



Education for Peace in Libyan Universities – A Conceptual Study of the Faculty of Arts and Science, English Language Department–Alkufrah, Benghazi University

Mahmoud Ahmida Moftah Ahmida Aboualya¹; Ahmad Mohamad Ahmad Bader²

¹ English Language Department Alkufrah, Benghazi University, Libya, mahmouddahooka@gmail.com

² English Language Department Alkufrah, Benghazi University, Libya, amabader1983@gmail.com



Information of Article

Article history:

Received: Oct 3, 2018

Received in revised form:

Oct 9, 2018

Accepted: Oct 30, 2018

Available online: Nov 15, 2018

Keywords:

Peace, Education,

Value,

Attitude,

Violence,

Pedagogy,

English as a Foreign Language

ABSTRACT

This paper sheds the light on peace education within EFL curricula at some Libyan universities, within activities that encourage peace, dialogue and tolerance in the English-language classroom at university level. It also includes ways of implementing peace education in English Language classroom. Which have to take a place among English language educational and teaching curricula within language policy and syllabuses design under clear objectives that serve and respect our cordial and hormonal relations. The descriptive, analytical, and critical approaches have used to work together to draw truths and facts in details for peace education in Libya. The results indicated that all educational stages have the opportunities to enact and interact actively and positive towards their societies by using an educational system for peace. Education peace and pedagogy policy have to play vital roles in Libyan education system especially at Alkufrah city / Faculty of Art and Science at University of Benghazi. The role of English educational curricula is not just inclusively implemented for bare language and linguistics usages rather affecting the society positively through peace, tolerance, values and newly adapted concepts for learning outcomes

1. Introduction

English language is used as a second language in Libya. Several of English educational curricula have been used by the Ministry of Education to promote Libyan level which is focused on the communicative language aspects among the new global syllabuses in order to identify the best powerful outcomes for the particular group of learners.

The main reason for this educational change was made because of the demands by society to produce skilful societies who could work in safety and tolerance as well.

Students are given various opportunities to engage in communication in the target language. The function of the instructor is that of a facilitator or coordinator whereby students are prepared for active learning through interactive and communicative among the students and staff members of university is considered an important factor in order to maintain peace and learning process in same tunnel.

As a result of this style of teaching, the students do not acquire high in the English language. This effect does not comply with the goals of the syllabus which are to achieve the set standards of highly policy that affect directly their future career. The Ministry of General Education in Libya stated that integrating new materials into the teaching of English in Libyan universities can help improve students' attitude during the lecturers and would be duty of all to overwhelm the conflicts, violence and disheartened, it is important to overcome such problems by using the strong syllabuses to inculcate confidence in those skills. Libyan inspectors "The goal of integrating peace in curricula is to change the classroom system and to make the learning process more powerful and beneficial to gain many aspects of awareness such as social, informative awareness appropriate knowledge and the correct way of selecting the peace concepts are important in the class room activity. A variety of topics in the English lesson will play an important role in enhancing these lessons and engaging the learner in language learning process which will aware them about peace. So, this study aims to investigate the role of peace education through EFL curricula.

Peace education means to learn and teach for peace. Learning and teaching about peace means obtaining knowledge and understanding of what and how to contribute to peace, what damages and spoils it, what leads to war, what does "peace" mean on each level at the educational system, what is role of a teacher, what the role and how are the different levels connected to create peace in Libyan universities, shall they meet up Peace and Education or shall never meet? Why and why not. So this is generic view for the problem of this case study of the research. Learning and teaching for peace means acquiring the skills, attitudes and values that student/s need in order to contribute to peace and help maintain it. For example, this means learning to deal with conflicts without the recourse to violence, learning to think creatively and

critically, learning to apply the methods of active nonviolence or learning to deal with cultural difference in very constructive way.

The English as a Foreign Language classroom as well offers the teacher a lot of opportunities to help students address and face their lives issues and problem through Language classroom activities and tasks that are related to the content of English language syllabuses in areas of English literatures courses, communication, listening and speaking and even advances Linguistic subjects. Particularly, the class offers these opportunities so as to promote peace education values such as teamwork, pair work, solidarity, cooperation, social interaction, critical and positive thinking, developing the whole class cognitive abilities in and outside classroom. Thus, the researchers are of the view that peace education will play a vital role and do a fundamental impact to promote peace values, respect and tolerance in our universities, consequently the results will definitely be a sign of the non-violent living, acceptance of others, coexistence and peaceful cohabitation in Libyan universities.

This study is intended to investigate and probe in Peace Education in some universities at the Libya and to analyze English as Foreign Language (EFL) curricula of Benghazi University at Faculty of Art and Science – Alkufrah English Language Department – located in Alkufrah, State of Libya. Particularly for the Libyan English as a Foreign Language Learners (EFL) who are studying English Language to aiming at a B.A degree in English Language. The serious and stressful problem is the complete absence and fully lack of peace education in Libya schooling system and especially the higher education which meant here by university education as EFL. There is no strategic planning in the higher educational institutions and even in the educational and pedagogical policy. Today university teachers complain about the increasing disruptive disciplinary behavioural and even academic problems in schools and universities such like mindless behaviour, violence, zero tolerance, lack of respect and peaceful conflict resolution and disheartened feelings amongst students. Universities now embedded with racism, classism, sexism and other illegitimate forms of exclusion as Marshall's views (2004).

The recent EFL curricula are far away from peace education concepts and values but the use of EFL curricula will work if the universities administrations and EFL teachers address and infuse the following concepts: human rights, respect, diversity, plurality, tolerance, nonviolence resistance, human dignity, social interaction and lastly the awareness on how to solve problems and think critically towards issues of daily conflict and violence that happened among university students. In other words, to teach students the knowledge of peace that can enhance their self-respect, independence and to impart students' knowledge about conflict, peace, war, power, gender and ethnic equity, justice, religious fundamentalism, terrorism, corruption, and the understanding of ecology for peace. Newly recommended classroom activities will take place in the research to stimulate peace in English language classrooms. Doubtless, that peace education is under provided affair by EFL syllabuses curricula's designers as well as it undersupplied by the educational and pedagogical polices of the whole country – Libya. In addition, the dilemma of the Libya is peace agreements, conflicts resolution ways and the social contracts. The researchers consider that there is a vicious circle and a wide gap within the application of recent EFL educational packages and lesson plans' objectives at universities and in the other side issues of addressing the culture of peace in educational policies as mentioned by United Nations agencies: UNESCO and UNCIEF. The input, intake and output of the entire educational process of EFL in Libyan universities are not efficient and lack to peace education (principles, morals, ethics, standards, ideals, attitudes and values), therefore who is to blame?! Is it the Ministry of Education, Ministry of Higher Education and Scientific research, curricula policy makers and setters or the heads of English Language Departments? The researchers see that the current situations of EFL curricula at university level undergo and suffer from critical and fading symptoms because the EFL curricula was and still unsuccessful to share in stopping war, political conflicts and different types violence in the minds' of university students and also not succeed to promote peace education values in the lives of students. The problem of EFL curricula at the most of Libyan syllabuses is the malfunction to use classroom activities to encourage peace and tolerance. These situations are currently expressed about what is running now such as violence at most universities, pathetic and underperformance academic skills and full negligence of behavioural problems.

For instance, the objectives of an English communication course are concentrating on development the listening and speaking abilities of the students. Moreover it aims at making the students feel at ease with spoken English of the sort they might encounter on the radio or television, over the phone or in conversation. These objectives are only academic ones and give attention to the linguistic benefits and performance and totally ignored the concerns of peace education which will help learners to develop an awareness of processes and skills that will help them to achieve understanding, tolerance, good-will, co-existence, forgiveness, respect, active listening, courtesy of dialogue, polite disagreement and critical thinking, etc. Finally, implementing peace education in the English Language Classroom can be achieved when problem solving, and critical thinking strategies are used across the curriculum as Professor Janet Orr said (2006).

The research aims to shed a light upon the wide range of different peace education programs that common general objectives can be found. They all aim to construct change that will make the world a better. The goal is to diminish, or even to eradicate, a variety of human ills ranging from injustice, inequality, prejudice, and intolerance to abuse human rights, and economic inequality (Garcia 1984). The study in addition will try to outline the motives of "WHY" "Peace Education" in "Whole University and English Language Classroom" in terms that educators and teachers have a lot of distinguished opportunities to promote peaceful coexistence by utilizing the process of peacemaking and peacekeeping to the consideration of their students in the classrooms due to the upcoming reasons:

1) To make learners aware of the basis of conflict and how to resolve conflict in their daily lives.

- 2) To prepare students to become good citizens of their communities, nations, and the world with skills to maintain peace and human dignity concepts on all levels of interaction.
- 3) To use the English language classroom as a microcosm of a just world order, in which the global values of positive inter-dependence, social justice, human rights and participation in decision-making processes are learned and practiced.
- 4) The study will investigate how to implement and achieve peace education in English language classroom and extra curricula activities by:
- 5) Using topics that raise the issues related to peace and cultural understanding in English language classrooms, and language teachers can give students basic information to help them develop positive attitudes and values related to "peaceful living".
- 6) Engaging in most EFL activities that encourage co-operation, coexistence, and consensus building as well as reflective listening and polite speaking can give students the ability they need to meet and resolve conflicts.

Peace education can be regarded neither as a separate subject nor as a project but must be seen as an educational orientation that provides the objectives and the instructional framework of learning in schools. It must be incorporated into the objective and curricula of other subjects and be interwoven into their instruction (Al-Zaql and Rahoooma, 2018; Gaber and Khalid, 2018, Harris, 1988). This present study endeavors to promote awareness that the Libyan educational existence depends on learning to live together without the threat of violence and conflict. Thus, education has the unique opportunity to foster, implant, impart, infuse and address the peaceful co-existence and explore the significances of teaching nonviolence, love, compassion, trust, fairness, cooperation, respect, and a reverence for the human family and all life on world. The study plans to highlight that peace education at beginning is a social practice with shared values to which anyone can make a significant contribution. It is an interdisciplinary field because it encompasses with morals, spiritual foundations, and conceptual perspectives of education, caring theory, human rights, democracy and peace. Furthermore, it is a holistic field that relates pedagogy, English Language Teaching (ELT), learning, teaching, skills, conflicts, problems solving, critical thinking, teachers' role, classroom managements, and activities, etc.

This study is significant because it will emphasize upon the ongoing development of EFL curricula framework to support and strengthen the culture of peace among university students. To mainstream the higher education in Libya to build peace through education, for case in point, English language classroom will propose to promote values of respecting and accepting differences and others, self-control, peaceful coexistence, anger control and management, team and group spirit, ethics of difference, tolerance and nonviolence through classroom activities. It is also true of almost all significances of the study in the stream of peace education that shows sign of hope and change toward the promotion of communication and cooperation with universities/school, societies and governments, so as to support the principles of constructive dialogue and to equip teachers and students with the necessary skills that will enable and help them in conflict resolution process and education. In simple words, the study will participate and contribute to read some of recent Libyan university students' situations, educators and educational policy among peace education and experiential learning. Following this line of thought, the final significance is that the success of peace education is more dependent on the views, motivations, and abilities of teachers than in traditional subjects.

2. Literature Review

2.1 *Theoretical Framework*

It is a board normative framework and wide spectrum of potential number of approaches, dichotomies and techniques to 'Peace Education' which have been developed and shared by others. The approaches are distinguished by their perspectives, concepts, experiences, methods, developments, assumptions and presumptions to peace education. It is along with knowledge-based subject matter of peace, peace culture and peace education that can be directly taught in the EFL university curricula represented by set of skills, attitudes, values, decisions and goals that can be explicitly taught or infused in a multiple variation of educational contexts.

2.2 *Practical Framework*

It is relatively including the systematic attempts to help the researchers to identify the problematic areas of peace education and its applications through surveys, questionnaires, rating scales, interviews, focus group discussion, observation and some experimental procedures for teachers, students and EFL curricula.

2.3 *The Culture of peace and the culture of teaching peace:*

The UNESCO Culture of Peace Program has its own approach to develop the conception of EDUCATING FOR PEACE and though many UN implementations as the Preamble of the Charter of the United Nations as titled under the slogan "WE THE PEOPLES OF THE UNITED NATIONS DETERMINED that"

- 1) To save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- 2) To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

- 3) To establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- 4) To promote social progress and better standards of life in larger freedom,
- 5) To practice tolerance and live together in peace with one another as good neighbors, and
- 6) To unite our strength to maintain international peace and security, and
- 7) To ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- 8) To employ international machinery for the promotion of the economic and social advancement of all peoples.”

In 10 December (1948) Preamble of the Universal Declaration of Human Rights also summarizes some points:

- 1) Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,
- 2) Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,
- 3) Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law ...

Now, therefore, the General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance. In similar context the UNESCO's constitution also declares that:

- 1) That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;
- 2) That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;
- 3) That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;
- 4) That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern;
- 5) That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

In addition, the general conclusions from the first international forum on the culture of peace come to furnish the objectives of culture of peace as:

- 1) The objective of a culture of peace is to ensure that the conflicts inherent in human relationships be resolved non-violently;
- 2) Peace and human rights are indivisible and concern everyone;
- 3) The construction of a culture of peace is a multidimensional task requiring the participation of people at all levels;
- 4) A culture of peace should contribute to the strengthening of democratic processes;
- 5) The implementation of a culture of peace project requires a thorough mobilization of all means of education, both formal and non-formal, and of communication;
- 6) A culture of peace requires the learning and use of new techniques for the peaceful management and resolution of conflicts;
- 7) A culture of peace should be elaborated within the process of sustainable, endogenous, equitable human development; it cannot be imposed from the outside.

Salient recommendations and significant suggestions regarding education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms were raised as well as directing principles:

- 1) An international dimension and a global perspective in education at all levels and in all its forms;
- 2) Understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
- 3) Awareness of the increasing global interdependence between peoples and nations;
- 4) Abilities to communicate with others;
- 5) Awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
- 6) Understanding of the necessity for international solidarity and co-operation;

- 7) Readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.
- 8) As a matter of fact, the Seville Statement on Violence in (1986) which was based on thorough scientific evidence, the Seville Statement refutes the myth that human beings are predisposed to violence through five key propositions. It is scientifically incorrect to say:
 - 9) That we have inherited a tendency to make war from our animal ancestors;
 - 10) That war or any other violent behaviour is genetically programmed into our nature;
 - 11) That in the course of human evolution there has been a selection for aggressive behaviour more than for other kinds of behaviour;
 - 12) That humans have a violent brain. How we act is shaped by how we have been conditioned and socialized. There is nothing in our neurophysiology that compels us to react violently;
 - 13) That war is caused by instinct or any single motivation.

Certainly, the proposals for a culture of peace which presented to the international conference on education at Geneva, October (1994) reviews some notions such as:

- 1) Training and practice of conflict resolution and mediation in school systems, among staff and students, and extension through community involvement to the rest of society.
- 2) Linkage of school activities to ongoing activities in the community which promote participation by all in culture and development.
- 3) Incorporation into curricula of information about social movements for peace and non-violence, democracy and equitable development.
- 4) Extension of the sense of community not only to all peoples but also to all life on the planet, with the aim of preserving both the world's cultural diversity and its ecology for future generations.
- 5) Systematic review and renovation of curricula to ensure an approach to ethnic, racial and cultural differences which emphasizes their equality and unique contributions to the enrichment of the common good.
- 6) Systematic review and renovation of the teaching of history, to give as much emphasis to non-violent social change as to military aspects of history, with special attention given to the role of women in history.
- 7) Teaching of science in terms of its relation to culture and society, as a tool which can be used for war or for peace, for exploitation or for co-operative development.

In addition, the ten effective foundations for a culture of peace have been developed by the Defense Alternatives and Culture of Peace - Vincenc Fisas of the UNESCO Centre of Catalunya, Spain and they are in a broad covered the followings:

- 1) Satisfaction of basic human necessities, including not only material needs, but also those which are political, social, juridical, cultural, etc.
- 2) Education for change, promoting values which guide people's actions in daily practice.
- 3) Freedom from myths, especially the myths and symbols which prevent people from taking personal responsibility for the future.
- 4) Demilitarization of defence, recognizing that the solution of conflicts does not necessarily require military force.
- 5) Demystification of threats, recognizing that others are not necessarily our enemies.
- 6) Feminization of culture, replacing the war system which is characterized by male-dominated social hierarchy and authority.
- 7) Disobedience as a virtue, not in the form of irresponsibility but a critical consciousness engaged in the resolution of conflicts.
- 8) Respect for cultural identity, reversing the effects of imperialist and colonial policies and avoiding any tendency to impose a universal culture.
- 9) Overcoming the logic of blocs such as the East-West conflict, accepting a world of pluralism, diversity and tolerance.
- 10) Empowerment of the 'small' - the people in the face of the state, human rights in the face of 'state security' - making possible the encounter of the human being with his surroundings in equilibrium and freedom from oppression.

Actually, strategic guidelines of the El Salvador culture of peace program have been mounted with six effectual programs.

- 1) National program - addressing the needs of Salvadorean society and involving the full participation of national actors.
- 2) Participative and co-operative program - involving governmental and non-governmental institutions to establish the design, programming and execution of all projects, and to keep them in permanent communication and co-ordination.
- 3) Teaching-learning program - maintaining at all times a process in which participants learn and teach peace-building values, attitudes and behaviours.
- 4) Decentralized program - experienced as integral to the daily lives of people with a structure, mechanisms and norms that promote local initiatives.
- 5) Integrated program - An organic whole rather than isolated project, coordinated by information and communications systems specifically implemented for the purpose.

- 6) Well-defined program - priorities will be the populations, sectors, institutions and processes that were most affected by the previous conflict, with special provisions for the participation of women and youth.

The definitive and informative concept of peace education or building peace through education in this study corresponds to English as a Foreign Language (EFL) curricula and language classroom activities. For in its most general sense, peace education has many meaningful synonymous such as peace education: exploring ethical and philosophical foundations, transforming education for peace, education of minorities and peace education in pluralistic societies, teaching of peace and conflict resolution, peace education: concept, principle and practices around the world and finally educating toward a culture of peace.

3. Research Model and Hypotheses

3.1 *Research methodology*

This study is using descriptive, analytical, and critical approaches. So they can work together to draw truths and facts in details for peace education in Libya.

It is descriptive because it will try to describe the factual picture of recent situation for students, curricula and educational policies. It is analytical because it will analyze most of the educational and purposeful objectives of curricula Libyan universities. It also will objectively criticize the educational and pedagogical planning toward English language classroom at university level in Libya.

It may crosscut with some empirical foundations because the study will probe, check and investigate some activities to encourage peace and tolerance in the classrooms in the period of 2018 to early 2022 so as to examine values and attitudes of peace education and its' impacts upon students' actions, reactions and behaviors.

3.2 *Scope and Delimitations of the study*

The scope identifies the boundaries or coverage of the study in terms subjects, objectives, facilities, areas, timeframe and issues to which the research is focused. So the study will focus on peace education concepts within EFL curricula at some Libyan universities. It is concerned within activities that encourage peace, dialogue and tolerance in the English-language classroom at university level. It also includes ways of implementing peace education in English Language classroom. The delimitations of the study defines the constraints or weaknesses, which are note within the control of the researchers, therefore, they are not be expected to be covered by this study such as the educational policies of the government of the Libya and the intentions of curricula designers, educators, top management and administration of higher education, etc.. The study is limited to one university curricula analysis of EFL at Alkufrah city, Libya State. The investigators limit this research to EFL curricula to examine and raise peace education values and attitudes. It does not seek to include the basic aims of Teaching English as a foreign language to develop learner's awareness of the English language skills such as listening, speaking, reading and writing but it goes beyond these skills and to use them to address, promote and infuse peace education.

3.3 *Population of the Study:*

It covers the EFL university students, EFL curricula, purposeful and educational objectives and EFL teachers/educators and EFL educational settings.

4. Data Analysis and Results

This study aimed to investigate the impact of using education peace to teach and learn EFL in the ELT classroom. To collect data for this study, an interview has used as a tool for investigating, the participants as mentioned they were from the English language and behavioural sciences departments which covers the EFL university students, EFL curricula, purposeful and educational objectives and EFL teachers/educators and EFL educational settings.

Integrating peace into language class exercises is very important where a group of student asked, and they indicate respectively from strongly agree and moderately agree about university curricula subjects and exercises used and reflecting problems of civil war and conflict, they point out that this issue settle down directly a peaceful living life for both education with its learning process. While the majority confirm that policy setters and designers in the class were clear and understood with classroom outcomes which can give the right tools to improve academic performance skills while learning as a traditional way in teaching can't give the student the full benefit to be tolerance in universities level. When the whole participants feel satisfied about building and achieve high performance of needs and requirements that will be benefit for the future career by using team work duties with useful societies. The students and teachers emphasis that textbook takes a long time to make the community forget what going on through class room discussion. Using materials to motivate and integrating them in one activity can be very helpful and useful. Others indicated that of the students between agree and moderately agree that English language instruction within methods would be useful to them. It is important to use and design new in the classroom because of the necessity of having both the teacher and learner in one place together, since both have a great role in the process of teaching language. There is a crucial necessity of integrating peace education with Language activities to make them more interesting, useful and more able to comprehend.

Only minority of the participants through the interview stated that peace can help to practice and learn language in all time

5. Conclusion

The present study explored the role of the promoting English through the new English educational curricula to gain a better knowledge with respect to the relatedness of human rights and moral teachings' system. The results of the study revealed that the lecturers know about the standard and the policy of better education but the implementation of the approach is dilemma not just in Libya but around the world, to teach such new topic need high performance conducted with good facilities to meet the real need of any students process of learning to get educated and adequate staff full of knowledge with respect to the impact on the syllabus used for teaching EFL to students in their partial requirements and to improve their communication respect to nature, culture, civilization and global issues.

The results of the study also emphasis view of lecturers as reflecting about the department policy of limited units in the contents of their courses, that the teaching units should be incorporated into English language education curriculum as obligatory or elective courses.

Regarding general teacher characteristics that can be gained with peace by specific topics and activity, however the paper shows the majority of contents documentary curricula are not suitable and that they can't adapt these documents to their teaching when they start the teaching profession. In our time, adapting innovations in every field is possible by educating well-qualified teachers. At this point, the curricula of EFL and behavioural sciences in education faculties should be in line with innovations. Through using new topic in both skills to meet curriculum requirement, we can create appropriate educational curricula consider peace as a partial topic for students of contributing to affecting students' course related attitudes in a positive way and life.

Recommendations

First of all, for learner, to make a better atmosphere do not concentrate on boring topics that are available in English syllabus unit but boarding their horizontal to the applications of EFL educational packages that comes up through the peace concepts and exposure them to the surrounding universal. More related topic for the learner, the established curricula have more influence in helping students to improve communicative process to make them forget concept of hate while they are enacting, it is important that the materials chosen for the classroom motivate the students and improving them. Therefore, a prominent check list for certain concepts, selection and adaption should be followed in all language skills, especially for team work activity.

Secondly, for further research, recommended peace in class room activity and in terms of curricula improvements should be used, to indicated positive effects of using proper lessons inside the classroom, as the students' level of English will be developed. In addition, the students' enjoyed such kind of activity. Any obstacle in these both peace and learning process are brushed up in further paper as it has a strong impact in the level of learn or teach

References

- Al-Zaql, Rahooma (2018) The Impact of Total Quality Management on Job Satisfaction Field Study on Staff at the Faculty of Science at Benghazi University (Libya). *International Journal of Business Society* (IJO-BS). 2 (7), pp. 1-7
- Bjerstedt, Ake (1990). "Perspectives on Peace Education." *Educational Information and Debate*. Malmö: Department of Educational and Psychological Research.
- Bjerstedt, Ake (1990b). *Towards A Rationale and A Didactics of Peace Education*. Peace Education.
- Bjerstedt, Ake (ed.) (1992). "Education for Peace. A conference report from Kyoto." *Peace Education Reports*. No.6.December 1992. Malmö: Department of Educational and Psychological Research.
- Boulding, E. (1991). *Peace Education: A Conversation with Elise Boulding*, *Peace Environment and Education* 2 (1), 34-46.
- Brinberg, D. & McGrath, J.E. (1985). *Validity and The Research Process*. Beverly Hills: Sage Publications.
- Brock-Utne, Birgit (1994). "The Distinction between Education about Peace and Development And Value-Centered Education Intended to Promote Them."
- Brock-Utne, Birgit (1995). "Linking Micro with Macro in Peace and Development Studies." In: Kurtz, Lester and Jennifer Turpin (eds), 1995: *The Web of Violence*. Chicago: University of Illinois Press.
- Brock-Utne, Birgit (1988). "Disarmament Education: The European Evolution." In: Ray, Douglas (ed) 1988: *Peace Education - Canadian and International Perspectives*. London.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. Pearson Education Ltd.
- Brown, S. and McIntyre, D. (1993). *Making Sense of Teaching*. Open University Press.
- Brunk, C. (2000). *Shaping a Vision: The Nature of Peace Studies* in J. Fisk and John L. Schellenberg (EDS.) *Patterns of Conflict, Paths to Peace*, Ontario, Canada, , Broadview.
- Carmines, E. G. & Zeller, R.A. (1991). *Reliability and validity assessment*. Newbury Park: Sage Publications.
- Coghlan, R. (2000). *The Teaching of Anti-Violence Strategies within the English Curriculum*. Paper presented at the Theme: A Curriculum of Peace.
- Collinge, J. (1993). *Peace Education across the Curriculum: Some Perspectives from New Zealand*. *Peace Education Miniprints*. Crookes, G and Gass, S. (1993). *Tasks in a Pedagogical Context*. *Multilingual Matters*.
- Crystal, D. (1995). *The Cambridge Encyclopedia of the English language*. Cambridge University Press.
- Culbertson, Jack A., and Stephen P. Hencley (1963). *Educational Research: New Perspectives*. Danville, ILL. Interstate Publishers and, Printers.
- Cunningsworth, A. (1984). *Evaluating and Selecting EFL Materials*. Heinemann Education.

- Curriculum. (Practicum Report) Nova Southeastern University.
- Edge, J. (1992) *Co-Operative Development: Professional Development Through Co-Operation with Colleagues*. Pearson Education Ltd.
- Eisler, R. (2004). Education for a culture of peace. in r. Eisler and r. Miller. (eds.), *educating for a culture of peace*. (pp. 10-55). Portsmouth: Heinemann.
- Ellis, G. (1996). How Culturally Appropriate is The Communicative Approach? *ELT Journal*, vol. 50/3. Englehart, Max D. (1972). *Methods of Educational Research*. Chicago. Rand McNally and Company.
- Erin Mc Candless and Abdul Karim Bangura (2007). *Peace Research for Africa: Critical Essays on Methodology*. University for peace-Africa Programme.
- Freire, Paulo and Ira Shor (1987). *A Pedagogy for Liberation. Dialogues on Transforming Education*. London: Macmillan.
- Gaber, A.A.K. and Khalid, M.Y. (2018) The Role of Regulatory Health in Enhancing Impact of Managerial Empowerment on the Employees' Performance in Libyan Education Institutions. *International Journal of Business Society*, 2 (2), pp. 39-47
- Galtung, J. (1988), *Essays in peace research*. 4 volumes. Copenhagen: Ejlers.
- Galtung, J. (2008) Form Content of Peace Education. In M. Bajaj (Education), *Encyclopedia of Peace Education* (40-60). Charlotte, NC: Information Age.
- Galtung, Johan, (1969). "Violence, Peace and Peace Research." *Journal of Peace Research*. Vol.6.No.3.
- Galtung, Johan (1975). "Peace Education: Problems and Conflicts." In: Haavelsrud, Magnus, 1975(ed.): *Education for Peace, Reflection and Action*. Guilford: IPC Science and Technology Press.
- Gorrell, N. (2000). *Teaching Empathy through Ecphrastic Poetry: Entering a Curriculum of Peace*.
- Haavelsrud, M. (1975). *Principles of Peace Education*. Oslo: University of Oslo.
- Haavelsrud, M. (1983). *An Introduction to The Debate on Peace Education*. *International Review of Education*.
- Haavelsrud, M. (2008). *Conceptual Perspectives in Peace Education*. In M. Bajaj (Education.), *Encyclopedia of peace education*. Charlotte, NC: Information: McFarland.
- Harris, Chester W. ed. (1960). *Encyclopedia of Educational Research*. New York: The Macmillan Company.
- Harris, I. M. (1990). *Principles of Education Pedagogy Peace and Change*. Jefferson: McFarland and Company.
- Harris, I. M. (2002). *Challenges for Peace Educators at the Beginning of the 21st century*. *Social Alternatives*.
- Harris, I. M. (2004). *The idea of peace*. *Curriculum Inquiry*. Harris, I.M. (1988). *Peace Education*. Jefferson, NC: McFarland and Company.
- Harris, I.M., and Morrison, M. L. (2003) *Peace Education*, 2nd Edition, Jefferson, NC: McFarland and Company.
- Hayman, John L. (1968) *Research in Education*. Columbus, Ohio. Charles. E. Merrill Publishing Company.
- Holmes, J. (1993) *An Introduction to Sociolinguistics*, Longman: New York.
- Hornby, A. S. (1974) *Oxford Advanced Learner's Dictionary*. O.U.P: Oxford.
- Hudson, D. L. (1991). *Develop and Implement a Peace Education Curriculum*. Paper presented at the International Conference of Teachers for Peace (4th, Paris, France, June 1991).
- Olsen, K., Norwood, M. S., Shafer, G., Grenier, R. S., Brosnahan, E., & Kennedy, M. (2000). *What Novel, Short Story, of Poem Would You Recommend for Inclusion in a "Curriculum of Peace"*. Paper presented at the Theme: A Curriculum of Peace.
- Reardon, B. (1988). *Comprehensive peace education: Educating for global responsibility*, New York: Teacher college press.
- Reardon, Betty (1988). *Comprehensive Peace Education. Educating for Global Responsibility*. New York: Teachers College Press.
- Reardon, Betty (1988b) *Educating for Global Responsibility: Teacher Designed Curricula or Peace Education*. New York: Teachers College Press.
- Renner, C. E. (1991). *Using the Language of Justice and Peace: Integrating Peace Education into EFL Curriculum*. Paper presented at the
- Richards, J. and Rodgers, T. (1986). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Rogers, P. (1991). *Education for Peace in the Classroom Curriculum Development Strategies and Materials: A Case Study from Ireland*. Peace Education.
- Rosenthal, R., & Rosnow, R.L. (1991). *Essentials of Behavioral Research: Methods and Data Analysis*. New York: McGraw-Hill.
- Scharle, A. and Szabo, A. (2000). *Learner Autonomy*. Cambridge University Press.
- Seliger, H.W., and Shohamy, (1989). *Second Language Research Methods*. O.U.P: London.
- Tillman, Y. R. (1995). *Improving Social Skills in Second Graders through the Implementation of a Peace Education/Conflict Resolution Skill*
- Tomlinson, B. (1998). *Materials Development in. Language Teaching*. Cambridge: Cambridge. University Press.
- Travers, Robert, M.W. (1958). *An Introduction to Educational Research*. New York, the MacMillan Company.
- Trudgill, P. 1973. *Sociolinguistics: An Introduction*. Penguin, Harmondsworth.
- Underhill, A. (1989). *Process in Humanistic Education*. *ELT Journal*.
- Wiberg, Hakan (1981). "Journal of Peace Research 1964 - 1980: What Have We Learnt about Peace?" *Journal of Peace Research*.
- Wilkins, D. (1976). *National syllabuses*. Oxford University Press.
- Willis, J. & Willis, D. (1996). *Challenge and Change in Language Teaching*. Macmillan Heinemann.
- Yin, R. K. (1989). *Case study research: Design and Methods*. London: Sage Publications.
- Zeiger, S. (2000). *Teaching Peace: Lessons from a Peace Studies Curriculum of the Progressive Era*. *Peace & Change*.