or Muslim youth who can possibly be radicalized, who might try to legitimize and pardon suicide besieging and terrorism under any condition. As he noted in a meeting with Christiane Aman pour, 'Terrorism and savagery can't be considered to be passable in Islam on the premise of any pardon. . . . Any honest goal or any mix-up of

²⁵ "THE AMMAN MESSAGE," *Amman Message*, last modified 2021, accessed March 25, 2021, <https://ammanmessage.com/>.

²⁶ Malik, Anas. "Reconciliation Between Muslims and Christians: Collective Action, Norm Entrepreneurship, and "A Common Word Between Us"." *Journal of Religious Ethics* 41, no. 3 (2013): 457-473.

²⁷ A man of manifold and staggering achievements, Shaykh-ul-Islam Dr Muhammad Tahir-ul-Qadri is the founding leader of Minhaj-ul-Qur'an International (MQI), an organization with branches and centres in more than 90 countries around the globe, working for the promotion of peace and harmony between communities and the revival of spiritual endeavour based on the true teachings of Islam. Shaykh-ul-Islam is a scholar of extraordinary proportions and an intellectual leader for all seasons. He is a living model of profound classical knowledge, intellectual enlightenment, practical wisdom, pure spirituality, love, harmony and humanism. He is well known for his ardent endeavour to strengthen bonds among people, by bringing them together through tolerance, dialogue, integration and education. He successfully bridges the past with his image of the future and finds convincing solutions for contemporary problems. He has been teaching Hadith, Tafsir, Fiqh, Theology, Sufism, Seerah, Islamic philosophy and many other rational and traditional sciences to thousands of people, including Ulema, scholars, Shuyukh, students, intellectuals and academics in the east and the west. He has authored around 1000 books and delivered over 570 lectures

Minhaj-ul-Quran International, "A Profile of Shaykh-Ul-Islam Dr Muhammad Tahir-Ul-Qadri," *Minahj-Ul-Quran International*, last modified July 26, 2009, accessed March 25, 2021, <https://www.minhaj.org/english/tid/8718/A-Profile-of-Shaykh-ul-Islam-Dr-Muhammad-Tahir-ul-Qadri.html>.



international strategy of any country or any affection can't sanction the demonstration of terrorism'. This significant fatwa is a significant contribution to Islamic talk and instructing and to between strict understanding in the 21st century, offering an intriguing message and lesson for all who look for worldwide harmony and equity²⁸.

The Bajwa doctrine: Counter-terrorism strategy:

The Bajwa Doctrine centers around the inside security and trusts in thoroughly clearing out terrorism from Pakistan. It is ensuring that no places of refuge be saved for the fear-based oppressors. The tenet's only need is Pakistan. The old thought of recognizing positive or negative Taliban appears to have faded away. The regulation has battled against terrorism of each shade and shading. Gen Bajwa and his group has an unmistakable vision of tranquil and prosperous Pakistan and they need to make Pakistan absolutely viciousness free. They need the aggressor gatherings to be de-weaponized and brought to the standard like Ireland and other difficulty-stricken nations where fighting gatherings were managed in an ideal manner. Gen Bajwa had met Afghan President Ashraf Ghani and revealed to him that as an initial step both, Afghanistan and Pakistan should quit being utilized against one another. The line fencing on the Pak Afghan line is the trademark accomplishment of the Bajwa Doctrine which will profit both the neighbors. The Bajwa teaching stands for regional harmony and, similar to China, needs to try for some degree of reconciliation with India while keeping our disparities on center issues. The precept is prepared for serene negotiations however without settling on the Kashmir issue. The principle is completely mindful of the Chinese counsel to Pakistan that rather than war, other tranquil measure be haggled for Kashmir issue. The Bajwa teaching is completely mindful of the international viewpoint since the overall himself had been in UN Peacekeeping Force connecting with various nationalities. The tenet examined the USA-Canada business relationship and came to the conclusion that at first Canada was at misfortune yet now it is in benefit. This model can assist Pakistan to create exchange with China and India dealing with our own business advantages. The principle needs great relationship with the USA and is prepared to work with them on the controversial issues. The vision discredits any thought of immediate or circuitous conflict with previous partner USA and stresses the need of settling all issues through discourse. The teaching has meticulously chipped away at improving relationship with Iran and Gen Bajwa's visit to Iran and Iranian unfamiliar clergyman Jawad Zarif's visit to Pakistan are being considered as productive. The Bajwa Doctrine has effectively patched the harm done to Pak-Saudi relations during the last system of Nawaz Sharif. It has likewise standardized the relations with UAE which appeared to be in constant conflict during the Sharif system in light of the issue of deciding in favor of Turkey rather than UAE for EXPO 2020²⁹.

Conclusion and way forward

²⁸ Tahir-ul-Qadri, Muhammad. *Fatwa on terrorism and suicide bombings*. London: Minhaj-ul-Quran International, 2010.

²⁹ Warraich, Suhail. "The Bajwa Doctrine: from chauvinism to realism." *The News* 18 (2018).

Indeed, even Western researchers have renounced the legend of Muslims pressuring others to convert. The incredible antiquarian De Lacy O'Leary expressed: "History makes it understood, nonetheless, that the legend of obsessive Muslims, moving through the world and driving Islam at the mark of blade upon conquered races is one of the most fabulously silly fantasies that antiquarians have at any point rehased."³⁰ Muslims governed Spain for approximately 800 years. During this time, and up until they were at last constrained out, the non-Muslims there were alive and prospering. Additionally, Christian, and Jewish minorities have made do in the Muslim lands of the Middle East for quite a long time. Nations, for example, Egypt, Jordan, Morocco, Lebanon, Palestine, and Syria, all have critical Christian and/or Jewish populations. This is not unexpected to a Muslim, for his confidence forbids him from compelling others to see his perspective.

The Glorious Qur'an declares:

لَا ۙ لَا إِكْرَاهَ فِي الدِّينِ ۚ قَدْ تَبَيَّنَ الرُّشْدُ مِنَ الْغَيِّ ۚ فَمَنْ يَكْفُرْ بِالطَّاغُوتِ وَيُؤْمِنْ بِاللَّهِ فَقَدِ اسْتَمْسَكَ بِالْعُرْوَةِ الْوُثْقَىٰ
أَنْفَصَامَ لَهَا ۗ وَاللَّهُ سَمِيعٌ عَلِيمٌ

There is no compulsion in the religion; right-mindedness has already been evidently (distinct) from misguidance. So, whoever disbelieves in the Taghut (i.e. false gods, idols, devils and seducers) and believes in Allah, then he has already upheld fast the most binding Grip, with no disjunction (ever); and Allah is Ever-Hearing, Ever-Knowing³¹.

A long way from being an aggressor doctrine, Islam is a lifestyle that rises above race and identity.

The Glorious Qur'an over and over helps us to remember our common origination:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ
ۙ خَبِيرٌ

O mankind, indeed, We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous¹ of you. Indeed, Allah is Knowing and Aware³².

In this manner, it is the all-inclusiveness of its lessons that makes Islam the quickest developing religion on the planet. In a world brimming with conflicts and profound splits between people, a world that is compromised with terrorism, executed by people and states, Islam is a beacon of light that offers expect what is to come. To understand terrorism and fanaticism in accordance with the context of Pakistan it is fundamental to examine it in religious as well as political context of Pakistan. Pakistanis are strictly delicate individuals and invest heavily in being Muslims however evident Islamic soul is generally absent in the public eye. Madāris ,Maulvīs and religious ideological groups assume a predominant part in giving strict education to individuals in Pakistan. The difficulty is that they all have

³⁰ O'Leary, De Lacy. "Colloquial Arabic: with notes on the vernacular speech of Egypt, Syria, and the Mesopotamia, and an appendix on the local characteristics of Algerian dialect/by De Lacy O'Leary." (1925).

³¹ Al-Qur'an 2:256

³² Al-Qur'an 49:13

their own personal stakes sponsored up by philosophical and political plans. This outcomes in promotion of Islamic education dependent on chose messages deciphered to suit their essential concerns. Along these lines politically propelled interpretations of Islam supplant the genuine soul in view of resilience and moderation. Promotion of radicalized strict material on Jihād, nifāz e Sharī‘at and khilāfat confuses overall population on issues of religion and acknowledgment of such standards supports brutal extremist and fills in as enrollment base for them. 2013-2014 was a defining moment throughout the entire existence of Pakistan. Operation Zarb e Azb³³ was dispatched by General Raheel Sharif in 2014 because of which Pakistan needed to observe the slaughter of APS kids. After this Pakistan's administration heightened its endeavors to kill the phenomenon of rough radicalization in educational institutions through military operations of Zarb e Azb together with Radd al Fasad. Operation Radd ul Fassad was dispatched on February 22, 2017 inclusive of 4 cardinals that is killing lingering danger of terrorism, countrywide counter terrorism operation, de-weaponization as well as touchy control request the board, examination of NAP are lobby characteristic of Radd ul Fassad. Objective of active operations were accomplished generally which cut down terrorism. Already because of responsibility in Kinetic operations endeavors for NAP stayed needing. Destitution, imbalance, underdevelopment, and free administration has likewise been instrumental in supporting radicalization. Madrassas and organizations of partisan organizations further advance radicalization in Pakistan³⁴. Terrorism in Pakistan is likewise impacted by inside and outer political turns of events. Lost strict notions of Jihād and foundation of general Khilafa and authenticity of outfitted uprising by purported influencers have to a great extent affected the upper working class of Pakistani society who thusly supported violent extremists in the country. Today extremism of youth at colleges, schools and other higher educational institutions in Pakistan demands genuine attention. The foremost Counter Violent Extremism (CVE) strategy detailed by the National Counter Terrorism Authority (NACTA) of Pakistan is profoundly invited improvement in such manner. It is likewise seen that emphasis on difference in conduct of revolutionaries is more powerful than compelling them to change their philosophies. This clears route for better understanding and resilience between two limits. The need of scholastic exploration for de radicalization is introduced as Paigham e Pakistan which has filled in as a device for a deradicalization dependent on Islamic lessons. This national account is making its progress to check savagery, extremism, and violent revolutionary attitude in Pakistan and acquiring a ton of prevalence among general masses. Notwithstanding analysis from different closures Paigham-e-Pakistan appears to advance on philosophical and scholarly front to control radicalized components in Pakistan and in teaching Pakistani individuals on more lenient and moderate picture of Islam. Also, the principle of Pakistani COAS Gen. Qamar Javed Bajwa noisily talks about the tranquil status of

³³ Javai, Prof. "Operation Zarb-e-Azb: A successful initiative to curtail terrorism." *South Asian Studies* 30, no. 2 (2020).

³⁴ MEHMOOD-UL-HASSAN, K. H. A. N. "Operation Radd-ul-Fasaad and its Parameters of Success."



Pakistan. A comprehensive open minded Islamic culture on the example of Madinah state is the aspiration of new Pakistan by the will, of Almighty Allah.

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USING TECHNOLOGY FOR ASSESSMENT AND SELF-ASSESSMENT OF ACCURACY IN SPOKEN ENGLISH

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Abstract

How to speak correctly and what to do about mistakes is always a subject of hot debate for learners and teachers alike. Assessing errors and accuracy for speaking can be quite difficult. This presentation identifies and categorizes language errors of advanced level learners of English and presents a case study of changes in accuracy for four advanced level students during their university studies. The study uses three types of technology to assess the frequency and type of correct language and errors made by the students. Changes occur in several language forms, for example in the use of tenses and definite articles. Accuracy seems to improve over time by focusing primarily on meaning with some focus on form.

INFLUENCE OF THE LINGUISTIC MULTI-COMPETENCE ON TURKISH EFL TEACHERS' PRONUNCIATION OF STRESS-TIMED RHYTHM IN ENGLISH

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Abstract

L2 users, according to linguistic multi-competence, are posited to possess a compound state of knowledge as a result of being familiar with more than one language. Dependent upon a wholistic perspective, multi-competence deviates from the views of fractional bi/multilingualism in that cross-language components are assumed to be inter-connected in a multi-directional way. This study aims to investigate cross-linguistic influence on L2 users' speech rhythm through an acoustic examination of multiple-language evidence on the basis of several rhythm metrics. The data, collected from 7 multi-competent Turkish EFL teachers, were segmented by the researcher and analysed with reference to metrics ΔC and %V. Findings have shown that rhythm is, indeed, a language-specific feature, since the metric values belonging to Turkish speech consistently differs from those of English speech. It has further been revealed that the multi-competent participants' L1 speech rhythm inevitably affects their L2 speech rhythm, the former of which being more stable than the latter in terms of linguistic performance. It is, hence, discussed that rhythm, affected by the idiosyncratic state of bi/multilingual cognition, is a suprasegmental feature that needs to be integrated into the L2 user's multi-competence as part of an inter-connected meaning-making system.

Introduction

This is a theoretical paper that investigates rhythmic interactions between syllable-timing of Turkish and stress-timing of English from the perspective of multi-competence. It is sought to explicate some of the suprasegmental difficulties experienced by Turkish L2 users of English so that a deeper understanding in this regard can be reached with a view to highlighting the importance of speech rhythm in communication. As opposed to traditional monolingual views, here is adopted a wholistic view, acknowledging that Turkish L2 users of English have an entrenched allegedly syllable-timed rhythm in their cognition, which might affect their language processing and L2 performance even in a monolingual speech mode.

Although Turkish and English are two languages that greatly differ from one another in terms of vocalic durations, consonantal variability, and articulation rate, there has been little to none research trying to account for how bi/multilinguals' familiarity with more than one language might influence L1 or L2 spoken performance as regards speech rhythm employed in these two languages. It is for this reason that how syllable-timing and stress-timing interact with one another needs to be addressed as a

potential means of improving speakers' intelligibility and offering pedagogical implications for the teaching of rhythm in L2 pronunciation. An underlying purpose of this paper is not only to classify Turkish and English into certain rhythm classes but also to probe into the underlying linguistic mechanism that causes multi-competent speaker-hearers to be distinct from monolinguals.

Wholistic bi/multilingualism and multi-competence

The Roman poet Ennius (239 BC–169 BC) had once asserted that he possessed 'three hearts' because he could speak three languages: Oscan, Greek, and Latin. Although it is now known that human beings cannot normally have three hearts, or Ennius might have been figurative in his claim, the current issues in bi/multilingualism, analogous to Ennius's assertion, continue in a remarkably similar vein. It is still discussed how L2 users manage to deal with multiple languages in the same mental faculty and single out the right piece of linguistic knowledge to put to use whenever it is required so. Just as we have only one heart, to Ennius's great chagrin, any language additionally learnt by an individual is to be stored and maintained within the same neurolinguistic eco-system, which is best captured with the term multi-competence. The result of knowing and using more than one language, proposed by multi-competence, is a total system in which languages are inter-connected with one another in a dynamic and multi-dimensional way (Cook, 2016).

As the concept of multi-competence stands upon the grounds of wholistic bi/multilingualism, it assumed that all languages known and used by a multi-competent speaker-hearer constitute an overall system thanks to a 'blurring' of linguistic boundaries caused by (relative) integration of cross-language components. The manifestation of this overall system brings about certain effects of L1 on L2 (or Ln), and vice versa, hence irrevocably changing L2 users' mind (Cook, 2003). This sort of bi/multilingualism distinguishes multi-competent language users from monolinguals (Bialystok, 2017). In this respect, the L2 user cannot be divided into two monolinguals, and L1 (or Ln) is still active in the background when performing in an L2 setting (Grosjean & Li, 2013). Different orientations in how these multiple languages are stored within the individual's multi-competence become an important source of enquiry for second/foreign language teaching and learning, including those related to pronunciation teaching. One of such cross-linguistic differences could be observed in the timing and patterning of speech rhythm, which is explored in the following section.

Typological continuum of speech rhythm

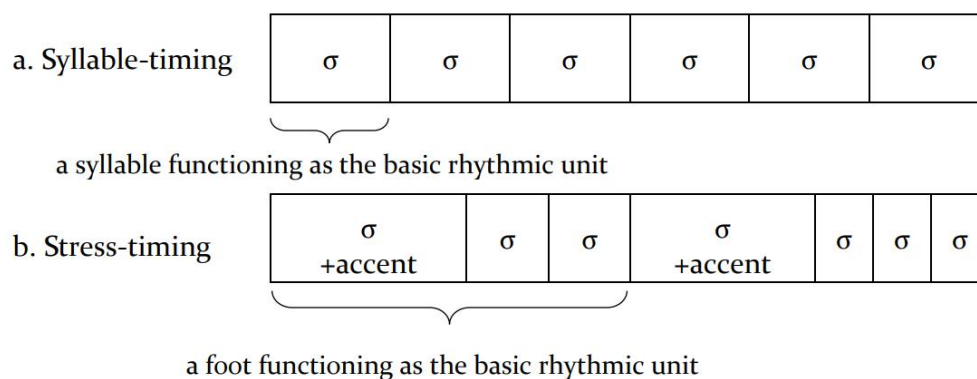
Rhythm is a suprasegmental feature that arises from 'the timing and patterning of length and stress in syllables, phrases, and sentences' (Lado, 1961, p. 30). A well-known typology of how different spoken languages arrange their rhythm was proposed by Pike (1945), who divided languages into stress-timed and syllable-timed as to whether stress peaks or the number of syllables characterise rhythmic 'pulses' in speech. A stress-timed language (e.g. English), according to this proposition, is expected to organise its rhythm around stressed syllables so that each foot (i.e. a basic unit including an accented syllable and unaccented syllables following) more or less follows a similar temporal pattern. In English, this is achieved through 'bunching up' unstressed syllables for 'the stresses [to] remain equidistant from each other' (Carr, 1993, p. 217), which perceptually creates a predictable 'mental beat' on which the spoken language operates and gives the listener an impression of syllables carefully patterned on the basis of relative prominence (Gimson, 1956). A syllable-timed language (e.g. Spanish, Turkish), on the other hand, constitutes a sort of rhythm mainly according to the number of syllables, treating each syllable somewhat equally. Therefore, syllables in the latter type are considered to resemble the timing of one another and occur at nearly equal intervals of time, as opposed to unaccented and accented syllables varying in their articulatory force as in the case of stress-timed rhythm.

Studies on prosody consistently show that English is a member of stress-accent languages, employing a number of phonetic manifestations to accentuate certain syllables for the construction of its rhythm

(Fox, 2000). Acoustic correlates inherent in English stress-accent can be listed as duration, intensity, frequency, and segmental quality (Roach, 2009). These are manifested in the spoken language as length, loudness, pitch, and vowel reduction: a stressed syllable becomes slightly longer, louder, and reaches higher levels of pitch compared with unstressed syllables. Because this type of rhythm is mostly timed according to the stresses, unstressed syllables are de-emphasised in such ways as shortening their durations by reducing vowels or even eliminating them as much as possible (Carr, 1993). Consequently, intervals between feet are presumed to resemble each other, as every one of them contains a single stressed syllable and possibly other ‘compressed’ unstressed syllables.

As a result of stress-timing, syllables bearing the stress-accent tend to stand out amongst others, which creates a perception of rhythm in which feet recur at fairly regular intervals of time. In order to maintain such regularity between the stresses, syllables considerably vary with regard to articulatory force exerted by the speaker in stress-timed languages. Contrary to the relative distribution of prominence amongst syllables in stress-timing, in languages with syllable-timed rhythm, all syllables receive more or less the same prominence, which brings about a sort of inter-syllabic equality in duration. It is for this reason that the length of an utterance depends largely upon the total number of syllables in a syllable-timed language, whereas it is typically determined by the number of feet in a stress-timed language. In other words, the length of an utterance in stress-timing is attributed to the number of stress peaks, since each foot contains only one accented syllable as its peak unit.

Figure 1. An Illustration of Difference in Syllabic Length Between Syllable- and Stress-Timing



All interpersonal meaning-making systems depend upon a common principle regarding the production a message in an intelligible, comprehensible, and interpretable way, on the part of speaker or writer, and being able to understand it, on the part of hearer or reader. It is this basic communicative principle that human interaction revolves around. For this reason, spoken, written, and signed languages have to make use of a set of conventions. Speech rhythm is one of them. And as shown in the above figure, languages may be different in how they utilise this feature in speech production. When learning an additional language, L2 users should integrate the target norms into their multi-competence in order to conform to the communicative principle mentioned. However, the process of integrating a new set of features belonging to an L2 sound system into one's existing phonological and phonetic systems comes with a number of intrinsic difficulties, which makes the bi/multilingual cognition a unique state of mind that should not be taken for granted without a thorough contemplation.

Possible modes of integrating L1 and L2 speech rhythm

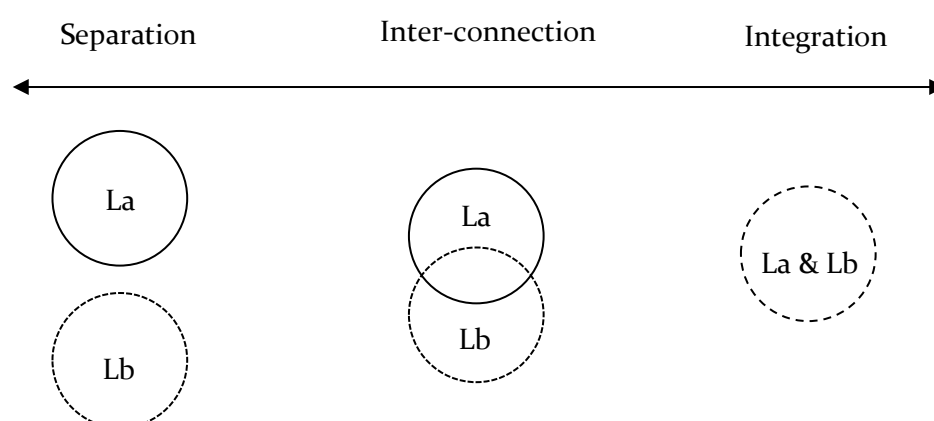
Phonological and phonetic characteristics of a language should carefully be taken into account in second/foreign language teaching, as L2 learners are likely to have already established at least one sound system as part of their mother tongue acquisition. Differences could be observed in phonemic inventories, prosodic structure, intonation contours, stress placements, muscular movement required for proper articulation, and so on. This conflict may pose some difficulties for L2 users, since they are expected to accommodate a new sound system that is probably organised in a dissimilar way than their

mother tongue about which they have previously established phonological and phonetic conceptualizations.

The concept of linguistic multi-competence posits an inevitable interaction in the L2 user's mind, concurrently affecting phonological and phonetic systems of all languages known and used. It is foreseeable that pronunciation of an L2 user, including both segmental and suprasegmental features, will sound somewhat different from a monolingual native speaker's pronunciation because 'the student does not learn a foreign language from scratch' (Lado, 1961, p. 33); there is already at least one language existing in his/her multi-competence. As a new set of phonological features enters the L2 user's multi-competence, this process affects phonology of L1 too. In this conjunction, it is presumed that the wholistic system gravitates away from ends that represent L1 or L2 monolingual native speakers. Even in a monolingual speech mode, it is possible to find traces of allegedly deactivated languages (Grosjean & Li, 2013), including such phenomena as unintentional switches between languages at various levels of language processing (Poulisse, 1999).

To address the issue laid out on the opposing grounds of ongoing processes involved in separation and integration, Cook (2002; 2003) proposes an integration continuum on which a multidirectional relationship is displayed. The integration continuum, say composed of an L1 and an L2, is intended to reflect how these languages relate to one another within the L2 user's multi-competence. On one end of this continuum is located separation, where L1 and L2 elements are independent of each other. On the other end of the continuum is located integration, where a juxtaposition of L1 and L2 elements brings about a compound linguistic system. As one might anticipate, the focal area on the integration continuum is somewhere in-between: inter-connection, where languages are in liaison with each other to some degree, depending upon the L2 user and varying in effect according to given areas of a language (Cook, 2002).

Figure 2. The Integration Continuum by Cook (2003, p. 9)



Rather than transfer, which connotes a one-way shift (irrespective of direction), the integration continuum is about how languages constantly interact with each other as a total system. The constant cross-linguistic interaction happens to be in varying degrees with somewhat inconsistent patterns, quite possibly unique to every L2 user. Phonology, for example, might be more integrated than other areas of language for an L2 user, showing that two (or more) sound systems have merged comparatively better than lexicon, syntax, and so on. On the other side, another L2 user might have a fully different

configuration determining the shape of his/her multi-competence, where a different area of language demonstrates a higher degree of integration. The tenet underlying this argument is that ‘neither total separation nor total integration can be completely true’ (Cook, 2002, p. 12): the knowledge of more than one language is stored in the same mind, yet a multi-competent person can use each language for its pertaining mode of communication.

Provided that languages are in a converging relationship, interwoven with one another in an individual’s mind as multi-competence entails, there is expected to be constant variation in the total system, which makes it difficult to predict precisely where an L2 user might be standing on the integration continuum at a specific frame of time, or where the direction of next movement would be. To illustrate in Weinreich’s (1953) terms, compound, coordinate, and subordinate relationships may be formed for the integration of speech rhythm. In a coordinate system, conceptual formulations pertaining to different systems of speech rhythm are theoretically contained in separated compartments, which suggests that the L2 user can easily switch between syllable-timing and stress-timing without any difficulty or influence. In a compound system, the L2 user links a compound concept to all the languages s/he can speak, rather than forming and storing separate conceptual representations anew for each language. This kind of cross-linguistic orientation suggests a state of inter-connection in terms of speech rhythm, demonstrating characteristics of both syllable-timing and stress-timing although one might be more dominant than the other. Lastly, in a subordinate system, L2 elements must follow the route formerly specified by L1 in order to access to a target concept, implying what is often perceived to be a heavily foreign accented speech where for example, an L2 user speaks English with a totally syllable-timed rhythm, largely deviating from expected norms.

Conclusions

The underlying aim of this paper was to elucidate how a combination of multidirectional relationships formed between cross-language components within the L2 user’s multi-competence results in an idiosyncratic state of cross-linguistic language ability, which can hypothetically be explained through the integration continuum proposed by Cook (2003). The inter-connection state on this continuum reinforces the idea that ‘total separation is impossible since both languages are in the same mind; total integration is impossible since L2 users can keep the languages apart’ (Cook, 2003, p. 7), shifting the locus of multi-competence to an intermediary position where multitudinous possibilities of linguistic integration or separation take place. In this line of discussion, what is to be highlighted is the conceptually inter-connected speech rhythm that permeates into one’s cross-language speech production.

As suggested, neither total separation nor total integration may be possible to observe in a real-life situation: cross-language components, including rhythm, tend to be in a dynamic and multidirectional relationship in which some features of L1 are kept apart but disposed to be inter-connected with their L2 counterparts. Considering that Turkish speech is likely to pattern with syllable-timed languages whilst English patterns with stress-timed languages in terms of vocalic durations, consonantal variability, and articulation rate, it is possible for a multi-competent L2 user to display a state of inter-connection at phonological and phonetic levels. Hence, it could be more suitable to adopt an approach that references L2 users’ knowledge of more than one language in pronunciation teaching. Such an approach would entail to perceive cross-linguistic speech rhythm, as well as other suprasegmental features, as part of a complex meaning-making system that shapes bi/multilingual communication in a general sense.

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ITEM RESPONSE THEORY IN FOREIGN LANGUAGE PEDAGOGY

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Abstract

A comparison is made between the classical test theory (CTT) and Item Response Theory (IRT) in general discussions about testing and assessment. One of the main concerns in testing and assessment is the true scores of test-takers, and the comparison between the CTT and IRT is generally made at this point. The term true score refers to an individual's score on a measure if there was no error in the testing process. CTT analyses of a test generally yield a single estimate for all test-takers, but the estimate is individualized and more accurate when the same test is analyzed through IRT. In addition to this, some studies suggest a clear superiority of IRT in measuring individual change. Although other approaches have emerged throughout the years, initially, IRT was based on Rasch analysis, which assumes that test items have specific difficulty levels attached to them. It is also a fact that test-takers have fixed ability levels at a given time. IRT allows us to see the interaction between test items and test-takers in a test. By considering the stronger aspects of the IRT approach, it has been suggested that the IRT approach to testing and assessment will replace the CTT in the near future. However, the use of IRT is not that common in foreign language pedagogy. With this study, we try to discuss the ways or possibilities to use the IRT approach in foreign language teaching and learning.

INVESTIGATION OF THE EFFECT OF SOME AFFECTIVE VARIABLES ON PREDICTING 6TH GRADE SCIENCE ACADEMIC ACHIEVEMENT

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Abstract

In this study, middle school 6th grade students; The effects of sub-dimensions of some affective variables such as EPOCH well-being, trust in teachers, perceived self-regulation and alienation from school on science academic achievement were investigated. The study was carried out with 332 middle school 6th grade students. Multiple regression analysis was used as a research method in the study. In order to determine the academic success of science in the research, the average of 4 different written grades of the students in the 1st and 2nd semesters of the 2018-2019 academic year were taken. In the study, first of all, the correlations between the sub-dimensions of each affective variable and science academic achievement were examined. Models were created by stepwise regression analysis, starting from the sub-dimension that gave the highest correlation with science academic achievement. Sub-dimensions that do not contribute significantly to science academic achievement in the models created were removed from the model and the model was given its final shape. At the end of the research, the sub-dimension of EPOCH well-being is relatedness and the sub-dimension of perceived self-regulation, openness, are significant predictors of science academic achievement. These sub-dimensions explain 10% of science academic achievement.



VIRTUAL REALITY APPLICATIONS IN FOREIGN LANGUAGE TEACHING

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Abstract

Technological developments have made revolutionary changes and led to great innovations. One of these innovations is virtual reality. The use of virtual reality technologies, which provide people with an artificial world experience and enable people to experience environments that cannot be reached, is becoming increasingly common in today's modern education system and pandemic period. The use of virtual reality in foreign language teaching saves time, provides motivation and efficiency, and is more economical. In recent years, it is seen that it has come to the fore as a useful tool in these respects. In order to make teaching more effective and efficient, in this study, the effects of the learning environment enriched with virtual reality on the distance education, foreign language learning skills of university prep school students have been examined. In this context, with the data collection tools virtual reality applications used in our university's foreign language courses, and the effect on the development of students' foreign language learning skills have been examined. In addition, it has been investigated to what extent virtual reality can make students feel that they are in the environments they learn, and whether virtual reality is superior to all other classical materials by providing three-dimensional information to students' sense organs.