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VERITAS

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**Editorial: Best Article for the
John Potter Literacy Award 2019**

Letter to the Editor

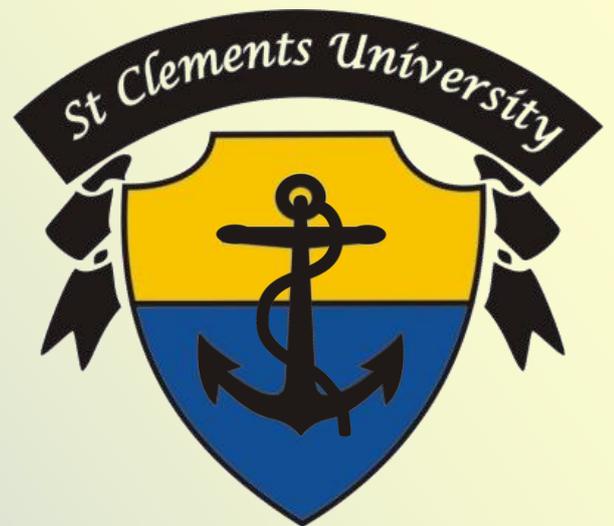
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REGISTERED OFFICE: 2nd Floor Yellowman & Sons Building,
Off Old Airport Road, Grand Turk
TURKS & CAICOS Islands - British West Indies
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Web Site: www.stclements.edu
Email: admin@stclements.edu

EDITORIAL TEAM: Editor: Mr Adrian Williams

CONTRIBUTIONS: Contributions should be forwarded to Mr Adrian Williams at
admin@stclements.edu

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Veritas is an English Language publication and the Editorial Board aims to ensure that contributors use grammatically correct and idiomatically appropriate English language. However, for many of our contributors English is a second and even third language and from time to time a strict language policy is modified to ensure that good articles are not excluded simply because they do not meet the highest English standards. We also hold it to be important that material be not over edited, providing its message is considered to be clear to the majority of our readers. The general objective that *Veritas* is to create conditions whereby all informed persons are able to contribute to the ongoing debates, regardless of their English language competence and their lack of familiarity with accepted journal protocols.

**Veritas* is Latin for truth, reality.

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Is Climate Change to Blame for Australia's Bushfires?

Picture: Brad Fleet

Source: <https://www.dailytelegraph.com.au>

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EDITORIAL: BEST ARTICLE FOR THE JOHN POTTER LITERACY AWARD 2019

Dr David Le Cornu*

President - St Clements Education Group

(DBA, DIPFM, MBA, FAICD)

As 'Veritas' is a multi-discipline Academic Journal it becomes very challenging to pick the winning order of the nominated articles. The process works by having one group of people nominating articles from each edition and others rating the nominated articles.

This year we announce the **winner** of the John Potter Literacy Award for 2019 is Professor Dr Kemal Yildirim for his article "**Kiribati Island's Diplomacy and Foreign Relations**".

The **runner-up** award goes to Dr Gabriel Udendeh for his article "**Leveraging Synergy between Public and Private Sectors for Economic Growth and Development: Nigeria as Case Study**".

A **highly commended mention** also goes to Dr Gabriel Udendeh for his article "**The New Face of Banking in Nigeria**" and Dr Fazil Tuylu for his article "**The Control of Emotion and Thought with Breathing Provides a Quality Life**".

Other articles **nominated** for the John Potter Literacy Award included the following: "**An Examination on the Effectiveness of Foreign Direct Investment Regulations in Cambodia's Agriculture Sector**" by Dr Ny Sambath and "**Engineering Skills Acquisition and Entrepreneurship for Economic Development in Nigeria**" by Dr Frederick Ugwu Ozor.

Certificates for these well deserved recipients of the John Potter Literacy Award for 2019 will be sent out in the next few weeks.

Congratulations to all of the nominated authors.

'Veritas' is looking for people to nominate articles for the award. Please contact the editor if you would be willing to participate in this role at admin@stclements.edu.

If you wish to read any of these articles please email Dr David Le Cornu and copies can be sent to you electronically. Alternatively, 'Veritas' publications are available on our website and can be accessed via our e-library at www.stclements.edu/library.html.



**Dr David Le Cornu*

President - St Clements Education Group

He can be reached at admin@stclements.edu

*The editors at 'Veritas' also welcome and encourage any responses to the articles in this publication by way of the **LETTERS TO THE EDITOR** forum.*

LETTER TO THE EDITOR

BIBLICAL CONTRADICTIONS, OMISSIONS AND MYSTERIES

James Chappell's article 'Eden Revisited' reignites some unanswered questions relating to Christian belief and practice. (['Veritas' Volume 10, No. 3, October 2019](#))

The Judaeo-Christian scriptures, consisting of the Jewish Masoretic Text and the consolidated New Testament canon, hold a crucial place in Christian thought and practice. Opinions vary as to their nature or their value; from St Augustine, who valued them because 'they clothed his (spiritual) experiences with understanding', to evangelical fundamentalists who hold that they are 'the Very Word of God'. While not doubting that all scripture is 'given by inspiration of God and profitable for doctrine, reproof, for correction (and) for instruction in righteousness...', it is clear that it exhibits a number of contradictions, as well as some omissions and mysteries that might trouble the discerning reader.

Perhaps the major contradiction in the Bible relates to the character of God as revealed in the Old Testament and the New Testament. For instance, how is the action of God in condemning Achan and his whole family to be stoned and burned for 'transgressing the Lord's covenant' (Joshua :15, 25) compatible with the God who sent His only begotten Son to die for the sins of the whole world? Not surprisingly, this became an issue for the first century church; Marcion of Sinope built a large denomination on the 'two God' principle that lasted for nearly five hundred years!

With regard to omissions, a familiar question asked of Western missionaries by African people is "who was Cain's wife?". Ethiopian sects preach that there must have been other people, that those people were Africans, and their saviour is the 'resurrected' Nimrod (Dagon)!

With regard to mysteries, the Bible gives no account of why humans practice eroticism outside of the female 'heat' cycle, when all other species do not. Adam and Eve are reported to have produced their first two sons early in their experience but waited until their hundred and thirtieth year before Eve bore another son named Seth. How can we equate this kind of sexual discipline with the behaviour of modern humans?

Further, the scripture does not tell us why or how Adam (who was created in God's image and declared, along with everything else, to be very good) could know his wife (a clone of Adam) and she could produce a son like Cain - born totally rebellious and incorrigible. In the case of Seth, it is declared that Adam begot him in his 'own likeness, after his image'; with the result that, after his birth, 'men began to call on the name of the Lord' and be called 'the sons of God' (Gen.4:26, 5:3, 6:2)? If Adam could achieve this with Seth, how come he did not do it with Cain?

The standard explanation of these conundrums draws on the 'original sin' of Adam and Eve (Genesis 3) in eating fruit from a tree which they were expressly warned not to eat. The result was that they discovered they were naked; what is the connection between eating fruit and nakedness? God recognised that they were fatally infected (with what?) and imposed restrictions on them. Both of them were driven from Eden; Eve to endure pain in childbirth and be subject to her husband, and Adam to work by the sweat of his brow to produce their sustenance. By any view, these are very obscure adjustments for which no satisfactory explanation has been provided in scripture, other than to say that God was sovereign and knew what He was doing!

Coming back to Genesis 5, we find that a 'post-Fall, corrupted' Adam, was still capable of fathering a Godly line, from Seth to Noah. Sadly, these 'sons of God' took daughters of men (Cainites) for wives with the result that the Godly line was infected with something that caused 'the wickedness of man to become great and every imagination of the thoughts of his heart to be continually evil'. Again, we have to ask how this might be explained ontologically. For the problem manifested again, after the Flood, when the offspring of Ham moved into great wickedness; Cush becoming the primary architect of the Babylonian Mysteries, the great Harlot that infected every nation. Can we assume that this infection derived from Ham's wife?

One conclusion might be that there is something that *may be inherited* 'in the flesh' which causes humans to become arrogant, disobedient and perpetrate evil acts. That this might be so is confirmed by modern believers who find something in their members warring against the in-dwelling Holy Spirit; 'this body of death' that 'serves the law of sin', and not the law of God (Romans 7:23-25). This creates the dilemma: "who is the real me"; the person that delights in the law of God or the person who is tempted to separate themselves from God in order to practice depraved acts? Not surprisingly, this experience, which is close to ubiquitous, has led to Manicheism and other dualistic explanations.

The notion of 'original sin' is very much with us, but we are left wondering what it is; I mean ontologically speaking. How could it have arisen in the 'very good world' which God created, through beings who were created in the image of God? The common Christian response is to accept the story as it comes to us in Genesis 3 and 4 without question, but some of us would prefer to find an explanation which has greater explanatory power. James Chappell provides an hypothesis which appeals as having that power; the question remains whether his evidence is sufficient to render it acceptable.

Dr John S Potter, Morayfield Queensland Australia

PITCAIRN ISLAND AS AN INDEPENDENCY WITHIN INDEPENDENT COMMONWEALTH (BRITISH) COUNTRIES

Professor Dr Kemal Yildirim*

Abstract

This paper will make the reader aware of the Pitcairn Island's location and political status as well as its economy, people and immigration as an entity within British Commonwealth.

Keywords: *Pitcairn, Pitcairners, Henderson, Ducie and Oeno*

Introduction

Pitcairn Island, isolated volcanic island in the south-central [Pacific Ocean](#), 1,350 miles (2,170km) southeast of [Tahiti](#). It is the only inhabited island of the British overseas territory of Pitcairn, Henderson, Ducie, and Oeno Islands which is commonly referred to as the Pitcairn Islands or as Pitcairn. The main island, with an area of about 2 square miles (5 square km), is a rugged half-crater rising to some 1,100 feet (340 metres) and girded by precipitous coastal cliffs. The climate is subtropical with an adequate rainfall, and the soil is fertile. Henderson Island, a raised coral [atoll](#) almost entirely untouched by humans, is a UNESCO [World Heritage site](#) (designated 1988).¹

Pitcairn Island is known as an uninhabited island long years back when discovered first by Philip Carteret in 1767. Pitcairn was the name of the midshipman who first observed it. On the 28th of April 1789 a mutiny broke out on board the *Bounty*, then employed by the British government in conveying young breadfruit trees from Tahiti to the West Indies.

The commander, Lieutenant William Bligh, was set adrift in the launch with part of the crew, but managed to make his way to Timor in the Malay Archipelago.

The 25 mutineers at first all returned to Tahiti. Some remained, and six of these were ultimately court-martialled in England, three being executed in 1792. Meanwhile in 1790 a party consisting of Fletcher Christian, the leader of the mutiny, eight Englishmen, six Polynesian men and twelve Polynesian women had taken possession of Pitcairn Island and burned the *Bounty*.

Treachery and debauchery filled the first years of the annals of the beautiful island. By 1800 all the men

were dead except Alexander Smith, afterwards known as John Adams, who rose to a sense of his responsibility and successfully trained up the youthful generation left in his charge.

An American vessel, the *Topaze*, discovered the strange colony in 1808; again, by accident, it was visited by the Briton, Captain Sir F. Staines, and the Tagus, Captain Pison, in 1817; and by the exploring ship *Blossom* in 1825. On the death of John Adams on the 28th of March 1829, George Hunn Nobbs, who had settled at Pitcairn in 1828, was appointed pastor and chief magistrate. Through fear of drought the islanders moved to Tahiti in 1830, but disapproved of both the climate and the morals of this island, and returned to Pitcairn in 1831. Shortly after this an adventurer named Joshua Hill appeared, and, claiming government authority, tyrannized over the islanders until his removal by a British man-of-war in 1838.

In 1856 all the islanders were landed on Norfolk Island, but in 1858 two families chose to return, and their example was afterwards followed by a few others. Visited in 1873 and 1878 the colony was found to be thriving, but by the end of the century it was stated that intermarriage was a serious threat to the long term future of the island.²

A Short Review of Pitcairn Island in World History

Parliamentary Government 1893

The Missionaries relieved the ageing Simon Young in the school and, energetically, introduced history, grammar, cooking and nursing. They began a newspaper and a kindergarten and opened a public park. Thus stirred by example, the islanders began to question their social inertia and, putting it down to weakness in their leaders, asked Captain Rooke of HMS *Champion*, who arrived on 3 October 1892, to reorganise their system of government. An elected Parliament of seven was introduced and executive and judicial functions were separated. The legal code was also revised to create penalties for, amongst other things, adultery, wife beating, cruelty and 'Peeping Toms'; and the system of public work of pre-migration days was restored. Society was a long way, indeed, from the simple order of Adams!

¹Pitcairn Island ISLAND, PACIFIC OCEAN - BRITANNICA

²<https://www.britishempire.co.uk/maproom/pitcairn.htm>

The Influence of James McCoy 1870 - 1907

But the reports of the naval officers who visited Pitcairn towards the end of the nineteenth century still continued to reveal how society had deteriorated since the return from Norfolk Island. There was lawlessness and a lack of unity and purpose; and, in 1897, murder. That the community did not degenerate still further was due largely to the influence of James Russell McCoy, a great-grandson of the mutineer.

In 1870, at the early age of 25, McCoy had been elected Magistrate and during the next 37 years he was chief executive no less than 22 times. Although island-born, McCoy had spent some time both in London and Liverpool and, autocrat though he was, he was also, in a real sense, a link between the old Pitcairn and the new. By the turn of the century he had restored purpose to the community by enforcing the recently revived laws of public work: and his personal courage and example, which won him respect if not popularity, secured improvement until he began to spend much of his time overseas on missionary work.

Constitutional Revision and End of Isolation

In 1904, Mr R. T. Simons, the British Consul at Tahiti, paid his first visit to Pitcairn and found the parliamentary system too cumbersome for the small community. He reintroduced the time-honoured post of Chief Magistrate and two committees to take charge of internal and external (that is marine) affairs. All the posts were made subject to election and an additional office of Secretary-Treasurer was created. What was more, the days of representation without taxation were ended: an annual licence fee for the possession of firearms was introduced which, until 1968, when motor vehicle licences were introduced, was Pitcairn's only tax. With some amendment Simon's constitution and code stood the test of time, until in 1940 Mr H. E. Maude, representing the British High Commissioner in Fiji, consolidated and expanded them.

The twentieth century brought an end to European rivalry in the Pacific and naval visits gradually diminished. Fortunately the Mission ship Pitcairn and her successors maintained contact with Tahiti and merchantmen again began to call with increasing frequency until, in 1914, the opening of the Panama Canal placed Pitcairn on the direct run to New Zealand. Many of the new visitors were liners carrying hundreds of passengers anxious to have mementoes of the island: This halfway rock on the longest regular service in the world. A ship a week, and Pitcairn's isolation was over!

The pattern of life changed, inevitably. More and more men developed an urge to see the world, which money and the visiting ships made possible, and communities grew up in Wellington and Auckland from where some moved on to Australia. But even so, the public economy of Pitcairn languished and it was not until postage stamps were issued in 1940 that the island was

able to afford some of the public amenities taken for granted in other parts of the world.³

The Economy of Island

The economy of the Pitcairn Islands is best described as a nano-economy. This is not difficult to understand, given the tiny size of the population and the even smaller working population, the limited areas for economic exploitation, and the difficulties presented by infrequent access to this tiny island in the middle of the South Pacific. Pitcairn's local population is increasingly alive to the opportunities provided by tourism, whether through provision of "homestay" accommodation or the sale of beautiful locally-made carvings, jewellery and souvenirs, Pitcairn merchandise such as t shirts and caps, stamps, coins and postcards, and honey products. Gross sales to tourists are worth an estimated US\$6,000 to US\$10,000 per family, per annum. Homestay services also bring in substantial income to the many households which participate – a total of almost US\$40,000 in the 2015-16 season.

Pitcairn's honey is justifiably famed among connoisseurs – not only for its purity and unique flavour, but also because Pitcairn Island is one of only a handful of honey-producing areas in the world which is completely free of apian disease. The island has electricity and the internet also.

New Zealand currency notes issued in pursuance of the law of New Zealand (hereinafter referred to as "currency notes") at the extent to which they are legal tender within New Zealand is considered to be legal tender within the Islands. There is only one general store on the island, which opens three times a week. Orders for food from New Zealand must be placed every three months.

Residents of the island all receive either a government wage or pensions paid for by the UK, as well as child benefit. They pay no tax. Aid is used to provide a doctor, nurse, policeman and teacher. Britain's annual aid budget is £13billion. The UK is one of only seven countries in the world to meet the target of spending 0.7 per cent of national income on aid.

Pitcairn acknowledges and appreciates the ongoing financial contribution and infrastructure support provided by HMG and The EU. Pitcairn also looks to consolidate and further develop relationships with SPC and a number of NGO's who work with and support the Pitcairn Islands.

Pitcairn Island's revised plan has been scaled down to what is achievable, concentrating on four recognised key areas: (i) Repopulation; (ii) Economic Development; (iii) Environmental Management and; (iv) Health Care (v) Accessibility (vi) Infrastructure Development to support the five main pillars.

³Government resources on Pitcairn Island

The revised SDP and the Repopulation Infrastructure Plan 2014-2018 included in the addendum seeks to proactively address the issues raised in the Diaspora Survey with a more user friendly approach and seeks to address other related problems like youth retention. It is accepted that migrants will now need to come from outside the Pitcairn Diaspora, attracted by a better life, and that once they are here, provisions must be in place for their care including the challenge of finding them employment. Exports are limited by capacity, size of the Island, distance of markets and regularity of shipping. Tourism presents Pitcairn's biggest, probably only real opportunity of significant growth. Of course most would appreciate the need to reduce reliance on budgetary aid and to create greater income opportunities for the community.

Environmental Management, protecting our environment for future generations is also likely to become increasingly important. As well as impact assessments (EIA) on all road and construction projects, increasing efforts are being concentrated into areas like combating soil erosion, water and waste management, management of endemic plants and birds on all four Islands and protecting the unique eco systems within Pitcairn Islands 800,000 Sq kms of EEZ.

Pitcairn has a dedicated shipping service for cargo and passengers (MV Claymore II with 12 passenger berths) that is subsidised by the HMG. The current shipping contract provides annual services for: (i) 4 cargo voyages to and from New Zealand; and (ii) 8 passenger services to and from Mangareva, one of the southernmost islands of French Polynesia with regular air flights to and from Tahiti and beyond.⁴

The Island also generates small volumes of international trade, as follows: • Exports (goods and services): (i) Public sector: (i) postage stamps, coins, and domain internet names that are managed by private NZ contractors administered by the PIO; and (ii) cruise ship passenger landings on Pitcairn. (ii) Private sector: of sales of souvenirs sold to cruise ship passengers and tourist, honey production for export, fishing, agriculture, tourism, etc. (iii) Development of Trade relations with Mangareva • Imports: (i) Public sector: diesel fuel, building materials, spare parts, some machinery and foodstuffs for the Island Store (ii) Private sector: limited individual orders, all foodstuffs are now channelled through the Island Store. Tourism is now GPI's biggest income source. It is hope to continue to develop Pitcairn as a unique tourist destination for the benefit of both the public and private sector. In terms of its finances, Pitcairn has been dependent on annual budgetary aid since 2003 following the decline in the international stamp market (previously the Island's main source of income) in the 1990s and the depletion of its reserve fund in 2002. Financial statements to March 31/3/16 and annual budget from 1/4/16 to 31/3/17 are attached to this plan.

⁴Strategic Development Plan of Pitcairn Island

See Addendum (i), (ii) HMG is committed to meeting the security and reasonable needs of the island under its obligations of the Overseas Territories White Paper. The Pitcairn Community is aware of the need to play its part in the growth and development of the island economy and the continued development of partnership with HMG. The EU has provided budget support under EDF 9 and EDF 10 to support the Pitcairn Strategic Development Plan aiming for a sustainable and secure future for the Pitcairn community. The Island Council, the Island Community and HMG are fully aware of the issues at stake. Hence the importance of the Strategic Development Plan (SDP) and the need for dedicated commitment of human and financial resources if the desired goals are to be achieved.

Future Strategic Plan of Pitcairn Island

GOAL ONE: RE-POPULATION Strategy 1: Promote Positive Pitcairn worldwide. **Strategy 2:** Discuss Pitcairn's issues with other Pacific Islands, SPC, EU/OCTA etc. **Strategy 3:** Directed Marketing campaign to appropriate media. **Strategy 4:** Agree on incentive packages to offer. **Strategy 5:** Have infrastructure in place to support arrivals.

GOAL TWO: ECONOMIC DEVELOPMENT Strategy 1: Continuing to deliver against the Sustainable Tourism Development Master Plan 2015-2019 to be reviewed annually. **Strategy 2:** Develop further small scale private sector export opportunities to increase income and standards of living for the community. **Strategy 3:** Increase Revenue from traditional sources. **Strategy 4:** Introduce appropriate duties. **Strategy 5:** Provide affordable transport for Pitcairners.

GOAL THREE: ENVIRONMENTAL MANAGEMENT Strategy 1: Water Management. **Strategy 2:** Waste Management. **Strategy 3:** Combating Climate Change issues. **Strategy 4:** Protecting Marine and Islands Eco Systems. **Strategy 5:** Investigate options for Renewable Energy.

Constitution of Pitcairn Island

The first constitution of the Island comes into force on 10th Feb of 2010 and this Order may be cited as the Pitcairn Constitution Order 2010. Fundamental rights and freedoms of individuals consist of 26 articles as prescribed by its constitution.

This Order establishes a new Constitution for Pitcairn, Henderson, Ducie and Oeno Islands. The Constitution provides for partnership values as the basis of the relationship between the United Kingdom and the Islands, and for enforceable fundamental rights and freedoms of the individual. The Governor, to be appointed by Her Majesty, has executive and legislative power, assisted by an Island Council. Judicial authority is conferred on a Supreme Court, a Court of Appeal, and such subordinate courts as may be established by the law of the Islands. Final appeal to

the Privy Council remains regulated by the Pitcairn (Appeals to Privy Council) Order 2000 (S.I. 2000/1816, as amended by S.I. 2009/224) as amended by this Order. The Constitution also makes provision for the Pitcairn Public Service, for the independent audit of the public accounts of Pitcairn, and for an Ombudsman.⁵

Laws of Pitcairn Island

It comprises (a) laws (called "ordinances") made by the Governor, (b) United Kingdom legislation and Orders in Council extending to Pitcairn, and (c) the common law, rules of equity, and statutes of general application as in force in England for the time being, so far as local circumstances and the limits of local jurisdiction permit, and subject to any existing or future ordinance (see s 42 of the Pitcairn Constitution).

Administration

The Island has an administrative Council and Governor who is appointed by Her Majesty by Commission under Her Sign Manual and Signet and holds office during Her Majesty's pleasure.

The executive authority of Pitcairn is vested in Her Majesty and Governor and has such functions as are conferred or imposed on him or her by this Constitution or any other law and such other functions as Her Majesty may from time to time be pleased to assign to him or her through a Secretary of State. However there are certain provisions of this Constitution and of any other law by which any functions are conferred or imposed on the Governor, the Governor does and execute all things that belong to his or her office according to such instructions, if any, as Her Majesty may from time to time see fit to give him or her through a Secretary of State; but no court is likely to enquire whether or not the Governor has complied with any such instructions. So a person is thus appointed to the office of Governor assumes the functions of that office, make oaths or affirmations of allegiance and for the due execution of that office in the forms set out in the Schedule.

However, The Governor may, in Her Majesty's name and on Her Majesty's behalf—

(a) grant to any person convicted of any offence under the law of Pitcairn a pardon, either free or subject to lawful conditions;

(b) grant to any person a respite, either indefinite or for a specified period, of the execution of any punishment imposed on that person for such an offence;

(c) substitute a less severe form of punishment for any punishment imposed on any person for such an offence; or

(d) remit the whole or part of any punishment imposed on any person for such an offence or of any penalty or forfeiture otherwise due to Her Majesty on account of such an offence.

So finally, the Governor or any person duly authorised by him or her in writing under his or her hand may, in Her Majesty's name and on Her Majesty's behalf, make and execute grants and other dispositions of any land or other immovable property in Pitcairn that is vested in Her Majesty in right of the Government of Pitcairn.

As to the legislature The Governor shall not be obliged to act in accordance with the advice of the Island Council in exercising the power conferred by subsection (1), but in any case where the Governor acts contrary to the advice of the Council any member of the Council shall have the right to submit his or her views on the matter to a Secretary of State.

The Island has also a Supreme Court for Pitcairn which is a superior court of record and shall be styled the Pitcairn Supreme Court. It exercises all such jurisdiction in and in relation to Pitcairn as is necessary to administer the law of Pitcairn. It has also Court of Appeal for Pitcairn which is a superior court of record and it is styled the Pitcairn Court of Appeal.

The Court of Appeal has a jurisdiction to hear and determine any appeals from the courts of Pitcairn as may be prescribed by this Constitution or any other law. However, The Governor may from time to time appoint an Ombudsman to investigate, in accordance with any Ordinance enacted under section 36, any complaint of maladministration in the government of Pitcairn or such other matters as may be prescribed by Ordinance. An Ombudsman has a number of functions, powers and jurisdiction as may be prescribed by Ordinance. in the investigation of any complaint or other matter, an Ombudsman acts independently and is not be subject to the direction or control of the Governor, the Island Council or any other person or authority. However, the Island has a local government regulations Made by the Island Council also that includes many arrangements as well.

Population and Immigration

Pitcairn Island has a population of not more than 50 residents however it has also an immigration policy that attracts new immigrants either but nobody prefers to settle on Island since it is a remote Island and far from other territories in World.

In the event that the Governor approves the granting of a settlement entry clearance the applicant is first issued with an entry clearance permit. This is usually presented on arrival at the Island to an immigration officer by the applicant(s) within twelve months of issue. Failure to do so may render it null and void.

⁵<http://www.pitcairn.gov.pn/Pitcairn%20Islands%20Constitution%20Order%202010.pdf>

However the applicant is granted leave to enter by the immigration officer who shall be reviewed after two years by the Island Council whose recommendation with detailed reasons shall be sent to the Governor for final decision. The recommendation may be that ie, (i) permanent residence be granted; ii. permanent residence be refused; iii. the decision should be deferred for a further twelve months for the final decision of the Governor for reasons stated.

If permanent residence is granted, (1) the Governor will convey this in writing and the immigration officer will endorse the applicant's passport accordingly with a stamp signifying the grant of status of permanent resident (2) If permanent residence is refused by the Governor the applicant will be informed of the reasons in writing and required to leave the Island; (3) If the Governor directs in accordance with the recommendation of the Council that the decision be deferred for 12 months, the Governor's decision after that period shall be final and shall not be called into question in any proceedings in any court whatever.

Yet almost nobody wants to immigrate to Pitcairn, the tiny Pacific island Only one application has been received to move to the island, even though the government provides all immigrants with a plot to build their own house and temperatures stay above 62F (17C) all year round.

"I think that the reality is likely to be that they don't really have any jobs to offer. Islanders therefore used to sell stamps to raise funds but, I believe that, stamp collecting is not as popular as it once was."

Finally, since 2015, the Governor's Office has approved only three immigration applications, but none of the applicants actually moved to Pitcairn, which is halfway between New Zealand and Peru. I also thought to immigrate there but I am unsure if I could really manage to do so.

Conclusion

A non-self-governing territory administered by the UK. The Pitcairn Governor, appointed by HM the Queen, has overall responsibility for administration of the island. A governance restructure in April 2009 established local government divisions on the island. A new Pitcairn constitution, which came into force in March 2010 after full community consultation, confirmed the role of the island council in the local government decision-making process.

The Pitcairn Islands are a group of four Islands comprising: Pitcairn, Henderson, Ducie and Oeno. The islands are located in the South Pacific Ocean, approximately midway between New Zealand and South America. Pitcairn is the only inhabited island and is the peak of an extinct volcano with an approximate land area of 4.5 sq km (2 sq miles) and rising to a height of 347 metres (1,120 feet) above sea

level the climate is sub-tropical with rich volcanic soil and lush vegetation.

Pitcairn was colonised in 1790 by nine mutinous sailors from the crew of the Bounty led by Fletcher Christian. They arrived from Tahiti along with 18 Polynesians.

So it is likely that Most of the island's population is descended only from the eight mutineers who settled on the island in 1789 after Christian mutinied against William Bligh, the Bounty's captain. They brought six Polynesian men and twelve women from Tahiti with them. The island's location seemed like "the middle of nowhere". "But who knows perhaps once you visit there, you are as connected as anywhere else," "It might be a special destination who are seeking adventurous life and it would be beautiful seeing the stars without light pollution. The waters should be the bluest waters you have ever seen." Government has legal obligations to support British citizens on Pitcairn and it is 'helping ensure that their government can provide the essential public services needed to sustain their communities'.

Pitcairn in 2014 faces a number of significant challenges. It has a population of 51, a figure reasonably static for a number of years, a workforce of about 30 now rapidly aging, few people of child bearing age, and so no prospect of internal growth. People hold multiple jobs to survive on low wages as well as attending to market gardens, fishing and making curio's to sell on cruise ships to supplement income. Serious capacity issues are becoming increasingly self evident. Primary education is provided by a teacher recruited from New Zealand following the New Zealand curriculum. Students usually move to New Zealand for secondary and tertiary education or access it by remote means through correspondence school. There is no university on Pitcairn.

Pitcairners' main sources of revenue are sales of handicrafts, curios, honey, stamps and coins to cruise ships or through internet marketing. Fish, fruit and vegetables are also traded with passing ships. Steadily increasing tourist arrivals will help to boost newly established businesses such as the café, bakery and tourist accommodation.

About the Author



**Professor Dr Kemal Yildirim is a Professor in Comparative Politics, has more than thirty books as well as articles published in Academic peer journals and is Director of Kofi Annan African Studies Institute. He works independently on Africa and Middle East - New Political Theories and Religious ideas. He can be reached by Email: conflictresearch@yahoo.com*

UNDERSTANDING OUR MANY ENCULTURED NARRATIVES: EDITING AND CHANGE

Professor Dr Bruce R. Duncan*

Encultured Narratives, Synonyms and Definitions

This peer-reviewed¹, sociological, anthropological, and psychological investigation is about our encultured narratives. This paper, illustrated with history, advocates that we tap into our memory bank to access our many stories because, by understanding the psychological imprints of our past tales, we can analyse why we act/react as we do and manage our behaviour. So, is there evidence that by choosing to visit “yesterday’s” narratives we can better cope with our present, and shape our future?

Synonyms such as, “stories, tales, anecdotes, legends and myths” replace “narratives”, and “encultured narratives” throughout this paper². The nuances of meaning reflect in the context of the sentence and refer to “encultured narratives”.

The term, “template” is the writer’s synonym that refers to our unconscious and conscious memory – the database inscribed with our encultured narratives viz. the imprints of the stories and events (Bronfenbrenner, 1979) that characterise us – the positive and negative impact of early life experiences³ that determine the decisions we will make that, in tandem with our genes, will present both positively and negatively as “me”, and influence our quality of life (Berne, 2009).

Metaphors descriptively pen this literature-endorsed content. Hopefully, we will consider the advantages of recognising, understanding and then managing the outcomes of our life’s stories by linking to our “template” and editing the relevant content.

Encultured Narratives – Focus

So, by consciously linking to our narrative-inscribed “templates”, we will know from where our feelings/actions have come (Benjamin, 2018; Denborough, 2014). For example, when we meet head-on with an issue, we might get angry and want to lash out (and often do so). However, by allowing our brain to search our “template” containing information of similar/same experiences of places, people and events from our past, we can better understand our actions and reactions, and consciously know what or who initially generated that (latent/unresolved) anger. We can then

work through the scenario, link to that angst, resolve that inner pain or frustration and avoid displacing⁴ those feelings on to others or the current situation⁵. We can then choose to edit that templated narrative.

Thus, by coming to terms with, and editing our templated stories, we can better manage our present realities, address and shape our future and choose how to interact with ourselves, others, and then continue on our journey.

So, to engage in the process of managing our data bank of memories (our templated record), this inquiry appeals to the thematically supportive undergirding of the credible and researched facts from two globally and culturally diverse sources viz. the publication by Core Education (2019) and the insightfully penetrating PhD thesis by Benjamin (2018), whose experiences as a professional practitioner⁶ evolves from the scripted narratives recorded in her research of First Peoples’ colonised nations viz: the historical collective trauma perpetuated over generations and maintained through people’s stories about self and other psycho-social-political issues.

The content also includes other facts from the literature and reflects the writer’s belief that our unique personal stories and experiences remain embedded in our memory – our distinctive, composite template of heritage-filled life stories. Each of us comes from a place(s) in which our traditionally⁷ crafted, psychological, physical, mental, intellectual and other endowed fibres gestated and emerged. So, our past will always shadow our present. Our personified history appears in the multi-faceted aspects of our unique characteristics, personality, life-skills and actions.

Consequently, our templated stories more-or-less contribute to who we are – that “me” – viz. a combined collage of inherited DNA, placed alongside our culture, diverse qualities, dislikes, predispositions, likes, opinions, prejudices and environmental influences. Each attribute forms our one-of-a-kind, distinctive character. Of course, the “me” who rubs shoulders

¹ The appreciated peer review inputs feature in this paper.

² To comply with academic grammar structures.

³ The scripts from which we learned. Our ego and those of our primary care figures - as in Berne’s Transactional Analysis approach.

⁴ Transferring behaviour or feelings from the original object or person to another (Psych, n.d.).

⁵ A practical self-starter is the experienced, theory-based work by Dr A. Benjamin mentioned in the Sources. In some cases, seeing a professional counsellor might be helpful.

⁶ Dr A “Lane” Benjamin is the founder of Restore, Reconnect, Rebuild and an accomplished speaker (Linked In).

⁷ The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way (Dictionary.com 2019).

with others will meet different narrative-compacted individuals who embody their template of encultured narratives, but is that all ...?

Encultured Narratives – their purposes

Briefly, then, the encultured narrative concept incorporates our histories and the values assimilated from evolution, tradition and external forces. However, these powerful drivers that empower us, if tapped, can also help us understand more fully the present and move forward to manage our future. So, thus emboldened, we can craft and influence our lives and, by default, try to understand and live alongside others who also live consciously or unconsciously with their distinctive encultured stories. Thus, we will not only gain insight into ourselves but also those whom we deem as “different” and be accountable for our actions and reactions. We can then interact rationally – and work on developing a tolerance that is moderated by a modicum of understanding, empathy or, at least a sincere co-operative sympathy for “him/her/them”. After all, most of us function as social beings - not automated robots, disturbed sociopaths⁸ or psychopaths – we are living stories that others read and relate to – we are therefore responsible and accountable for how and with whom we share our stories.

Now, to understand the source of our “narrative” structure let us revisit our early years - where we lived and matured as part of a group – in fact, two groups.

The Primary Group – the Concept

Cooley (1929), initially formed and referred to the distinctive two-group paradigm⁹. These multiple social structures¹⁰ are not unfamiliar to any of us and identify the influential roles that our Primary and the following Secondary groups played in our lives.

The primary group is usually fairly small and is made up of individuals who generally engage face-to-face in long-term emotional ways. This group serves emotional needs - expressive functions rather than pragmatic ones. The primary group is usually made up of significant others, those individuals who have the most impact on our socialization. The best example of a primary group is the [biological or substitute] family [or primary carer(s)].

Source: Cooley (1929)

⁸ We might have strains of sociopathic or psychopathic behaviour lurking within us (Trent, n.d.).

⁹ A group is a collection of two or more people who identify and interact with one another and includes dyads to whole societies (Bell, K, 2019).

¹⁰ The evolutionary process affecting hominids – leading to Homo Sapiens (humans) - began in Africa some 4 million years ago – after 60 million years of the evolution of life on earth (Evidence, n.d.).

We are each, to a lesser or greater degree, social beings who began life as a loved, wanted, tolerated or unwanted member of a primary group. It was here that our story-journey began to imprint itself on our “template”. We also assimilated and learned our necessary survival skills. For example, we cried when hungry or distressed, and sulked when we were hurt or cowered when threatened or frightened. The verbal and emotional responses to and from our group engraved their imprints on our “template”. We also learned how to manipulate others for our benefit – even if it meant blaming and shaming or, in some cases lying, to get our way. Do we now glimpse the blueprint from which we (and others) operate?

So, our assimilated foundation experiences, knowledge and responses also came from the stories and the examples of those who were our immediate carers and fellow group members – those who made up our “world”. So, in that restrictive environment, we also learned about “trust” and to “believe”. During this period our innate naïveté about “trust” and “believing” knew little about sceptical appraisal and critical thinking, but we had instinctively learned how to act and react – behaviour that is viewed as “us” today. However, we eventually began to move from intuitive to deliberate thinking and reasoning and started to think for ourselves (Sloman, 1996; Evans, 2008; Evans and Stanovich, 2013; Kahneman, 2011; Stanovich, 1999, Berne 2009, Bronfenbrenner, 1979).

So, our developing templated narratives began to emerge in our behaviour, norms, morés, and concepts of, amongst other issues, a family and relationships and of course stereotyping. Prejudices had also set our compass but not necessarily in the best direction – ingrained bias and superstition had begun to blur objectivity – so, can we understand how our collection of concepts took shape - and the ideas of others?

Then we moved to the second group – to meet up with other unique people with their narratives recorded in their “templates”. Our horizons opened up as we began to explore, experiment and learn from new places, and people. Knowledge and experiences crowded onto our expanding “template” of narratives. Life’s journey was well underway.

The Secondary Group(s) – the Concept

However, these new “collectives” were different, more substantial, impersonal and would be task-focused; formally and informally educative and limited in their contact. The purposes of this social and emotional exchange served as an instrumental function that included goals or task-orientated objectives rather than just psychological dependence. For example, a classroom or office functioned as our secondary group where we entered into the orbits occupied by others with their encultured narratives – and ... (Cooley, 1929). So it was that tales, myths and stories from these two formative groups funnelled data into our memory chip – our “template”. We may have

discovered that adult acceptance depended on us “being good” and also learned how to impress others from our past by following a specific career path (Berne 2009).

Importantly, neither group had strict definitions or limits (Cooley, 1929). During these interactive periods, our developing story would have clashed with, avoided, ignored, accommodated or encountered many different narratives¹¹.

So it was that we assimilated concepts and learned behaviour. Our private and public profile began to take shape. Has it changed? Do we still recognise the child in us (and in others) – still acting out?

At the Beginning – Narratives

So, “stories” played a crucial role in creating us and our behaviour. We developed from a range of sources that included evolving nature¹²/nurture encultured values that shaped our attitudes and responses to learned or/and incentivised behaviours; generated by proactive or innate incentives to “accept, compromise, ignore, fight or take flight¹³”. Nature and nurture had made their contribution to our “template” in tandem with our DNA, heritage and encultured tales – the core part of “us”.

So it is that narratives, like the resourceful roots of a plant, contributed to, and continue to add to our growth and approach to life. However, unlike any unattended flower, we are not necessarily tied to a rigid, predestined templated life cycle. Our stories are open to editing. We can and must take control and manage the ups and downs of life.

So, we have the option to remain enslaved to or edit our many templated tales, myths, narratives and experiences and thereby enrich our status quo while journeying to our tomorrows. We can learn how to manage our present situations and to move forward without carrying cumbersome and destructive narratives with us.

Narratives, Environments and Examples

Examples of emerging stories and myths are evident in the controversial #MeToo Movement and other hashtag associated groups – each with their unique “template” of tales that often clash with longer-established behaviour from different encultured narratives. Consider also the examples in the rise of current nationalistic fervour, ethnicity, racism, gender equality, religious hot spots and inclusiveness, and the ongoing furore surrounding gender dysphoria (NHS, 2019)

¹¹ For example, “teenage independence” and “separation” from parental narratives.

¹² Nature is the genetic predisposition or biological makeup of an individual; nurture is the physical world that influences the nature. Source: Lakshmi (2017).

¹³ Evolutionary structured reactions that occur in response to threat or danger.

where sexuality’s newly emerging narratives cry out for acceptance in the face of rigidly templated judgemental bias from those lacking emotional intelligence (Brackett et al.; Goleman, 2006) and who are unable to understand or address their narrative-shaped prejudices.

South Africa and Conflicting Narratives

Nationally encultured narratives also reflect in political empowerment. For example, the Dutch and British settlers in South Africa not only brought their expertise, architecture (Claassen, n.d.) and prescriptive sophistication along with “western education” (Britannica, n.d.) to the shores of Cape Town from 1652 and 1820 respectively, they also brought foreign encultured political, religious, and social narratives that, ignored, rejected and ridiculed the indigenously crafted stories and myths of the inhabitants - arbitrarily labelled as “savages” whose “templates” were inconsequential to pecuniary, personal and powerful colonial dominance (SAHO, 2019; Britannica, n.d.). The “templates” of the colonisers had viewed “others” through the lenses of their encultured narratives rather than as people whose template-encultured stories and myths were different – in fact, continents apart. So it was that the less powerful became pawns in the imposed plan of conquering, dividing, ruling and exploiting. This process, in turn, created a new wave of political, social, legal and educational narratives – foreign “templates” that would partially enculture new generations for hundreds of years.

The Settlers had ignored the rights of the encultured stories of the First Peoples, but history was to intervene – and edit.

SAHO (2019), introduces us to these nations:

The hunter-gatherer San (‘Bushman’) and the Khoi (‘Hottentot’) peoples, who herded livestock. Bantu-speaking clans that were the ancestors of the Nguni (today’s Zulu, Xhosa, Swazi, and Ndebele peoples) and Tswana-Sotho language groups (today’s Sotho/Basuto, Tswana, and Pedi) who had migrated down from East Africa as early as the eleventh century – and clashed with the 17th-Century European colonists.

The First Peoples then became the target for proselytising foreigner-born zealots who, enriched with their own narratives, myths, and tales, used their Bible with its stories and legends, their emotionally captivating hymnology (Music, 1996), education (Ali, 2003) and medicine (Chatterjee, n.d.) plus “good works” to incentivise many to abandon their precious and meaningful tales: religions, valuable folklore, myths and customs (e.g. wearing westernised clothing¹⁴). So, by denigrating the traditional stories of

¹⁴ “In different ways, power is represented, constituted, articulated, and contested through dress” (Aris, 2007).

the inhabitants, the supremacy of the Settler-owned Christianity¹⁵, became the new narrative. So it was that colonially encultured stories and tales brought change to South Africa by forcibly subjugating the First Peoples to discriminatory categorisation and victimisation that led to the ultimate legal status of Apartheid – the encultured narrative of the Settlers. Nonetheless, the First Peoples “templates” retained their templated-narratives – each story waited for acknowledgement, but the powers-that-were paid scant attention. However, history intervened when Nelson Mandela edited the ghastly, oppressive encultured library of national and personal narratives of some 400 years of legally scripted legislation that perpetuated what is termed, “transgenerational trauma” (Jacobsen, 2017).

So it was that Nelson Mandela’s transformational statesmanship enriched with his wide-ranging humanistic narratives challenged and edited some four hundred years of the socio-political-economic-anthropologically and legally biased and enforced Settler Manual of stories and myths. Time will tell how many South Africans will fully embrace Madiba’s¹⁶ liberating narratives.

Now, let us turn to more snippets of history – a synoptic glimpse of encultured horror stories — evidence of unbridled prejudices that fuelled hatred and genocide.

Judaism and Conflicting Narratives

Now, what about Anti-Semitic stories? This seemingly continuous “anti-narrative” causes so much undeserved pain and alienation. Why? Well, at the heart of this scourge are myths and idle, unsubstantiated stories viz. Jews are the killers of Christ (Cohen, 2017) and other venomous anecdotes¹⁷.

England, Jews, Nazis and Conflicting Narratives

13th-Century England under Edward 1 saw Jews expelled from English soil. Scapegoating, clothed in power and bedecked with an economics narrative had caused the exodus. King Edward 1 had faced a GDP crisis. Illegal coin-clipping was on the rise. So, who were some of the most affluent people? The Jews, of course. They were to blame. Prejudice, lies and half-truths made the Jewish people the pivotal scapegoats. So, Jews became the target, and in response to idle tales, and prejudiced legends, and to partly address the King’s political needs and wants, the banishment of Jews from England took place. Expelled from England, with the clothes on their backs but without their possessions and property that became the assets of the Crown was the outcome of an encultured narrative that gained new, Royal minted ascendancy in England until

Oliver Cromwell edited the story during the early years of the 17th-Century and Jews returned to English soil.

Consider, the renowned Bard, William Shakespeare. Did he, as alleged by some, show threads of anti-Semitism in his controversially typecasting in *The Merchant of Venice* (Ambrosino, n.d.) where Shylock personifies the avaricious and scheming Jew? Was Shakespeare’s despised, moneylender the personification of an encultured Venetian narrative?

Venetian laws restricted Jews from working in certain professions such as manufacturing, so they were forced into alternative professions. Fear of Jews was compounded by envy of their success as doctors, merchants and bankers. As moneylenders, Jews played an important part in the Venetian economy. They were also a convenient source of taxation. But the Venetian desire to limit their contact with Christians resulted in the creation in 1516 of a "Jewish ghetto", a specific neighbourhood of Venice. Several thousand Jews were crammed into tall buildings in this small walled area; access to the rest of the city was restricted.

Source: Open University (2005)

Historical scapegoating of the Jewish minority group was an outcome from an encultured story that spread its vile message in 17th-Century England and then the fascist, 20th-Century Nazi Germany – a hideous narrative of targeted genocidal hate.

Of course, Goering’s templated narratives and the hate-filled Nazi publication, *Der Stürmer*¹⁸ scripted and created stories, myths and propaganda from 1923 to the end of World War II in 1945, and categorised Jews as “*untermenschen*¹⁹” - some 6 million Jewish people were amongst others deemed “different” who became Hitler’s scapegoats to prepare Nazi Germany to become the Third Reich – a phantasy tale that sprang from many other stories. All too often, trauma links one generation to another – narratives that can be edited (Jacobson, 2017).

The Islamic State (ISIS), Israel, Palestine and Conflicting Narratives

What about the abhorrent counter “crusades” of ISIS and the subsequent stories, and lies equating the so-called Islamic State killers, with Islam? Is it not time that the many controversial narratives and myths that gave rise to the State of Israel and the pinioned Palestine State now undergo serious editing? The deplorable and story-driven influence supporting the global objectives to erect more Trump Towers along the Middle East skyline needs serious rethinking does it not.

¹⁵ Calvinistic, Evangelical, High and Low Church, Roman Catholic, Lutheran and so on and on.

¹⁶ Nelson Mandela’s tribal name – a sign of affection and respect

¹⁷ Not suitable for citation in this journal.

¹⁸ Edited by Julius Streicher who was hanged for War Crimes at Nuremberg after WW II.

¹⁹ Inferior people.

Crucially, our “templates” always record stories - the “mental pod” of both gullible and critical thinkers. The significant comment by one of the peer reviewers deserves attention:

Editing is necessary for the individual not to be imprisoned by negative narratives that will determine her/his future. The same applies to nations, as, South Korea that developed its capacity to develop into a leading country, technologically and otherwise.

Universities, Narratives, and Editing

When faced with the anti-slavery narratives in 2018, Glasgow University researched its institutional stories and published a comprehensive report on its historical links with racial slavery. While the institution had played an influential role in the abolition of slavery, its coffers had also received “significant financial support from people whose wealth at least in part derived from slavery in the 18th and 19th centuries” (UOG, 2018).

Looking to the future, the University has set out a programme of reparative justice ... to acknowledge this aspect of the University’s past, enhance awareness and understanding of historical slavery, and slavery, and forge positive partnerships with new partners including the University of the West Indies.

Source: UOG (2018).

In a similar vein, students at Oxford University had demanded that the statue of Cecil John Rhodes be taken down²⁰ because of the imperialist, racist and colonialist activities evidenced in his political, economic and social narratives. However, when current donors to the University threatened to withdraw their funding, Rhodes, the statue, survived the demolition squad. The stone statue remains, but the edited story no longer applies, and financial sense has not thrown out the monetary-sponsoring baby with the stone mason’s bathwater, and a new anecdote now nestles in the University’s “template”.

In parallel, students at Cambridge University demanded the ending of the memorial fund left by Jan Smuts (Elgot, 2016), and removed a portrait and bust of the former South African prime minister following protests from an anti-colonial student faction whose mantra, Rhodes Must Fall (Gamp, 2018), was a rallying story from revisionist history that upset the tales of a pompous colonial era. However, the portrait has gone, and hopefully, the negativity of the past narrative will find a positive outcome in the final academic grades of the protestors – especially those who might be subsidised by the British taxpayer, or from the Smuts legacy. After all, it is understandable to dump the memory of Smuts, but how many deserving student beneficiaries (past, present and future) have

benefitted and will receive help from the Smuts Memorial Fund – must they now repay the money (with interest)?

How many historical buildings in the United Kingdom saw the light of day because of the profit from sugar, the slave trade, and colonising greed? Must they be torn down? Sadly, the ridiculous left-wing economic narratives do more harm than good.

Narratives – their Life Cycle, and Editing

Now, many anecdotes, like products, have a relevant and time-bound life cycle and are subject to threats, from both internal and external forces (c.f. Narratives and Universities).

Consider, for example, the reality of nations and religions that have their unique Creation narratives. Each ancient story is more or less about where the people of the country came from, how everything began, where they are going to, and what is next. Such legends also nestle in revered holy books that, for many, are forever sacrosanct. So, is it the case that the importance and relevance of such narratives will remain as firm as the Rock of Gibraltar because of sincere religious views? No. Whether carved in stone, written in hieroglyphs, inked on parchment, inscribed on our mental templates, or printed – editing is possible and must continue.

Let us now return to history and an Italian connection to learn about a revolutionary narrative that edited a religious myth that had, at the quill-held fingers of prayerful clerics, become “Gospel truth”.

A child born in 1564, the son of a musician, grew up and began to study medicine at the University of Pisa. However, he changed direction to study philosophy and mathematics, and in 1589, he became Professor of Mathematics at Pisa before moving to the University of Padua in 1592.

In 1609, he heard about Holland’s invention of the telescope²¹. In response, our Italian Professor of Mathematics subsequently developed the first telescope and orbited into a new career in astronomy and was appointed as a Florentine Court mathematician. It was at this juncture that Professor Galileo Galilei (1564 – 1642), at high personal cost and suffering, courageously challenged the Church myth (drawn from the Bible) that had placed the earth at the centre of the universe. Galileo, using researched facts, then successfully challenged a sincere but nevertheless deceitful parchment myth - stories are not always factual. A new, researched narrative took central stage, and the rest is history. Galileo had based his researched account on scientific truth – not, the naïveté of childlike emotional sentimentality (c.f. The Primary

²¹ See Tools of Cosmology at <https://history.aip.org/exhibits/cosmology/tools/tools-first-telescopes.htm>

²⁰ Following the removal of his statue in Cape Town.

Group – the Concept p. 1). Despite being shunned, ridiculed and threatened, he stood firm and used facts that trumped “blind belief – faith without evidence”. We now enjoy the fruits of his story²². Editing brings the light of truth.

Also, and hard on the heels of the Italian polymath and father of observational astronomy, came the critical thinkers who introduced the layered stages of the revolutionary transformation of the 17th-and 18th-Century Age of the Enlightenment. New research had edited science, natural history, archaeology, psychology, revisionist history, psychiatry and philosophy – new narratives replaced worn, end of their lifecycle stories. Each penned different but unique stories. Educationalists also began to structure curricula, and critical and better-informed thinkers wrote new narratives - the “templates” of Charles Darwin overturned fables and sent shudders down the spines of reactionary bigots.

In the 19th-Century, humankind had woken up to the reality of evolution and a transformational change away from the narrative-set naïveté of childhood and, for example, the blind acceptance of religiously penned propaganda. However, some individuals clung like Rhesus Monkeys to their narrative-structured national and religious traditions, and their followers plod forward into the 21st-Century flying the sentimental flag of ancient myths. However, a revered holy book contains a challenge where the unknown Biblical author sets out his narrative:

When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became a man, I put the ways of childhood behind me.

Source: I Corinthians 13: 9 – 10

Narratives and Parenting – returning to the Primal and Secondary Groups

Is it not then advantageous for parenting skills to also focus on educating children to recognise the influences of actions, words, people, places, time, philosophies and events that shape them? Would both informal and formal narrative building assist kids also to understand their individuality²³ and make connections to where she/he lives? Would vulnerable, impressionable, children benefit from discovering the links to their heritage? Would this experience and knowledge give a child an informed narrative supported base from which to develop? By sharing the stories of others, could a child learn the delicate art of tolerance based on an understanding of those whose tales differ? Would a story-informed child gain ego strength and a realistic sense of her/his identity? Would the parentally-guided process of the historical narrative building process be

²² On 31 October 1992, Pope John Paul officially declared that Galileo was correct (EBSCO, n.d.).

²³ Enabling an answer to, “who am I?” and thus accept who they are.

advantageous to children later life in life? Let us consider enabling kids, children and teenagers to discuss new narratives and simultaneously edit our “templates”. For example, Johnson (n.d.), a professor of psychology at the University of Edinburgh, writes “Kids make comparisons with their peers and draw conclusions”. Consequently, these “these identities can last a lifetime” (Johnson n.d.).

Can we pay more attention to and analyse the narratives that shape our children (and us)?

- As appropriate, discuss with kids the evolving stories within and without society
- Enable children to listen to and discuss “different” tales and understand their origins
- Accept that the tales carry labels that can indelibly affect a child – identity is unique to each child
- Enable reciprocal relationships that respect the narratives of those deemed “different.”
- Help create a disciplined, law-abiding and tolerant society that sees “difference” as a bridge to negotiate and not a springboard from which to “project, displace, name, shame and blame” those with other encultured narratives that reflect in their behaviour
- Encourage, by example, the liberating process of critical thinking

Each of us has many stories to tell, myths to debate and narratives to unravel. By connecting to our roots and understanding “causes and influences” we, in turn, can edit²⁴ our stories and write a revised life’s compendium for our future. Our future lies not only in dwelling on memories but editing and learning from the content and moving forward to the next chapter to add new narratives, tales, stories and myths to our “templates”.

So it is that new stories find their place onto our “templates” – each is a distinct tale, myth, narrative or story, but we own the copyright and hold the editorial pen. The road ahead awaits our enlightened minds.

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²⁴ Or seek help from a counsellor, psychologist or psychiatrist

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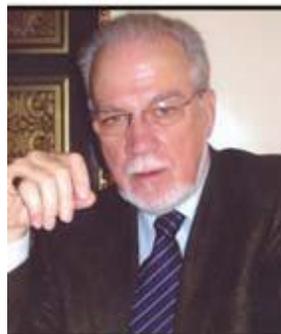
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About the Author



**Professor Dr Bruce R. Duncan holds: a Certificate in Life Coaching – Newcastle College; a Diploma in Counselling – CSCT, a Diploma (TESOL) Distinction, a Diploma in Teaching Business English (Distinction) – LTTC, a Cambridge CELTA, an MA (TESOL) – St Clements University, a D.Litt – St Clements University, an Honorary D.Ed – Commonwealth University. He is the founder and Chief Executive of Sanctuary Services and President of The Institute of Management Specialists – Comp.I.M.S. (Dip.IMS). Email address 110940@msn.com*

MIDDLE EAST: ITS POLITICAL PAST AND FUTURE

Professor Dr Erdal Firat*

(BSc., MBA, D.Litt., Diplomate - Turkish Language Division Graduate)

The complete version of this summarised article is available at:

<http://www.stclements.edu/Articles/MiddleEast.pdf>

Summary

The Middle East has been a region where the world's agenda has been determined since the past. In modern times, the heterogeneity of the demographic structure in the region, the surplus of energy resources, the transition area between Asia, Europe and Africa have fuelled the possible conflicts in the region and brought out the present unstable Middle East. In the aftermath of the Cold War, the US began to set policies in order to provide global hegemony, to create a new world order within the framework of its own will and to neutralize the emerging threats. As the driving force of the new world order (constantly renewed power), the globalization process and the opportunities it created have come to the fore. For this reason, America has declared the removal of obstacles to globalization as a matter of national security. Pragmatic liberalism opposes the use of force on the one hand for the placement of democracy; on the other hand it advocates an investment in the individual. A good society cannot be given to states from outside, but it is the individual who will create such a society and is equipped with the necessary social qualities. Such an ethical approach should be tested in the Middle East. The states in the region themselves want such a regime, and for this they need to invest in the individual while taking political steps. In this study, the geographic boundaries of the Middle East, socio-political background of the region, the starting points of the problems in the region have been tried to be examined and in the conclusion part of the study, peace-themed solution suggestions have been introduced for the future of the Middle East.

The two most important determinants to consider when developing international politics and strategy in the Middle East are; is an ethnic and social structure. Because the Middle East is a geography where ethnic and traditional social structure is still very strong. In this geography, ethnic and social structure can determine the powers in the countries of the region, as well as the character of state ideologies. For this reason, there is a need to know the ethnic and social structure in a much better way for every person and institution that makes politics and develops strategy in the Middle East.

The Middle East, together with China and India, is one of the oldest cultural and civilizational centers in the world. The Middle East has been the target geography of many states throughout the history. The reasons for this are; It is in the middle of the old world, the tribes are located in the transition zone, the natural structure suitable for civilization and the resulting wealth. For this reason, change and transformation have become an ironically stable phenomenon in the Middle East. In this sense, administrations and administrators, religions and believers, societies and cultures have been in a constant change and transformation in the Middle East geography. Different political and religious currents brought different ethnic, religious and cultural structures to the region. This situation has continued throughout history. It still continues today. Change and transformation has been a characteristic feature for the Middle East as an accumulation of history and social past. (Urul, 2008)

Relations with the USA started in the 1950s and have continued intensely to this day. Turkey and the United States during the cold war have established an alliance between them far outweigh the security dimension. Turkey in international relations during the Cold War, has been the necessity of adhering to the parameters set by the polarized relationship. In the problem areas that directly concern him (the Turkish minority in Cyprus, the Aegean, Western Thrace, Northern Iraq and Bulgaria ...), he followed policies to balance and harmonize with the parameters determined by the inter-polar relations. Stable structure of the international system, Turkey's political, economic and security parameters are enough to make the much more static style produced politics. Turkey, rather than create long-term strategies for independent and major super power that it has created in the frame of usually short, rarely contented medium term tactical planning application preferences.

Turkey has a very positive approach in the beginning of this initiative. Turkey, close historical and cultural ties to possess a democratic environment in the Middle East region to a higher level of prosperity, aims to contribute to restoring peace and stability. Turkey, the region at the bilateral level required by the country, as well as more free in his contacts in multilateral issues, the participants, the rule of law and democratic structures, based on human rights and gender equality, resources to ensure the transparency and efficient use

in the area of better oversee the governance principles in practice constantly should be implemented voiced.

The kinship structure in the Middle East is male-centered. The mother enjoys great respect in society, but is dysfunctional in maintaining the lineage. It is the man, the father, who continues the progeny. Therefore, the Middle East is almost entirely a community of patrons (except the Berber Tuaregs). The woman remains outside about the continuation of her offspring. In a way, it is ineffective. The fact that the Middle Eastern societies were paternalized reinforced their traditional structure and brought a character that could stand in favor of the continuation of the status quo socially. Because the male possesses the tradition and the established order more than the female. (Charles Lindholm, 2004: 80)

In radicalism, it can be said that the absence or weakness of other political alternative movements in the western sense that will direct the reactions caused by the social movements developed in these countries in a correct pot. There is a lack of societies, especially in the production of ideas and policies that will channel young people correctly, because of the lack of open societies. For this reason, the reaction against the system is undertaken by Islamic organizations.

When considering oil-rich countries, it seems relatively difficult to determine the existence of a direct relationship between economic development and modernization and political development. There is no political development in terms of active political participation, the rationalization of power relations, the establishment of a limited power practice and the restoration of traditional structures.

The presence of authoritarian governments in the Middle East brings with it the crisis of representation and the alienation of the masses of the masses against the state system. Because management in authoritarian societies; Unlike democratic societies, it is based not on being a majority, but on being strong, weapons power, and brute force. The masses of people who cannot participate in the system can engage in expressing themselves with illegal structures. These groups pose a serious security problem for some countries. In order to solve the security problem; it is imperative that a participatory political culture be created and legitimate leaders are at work.

The fact that it is an extremely complex and diverse region in terms of the Middle East population structure also fuels this instability. This diversity is both ethnically and culturally and religiously. As mentioned earlier, the fact that the region has been a crossroads among civilizations throughout history, being a place where religions and ancient civilizations have developed and spread, and the transfer of cultures have been effective in the emergence of diversity in the population structure. In fact, the character of the oasis and tribal life has marked the life of the Middle East. However, industrialization and social change in the

countries of the region recently have a transformative effect on this quality. (Dursun, 2010: 1248)

As the Sunni and Shia conflicts created great problems in the historical process, an implicit friction still continues today. This issue is to be exploited among religious communities. This abuse stems from the ignorance of the masses and their ease of provocation. For this reason, the roles played by the Islamic movements have always been at the forefront of the purpose and vehicle relations and profit and loss calculations of both internal and external powers. (Esposito, 1992: 119) After the second Gulf War, the Shiite-Sunni tension in Iraq caused many conflicts and thousands of people died.

Although there are concrete positive developments in the Palestinian-Israeli conflict, which is a century-old problem in the Middle East, Palestine gained observer status in the United Nations (UN) and decisions were made in the European councils as a state. No change is visible. Although the perception that the Arab People and the people of the region got rid of their dictators is dominant, the reconstruction of post-revolutionary Middle Eastern countries supports the claim that "Spring" returned to "Winter." For example, the fact that the will of the people in Egypt remains under 'military postal' and that it gives silent support with a purely realist approach rather than a humanitarian or democratic perspective shows that the Arab Winter will take longer than Spring. As of now, ISIS (Iraq-Damascus Islamic State), which occupies Mosul and clashes with opponents instead of fighting with the Assad regime, is the worst example of the intricate Middle East equation.

Kurds who could not find a place in 'bargain desks' after the First World War; Iraq, Iran, Syria and Turkey have tried to maintain their presence in the state. These countries, which advocate a western-centered 'nation-state' model, saw the Kurds as an element that should be 'assimilated' rather than 'integrated'. Therefore, social, political and military structures based on Kurdish nationalism have emerged in all four neighboring countries. These structures come to the fore as the ones that benefit most from the uncertainty of the Middle East that continues today. For example, YPG and HPG 'guerrillas' fighting ISIS gain international legitimacy by being shown as groups that fight not only for the Kurdish people but for all humanity. (Mountain, 2016: 11)

In fact, the solution should not be based entirely on states outside the region. The establishment and development of democracy in the Middle East will be primarily through the efforts of the regional states. Political steps to be taken, on the one hand, need to use their economic values for the development of democracy in this process. In addition, by emphasizing social issues such as education and health, a society should be created in which the individual can stand on his own feet, because ultimately democratic values will be established and developed on the shoulders of

individuals. In short, there is no other way than regional states to invest in “people”. The solution is only possible with long-term and conscious policies. This will be possible with the participation and reconciliation of all ethnic and religious identities, all states, and social movement leaders. The way of peace in the region is through the peace of Kurds, Ezidis and the communities like these with the rest of the region.

In any case, the foundation of a future construction in the Middle East is through the welfare of the peoples of the Middle East and a democratic solution. The Middle East has literally become a reckoning arena. Everyone is armed in the Middle East. Regardless of whether it is affiliated with the Free Syrian Army or not, the military strength of the pro-imperialist or Salafist foci is just a striking example of this. Kurdistan is a center at the intersection of four important states in the Middle East. Therefore, to demand that the Kurdish movement against imperialism to be passivated against Barzani, which is completely subject to US imperialism, is to play the game of imperialism both in Kurdistan and in the Middle East, and to defend its balance of power in its favor. (Mountain, 2016: 15)

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About the Author



**Professor Dr Erdal Firat was born in 1975. He is the owner and founder of the company Erdal Firat Engineering High Technology. He holds a BSc. degree in Mechanical Engineering and an MBA. In 2016, he successfully completed his D.Litt. at St Clements University. Prof. Dr Firat received his Professorial Diplomate from St Clements Institute in June 2018. Between 1994 and 2006 he worked as Research & Development Director and Production Engineer in the private sector. With the enthusiasm to share his experience and knowledge he gathered throughout the years as a part of the manufacturing sector, he started his own company in 2006. He has 24 published articles in both Turkish and English and can be accessed from the website <https://profdrerdalfirat.com>. He has written three books as part of the thesis for his undergraduate and graduate studies which are;*

B.Sc. – General Manufacturing Methods

MBA – Contemporary Strategic Management

D.Litt. – Kurdish Issue Past to Present and Solution Offers

Professorial Diplomate in Political Science

*He may be reached at
prof.dr.erdalfirat@gmail.com
<https://profdrerdalfirat.com>*

FEDERALISM IS A FUNDAMENTAL PRINCIPLE FOR SUSTAINABLE DEVELOPMENT

Dr Landson Thindwa*

To begin with, the Federal came from Sanskrit word “meaning to unite. Federal system often exists where people are not ready to surrender all the powers to central authorities with the view of sustaining their socioeconomic and political development at grass root level. (Konrad Adenauer, 2000)

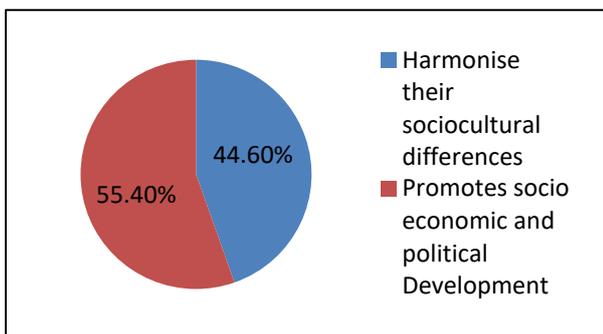
Federal system is both political and philosophical ideology which describes how powers are shared in the state. In a simple definition, it means a government where a country is composed of internally –self-governing political divisions but subject to authority from central government. (Konrad Adenauer, 2000)

Each internal unit is responsible for its affairs under the supervisions of central authority. This system of government fits well where there is sectional diversity of races, culture, languages, nationality, religions and geographical boundaries. I believe this can also be found in Malawi.

Why federalism is needed in Malawi?

Research has shown that countries which practice federalism are well developed than Malawi, for example, Tanzania, Switzerland, South Africa etc. This is vital for a country like Malawi which is still underdeveloped.

Figure 1 Harmonize Social- Cultural Differences and Promotes Socio-economic and political development

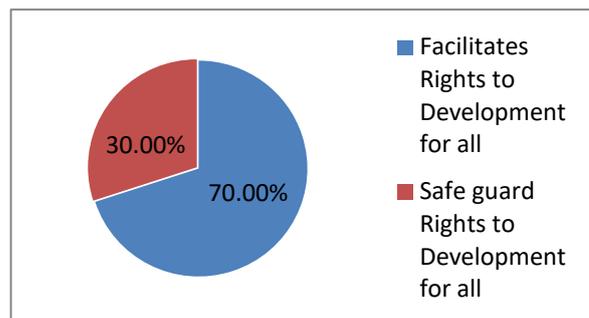


Through snap survey conducted across Malawi, people interviewed indicated that the system motivates different groups and associations to harmonize their sociocultural differences hence the promotion of socio-economic development at all spheres.

Through survey results, it is also argued that the system facilitates and safe guards the rights to development which is very crucial in less developing countries like Malawi. This entails that even the minority groups can easily enjoy the fruit of meaningful development

through equal distribution of scarce resources in the economy.

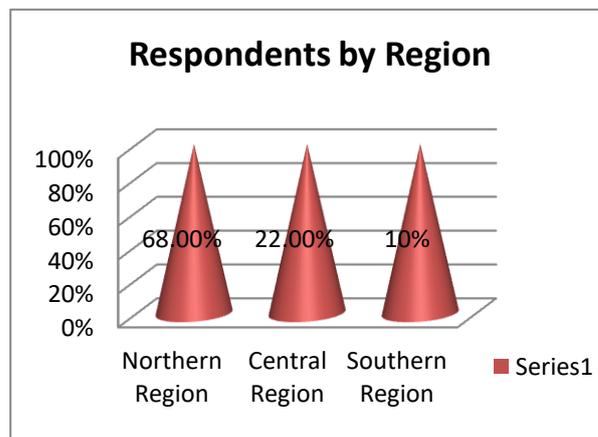
Figure 2 Right To Development and Safe Guarding People’s Rights



The majority of the respondents (70%) indicated that federal system of governance safeguards people’s rights to development while 30% of those respondents indicated that the system facilitates development to citizens. This clearly indicates that right to development as stipulated in Republic of Malawi Constitution (1994) can be safeguarded. From this understanding, it is also argued that federal system of government facilitates the protection and safeguards the rights of minorities within the societies in general and this can also be embraced in Malawi in order to uphold the right of minority groups and their cultural diversities.

For instance in USA and Germany, all political units are highly industrialized hence reduction of unemployment level which is one of the major macroeconomics fine tune which could be the case with Malawi. (Tetzlaff, 2004)

Figure 3 Importance of Federalism by Region



The majority of the people representing 68% (Northern Region) indicated that federal system of governance facilitates feasible identity of certain minority groups and able to voice out their development needs which is fundamental in all the settings within the society. These groups are distinguished by their characteristics of identity such as languages, religions, nationalities etc. About 22% representing Central Region are in support of the system based on the above principles and only 10% representing Southern region. This clearly shows that the majority of the respondents are in favour of the system.

Some school of thoughts regard the system as a way of preserving historical diversity and individuality within the frame work of greater national entity.

According to Augustin (1994), Federal System of government is viewed as a means to safeguard freedoms of opinions, expressions and thoughts for the minority groups in the society and provides a vertical separation of powers in the society. In this context Malawians can enjoy the freedom of expression, opinions and thoughts with the view of sustaining their development rights at all public undertakings.

Figure 4 Federalism usher participation

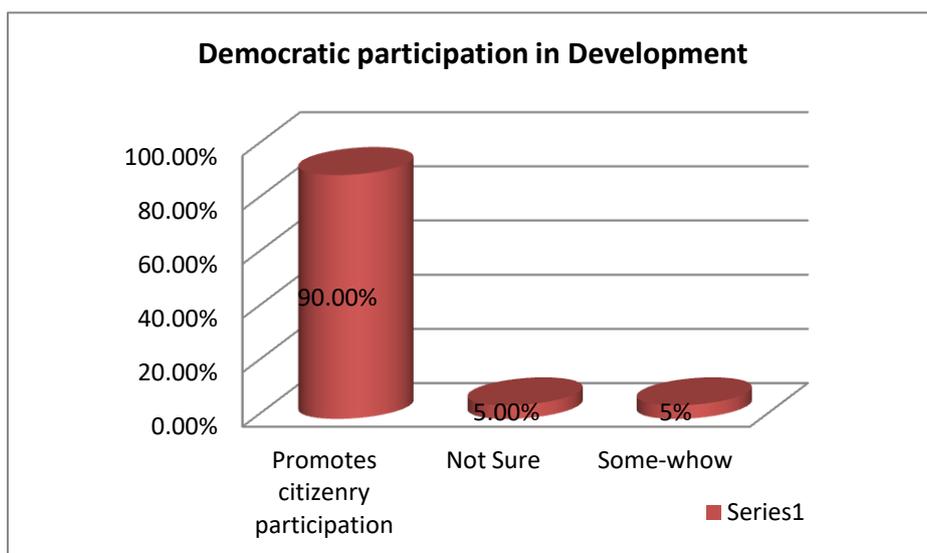
Through snap survey it is indicated that federalism is a fundamental concept for participation of citizen in their development endeavours. It is a decentralized form of governance which promotes people to take part in their development and voice out their concerns in a proper manner.

The majority representing 90% of respondents indicated that federalism promotes participation of people in development endeavours.



This means that people are also free to discuss and decide the type of development needed in their locality. It is a given fact, that federal system of government promotes democracy through provision of an additional level of citizen participation which results into meaningful and sustainable socioeconomic and political developments at all spheres in the society. In the same context, system promotes efficiency and effectiveness in all public undertakings and also enhances accountability and transparency in all governing units. (Konrad Adenauer Stiftung, 2000)

In conclusion, this concept should be viewed as a developmental issue for all Malawians of good will. Lest all Malawians of good will look at the federal system of government researchers have shown as a fundamental principle for sustaining and safeguarding constitutional right to development.



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About the Author



**Dr Landson Chakachaka Thindwa is a Civic Education practitioner and a holder of EMBA and IMBA Degrees and a Post Graduate Certificate in Management obtained partly from MANCOSA and St Clements University. He also holds a Ph.D in Strategic Human Resource Management - USA. He may be contacted at landsonthindwa@yahoo.com*

COMPETENCES NEEDED IN EFFECTIVE AND EFFICIENT ENHANCEMENT OF QUALITY EDUCATION IN HIGHER LEARNING INSTITUTIONS: EXPERIENTIAL ISSUES TO APPRECIATE

Sir, Dr Oyat Christopher* – Gulu University (UGANDA)

INTRODUCTION

Education may be looked at as a process of teaching, or the training of the mind and character. It is a field of knowledge dealing with how to teach effectively (Longman Dictionary of Contemporary English, 1978). Education is fundamental to enhancing the quality of human life and ensuring social and economic progress (UN Report on World Social Situation, 1997). Importantly, good education is the key to creating, adapting and spreading knowledge. However, the gains in access to education generally have been unevenly distributed in the world, with the poor seldom getting their fair share (World Bank, 1998 /1999).

A well educated citizenry is the foundation of social equity, cohesion and successful participation in the global knowledge economy of today. As a result, most countries have set goals to increase the share of the population with higher education and /or broaden access to higher education for individuals who are under-represented because of socio-economic status, race, ethnicity, religion, age, gender, (dis)ability or location. Access and participation in higher education are essential for the empowerment of all, especially those often excluded.

Education and Human Resources

Most economists argue that it is the human resources of a nation, not its physical capital or its natural resources that ultimately determine the character and pace of its economic and social development. For example, according to the late Professor Frederick Harbison of Princeton University:

“Human resources constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital, and exploit natural resources, build social, economic and political organizations, and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people, and to utilize them effectively in the national economy, will be unable to develop anything else”.

The principle institutional mechanism for developing human skills and knowledge is the formal education system. Most Third world nations believe that the rapid quantitative expansion of educational opportunities is the key to national development. It is argued that the more education is made available to the population, the more rapid sustainable development may be spurred. Most countries have committed resources to the goal of universal education at various levels in the shortest possible time (Todaro, 2000).

Competence Development in Education

Competencies tend to be associated with sets of behaviors usually learned by experience that are instrumental in the accomplishment of various activities (Armstrong 2003). Kurz and Bartram (2002) defined competencies as sets of behavior that are instrumental in the delivery of desired results or outcomes. Industrial psychologists usually talk about combinations of knowledge, skills, abilities and personality characteristics as being elements of competencies. Skills are practiced acts; knowledge is a collection of discrete but related facts and information about a particular domain. It is acquired through formal education or training, or accumulated through specific experiences. Competencies are different from knowledge, or skills, ability, or personality characteristics in that they are really a collection of all of these specific individually different but related characteristics put together in action.

Oxford University dictionary (2010) defined a skill as a practical knowledge, ability, aptitude, proficiency and expertise that make a person have a high quality and distinguished performance at place of work. A skill is a hands on knowledge that is acquired, practiced, perfected and applied to overcome day to day challenges of work in a more positive, constructive and effective way.

Nouhi E, Shakoori A & Nakhei N (2008) on their study on habits and skills, and academic achievement of students in Kerman University of Medical Sciences stated that skill is one important factor influencing achievement of students; that memorization, reading, writing, speaking, listening, numeracy and knowledge application skills are fundamental for the academic achievement of all learners. Nouhi *et al*, further stated that students must replace ineffective models of study

with more fruitful skills in order to gain better learning without which their learning will be greatly hampered. Importantly, Professor Dawoud Shenoude once said that “*quality education should evaluate practical skills needed in the job market by the employers*” (Dean at International University of East Africa, Uganda, 2017).

CRITICAL COMPETENCES IN FACILITATING QUALITY EDUCATION IN HIGHER LEARNING INSTITUTIONS

The following are considered as proven and helpful suggestions which course facilitators (Teachers and Lecturers) need to appreciate when imparting knowledge, skills and experience to learners in a given learning environment, and when interacting with learners in society:

- There is need for a facilitator to be able to influence learners through his or her competence in persuading them (power of persuasion). In this regard, the use of appropriate and convincing words and language become critical to win the minds, hearts and souls of learners;
- There is need for a facilitator to be able to speak clearly and confidently well to his /her students. His /her command of official spoken language should be clear and accurate enough; not riddled with ambiguities when communicating the message to the learners. This is associated with clarity of thought and expression;
- The ability of the facilitator to be good at information and data presentation, analysis and interpretation. The facts should be clear, and to stand out prominently and convincingly to the learners;
- The ability of the facilitator to be good at supervising learners in a given environment of study such as, for example, being close and technically supportive to the students who are under his/her care in research;
- A good educator appreciates the value and importance of serving others without placing undue conditions to be met first. To him/her, service is above self. The learners become his/her priority of engagement, and other things follow later;
- A good educator in a higher learning institution has a high degree and sense of intuitive judgment when confronting matters. He/she has a well founded and considered sense of personal judgment in pursuit of effective and efficient learning situations. This is supported by a well measured and comprehensive base of knowledge, skill and experience;
- A good educator is a patient but great thinker. He/she does not hurry in making decisions because of fear of repercussions. He /she is a highly thoughtful personality who generates decisions after careful assessment of the situation prevailing at a particular time, and in the circumstances. He/she does not rush with thought in decision making;
- A good educator in a learning environment is sensitive to people’s perceptions over issues under discussion and deliberation. He/she rarely wants to be associated with impostors. He/she is a great listener to individual opinions and suggestions especially from learners;
- A good educator in an environment of learning possesses a good sense of humor when engaging with his or her learners. He or she is appropriately and professionally friendly and entertaining to learners. He or she appreciates the value and importance of cracking appropriate and befitting jokes at a time of engagement. He or she gives revealing and practical case examples to facilitate easy conceptualization and learning;
- A good educator has a good sense of self-esteem. This means that he or she regards himself/herself with great sense of respect, dignity, recognition and humility of purpose when engaging learners. Such a person thinks appropriately and highly about his or her professional personality when interacting with learners;
- A good educator in an environment of learning is one who is social. He or she is sociable. He or she keeps an appropriate professional distance between him or her and the learners. He /she is not all the time aloof or detached from his/her learners. To this extent he /she appreciates the notion that when one is appropriately and professionally sociable, he or she learns a lot from the learners. The learners will be free to express certain pertinent and helpful concerns to him /her without fear or favor;
- A good educator in a learning environment is responsibly assertive. He/she is open minded, and yet inclusive when offered appropriate and well meaning suggestions for consideration. He /she is always clear, straight forward and firm when he/she raises opinions over issues requiring effective decision making or resolution;
- Stress is unavoidable at busy places of formal work. A good educator is good at managing personal and organizational stress. This may be through personal physical exercises conducted at certain intervals, appropriate sharing of challenges with close associates to reduce tension and depression challenges, undertaking regular health checkups and responding appropriately to health related advice given, and thinking positively about oneself when confronting difficult situations, among others.
- A good educator is generally a responsibly flexible person. He/she is not rigid in decision making and in taking positions. He/she appreciates and respects other people’s view points. He /she is tolerant and inclusive in his/her approach to various levels of engagement with different learners; and
- Finally, a good educator in a learning environment is proactive and tolerant. He/she appreciates making decisions about what should be done early enough so that he/she is not caught or taken off-guard or unaware. He /she prepares himself or

herself in advance, and acts appropriately to address a given issue at hand with a measured sense of purpose. He/she is a well predisposed and prepared person most of the time. He /she is not just a reactionary in life.

CONCLUDING REMARKS

Being a competent educator in a higher institution of learning is not something someone can achieve in a few weeks. It involves a sustained commitment to learning key philosophies and attributes which can lead to success stories overtime. It is associated with the process of painful self conditioning and purging off of bad traits or mannerisms, and replacing them with desirable characteristics. This way of self adjustments and learning, in relation to coming to terms with befitting realities of the time may be painful, more especially in the face of enduring and persistent life habits. However, to change will pay overtime as learners and other stakeholders in society will then think and hold you positively and highly, in both public and private domains. The most appropriate “medicine” herein is for one to appreciate the important tenets and values associated with lifelong learning. Indeed, one should avoid being rigid if one is to learn more and more about the virtues inherent in being accomplished educator in higher learning institutions.

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About the Author:



**Sir, Dr Christopher Oyat is a Senior Lecturer in Gulu University in Uganda where he has taught consistently for about 16 years. He holds a PhD in Management; a Doctor of Letters degree in Business Organization; a PhD in Management (Honoris Causa); Fellow of Chartered Institute of Educational Assessors (FCIEA) – UK; a Fellow Chartered Educator with Academic Council CCLP Worldwide (Spain & India); a Life Companion of IMS; a Doctoral Fellow with European Institute for Financial Directors; a Chartered Knight with CWOKJP in USA; and an Accredited Management Consultant (GAFM - 2015). He has published over 40 articles in Journals.*

CHALLENGES FOR THE FUTURE OF DISTANCE EDUCATION AT UNIVERSIDADE PÚNGUÊ, MOZAMBIQUE

Dr Godwen Veremu*

Abstract

The aim of this study is to present a perspective on the challenges for the future of distance education at Universidade Púnguê (UniPúnguê) – Mozambique. The study was carried out at UniPúnguê in 2019 and focussed particularly on the training of English Language Teachers. Evidently, this University (Previously known as Universidade Pedagógica) has been contributing a lot in the training of English language teachers via distance education since 2003 in collaboration with the British Council (Loforte, 2018). However, with the digital era gaining ground in education sector, a shift from the use of printed learning materials only (2003 – 2008) to *blended-learning* (2009-) brought with it some *challenges for the future of distance education at Universidade Púnguê*. Based on document analysis and observation of the 2019 3rd year class of Distance education English Course, the study followed a qualitative research with an exploratory objective. It was concluded that there are two major challenges for the future of distance learning: *The Use of Information and Communication Technology (ICT)* and *Distance of the students*. The study recommends: Evaluation to ensure students' easy access to ICT before they are enrolled into the program. In addition, students' residences must be considered too if UniPúnguê wishes to continue with periodic face to face tutorials in its Distance Education Resource Centres.

Key words: Distance education, b-learning, ICT, English Language Teaching, Distance Education Resource Centre.

List of abbreviations

This study was carried out in Mozambique where the language of instruction is Portuguese, thus a number of abbreviations in Portuguese were used:

DEAD – *Departamento de Ensino à Distância* (Department of Distance Education)

CEAD – *Centro de Ensino à Distância* (Centre for Distance Education)

INED – *Instituto Nacional de Educação à Distância* (National Institute of Distance education)

UniPúnguê – *Universidade Púnguê* (Púnguê University)

UP – *Universidade Pedagógica* (Pedagogic University)

1. Introduction

The training of English Language teachers via Distance education at Pedagogic University started in 2003, in collaboration with the British Council. The author of this paper was part of this first group. During that time all materials were printed because very few people had access to the internet in Mozambique. Since 2009, blended learning was introduced with periodic and compulsory face to face tutorials at the Resources Centers.

The concept of distance learning has been evolving over the years. In this paper, we credit the definition proposed by Schlosser & Simonson, 2010 (In.Loforte, 2018) who define distance education as a way of formal and institutionalized learning where a group of learners is separated from instructors and where the interactive telecommunication system is used to connect learners, resources and instructors.

On the basis of the observations made in 2019, in 3rd year English Language Teaching course, at UniPúnguê, we concluded that among the challenges for the future of Distance Education at this university, two factors are crucial to highlight:

- ✓ Use of ICT.
- ✓ Distance / location of students.

The above factors were also highlighted by Schlosser & Simonson, 2010 in their definition, as major characteristics of Distance education.

This paper discusses the mentioned challenges, their impact on the quality of education and proposes prospective ways to overcome them.

2. Methodology

The methodologies used for data collection in this study were document analysis and observation.

For document analysis, the functioning rules of distance education at UniPúnguê were reviewed, these include:

- Academic Regulations for Graduate and Post-Graduate Programmes (UP, 2017).

- Bases and Curriculum Instructions of the UP undergraduate courses (UP, 2010).

Particularly, for English distance learning, the documents that were analyzed were the User's Manuals for Moodle Platform for teachers and students. (UP, 2013).

Based on document analysis, it was possible to see how distance education functions at UniPúnguè or how it was supposed to be functioning. The next step was class observation to evaluate the level of implementation of the policies.

The observation lasted ten months (February to November 2019). The author of this work was a part-time tutor at UniPúnguè, so he was a participant observer. The following was observed: Activity Schedule, in-person tutorial schedules, Attendance of students in face-to-face tutorials in Chimoio Resource Center, use of information and communication technologies and access to Moodle e-platform in order to verify the challenges that this model faces and take some perspectives for the future.

3. The Use of ICT in Distance Education at UniPúnguè

Garcia Llamas (In.Vidal & Maia, 2010), argues that distance education is an educational strategy based on the application of technology to learning, without limitation of place, time, occupation or age of the students. It is important to emphasize that at present, distance learning is supported with the Information and Communication Technologies, which in turn must be efficient.

As we mentioned earlier on, UniPúnguè started with the training of English Language teachers via distance education in 2003 using printed materials only due to limited access to the internet. To keep pace with technological development, in 2009 UniPúnguè introduced *b-learning* in its distance education.

The User's Guide for the Moodle Platform for teachers clearly explains the use of this platform:

'Moodle is an e-learning platform for the management of collaborative learning that enables the creation of courses and their online books, working groups and learning communities. This platform is constantly evolving, with the social constructivist philosophy approach to distance education. Moodle is an open source and free (<http://www.moodle.org.com>) and is distributed under the GNU Public License. The Moodle system allows teachers to provide contents and allows students to access these contents. Contents can be made available in various types of files, discussion forums, assignment submission, wikis, etc '. (CEAD, UP, 2013).

The department of distance education at UniPúnguè, scheduled the following training sessions on how to use the Moodle e-Platform for the following resource centres in 2019 (Chimoio, Catandica and Mossurize):

Date 28/02/2019 (Training for tutors on the use of E-platform Moodle)

Date 03/23/2019 (Training for Students on the use of E-platform Moodle)

In regard to the use of ICT in distance education, it was concluded that UniPúnguè has good conditions to offer the course with the desired quality and complied with the rules and requirements recommended in regulatory documents from government and university: National Institute of Distance Education; Bases and Curriculum Directives; Academic Regulation for Undergraduate and Graduate courses. (INED, 2015; ECE, 2010).

3.1. Challenges on the use of ICT

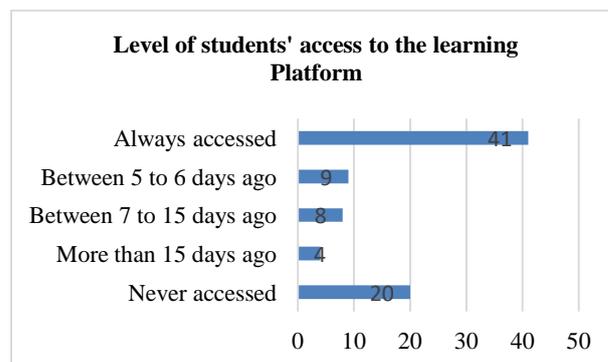
According to the observation carried out with the 3rd year class, English language course at Chimoio Resource Center, a perspective is created for the challenges in the future of distance education.

With regard to the communication technology for distance learning, Moore & Kearsley (2012) discusses technology as a physical vehicle that carries a message, and messages are displayed using a channel. In the Distance Education Department of UniPúnguè, the technological means that are used are computers and smart phones for Internet access.

- Students' access and use of Information and Communication Technology

The observed class had 82 students. Given the financial difficulties, it was observed that 70% of students did not bring in portable computers (laptops) that could facilitate access to internet and study materials. Lack of laptops posed a big challenge to the students and was the reason why most of them were always inactive on the E-platform. According to the data obtained from the E-Platform on 17 April 2019, a day before the due date for the submission of a given assignment, 20 students had not accessed the platform which correspond to 24%; 4 students had last accessed the platform more than 15 days ago which is 5%; 8 were inactive for more than 7 days which is 10% and 9 were outside the platform for more than 5 days which represents (11%), as shown on the following graph:

Figure 1: Frequency of students' access to learning Platform.



Source: Author (E-platform Data) 2019.

The class created a WhatsApp group for all the students and tutors. From the observation, it was concluded that 97% of the students who participated in the first tutorials had smart phones that facilitated interaction with other group members and tutors. However, out of the 80 students in the group, only 29 (36%), regularly shared or reacted to information shared in the group.

This data clearly showed that there is a challenge in accessing the contents shared by tutors and managers of department. Students had difficulties in accessing information at first hand. It was noted that some students accessed the platform or WhatsApp only to retrieve some information without any interaction with colleagues. 64% of the students who were inactive in the group received information from other students, which could be distorted.

Poor interaction of students on the e-platform and WhatsApp group was found to be caused by lack of financial resources to purchase laptops and for internet connection. Thus, we believe that this will be one of the future challenges for the distance education.

4. Distance / location of the Students

The concept of distance education has been centered on the separation between students and teachers, where the location of students is not a barrier.

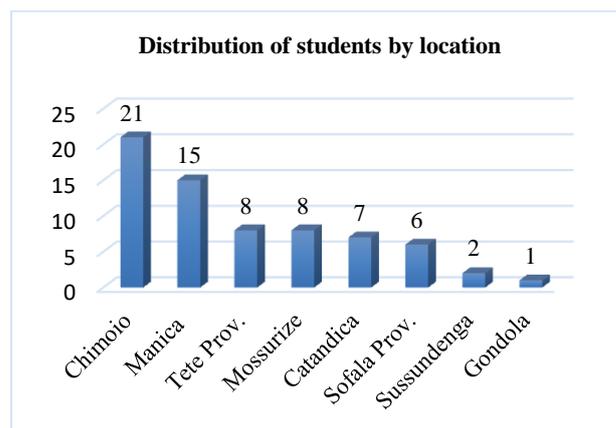
For Landin (1997), distance education separates the teacher and students, where the student must be self-disciplined and does not need permanent help from the teacher. On the other hand, Moore & Kearsley (2005) defines distance education as a planned learning that takes place in a different place of education, requiring a special design of the course, appropriate instructional techniques, communication using one or more technologies and specific organizational and administrative arrangements. (In.Loforte 2018).

Vidal & Maia (2010) point out that distance education has specific characteristics, disrupting the concept of face-to-face teacher-student in the process of teaching and learning.

For the studied class at UniPúnguè, out of the 82 students enrolled, 68 participated in the first face-to-face tutorials in February 2019 and came from the following districts/ provinces:

District/Province	N° of Students	Distance from RC (KM)
Chimoio	21	10km
Manica	15	80km
Mussorize	8	250km
Tete Province	8	434km
Catandica	7	150km
Sofala Province	6	210km
Sussundenga	2	55km
Gondola	1	30km

Figure 2. The distribution of students by location.



Source: Author (Attendance list 2019).

4.1. Challenges regarding the distance between the Distance Education Resource Center and the students.

Although the term 'distance' is broken in various definitions of distance education, UniPúnguè's Distance education model requires the students' presence at the Resource Center at least once a month (Activities Schedule - DEAD 2019).

The observation concluded that students who lived outside Chimoio, Gondola and Manica (about 55%), face challenges of travelling to Chimoio Resource Center (UniPúnguè Campus). For example, of 82 students enrolled, 68 participated in the 1st face-to-face tutorial sessions. For the training session on the use of the Moodle E-platform, only 7 students showed up which correspond to 8%. This low frequency to the Resource Center was due to the distance or location of the students and costs related to transport and accommodation. The absences also affected the performance of the students because explanations and major tests and examinations were given during face-to-face tutorials. Looking at Fig. 2, only 21 students (25%) spend less to travel to Chimoio Resource Center and the rest had to go between 150km to 434km. It was then concluded that the student's location posed another challenge for the future of distance learning, taking into account the current model that is being implemented at UniPúnguè.

Conclusion and Recommendations

The perspective of the challenges discussed in this study is based on Information and Communication Technology and distance of the students from the Resource Centre. It was concluded that these challenges would continue to affect the quality of distance education if proper action is not taken. In the case of technology, the study recommends the allocation of laptops or tablets to the students during enrollment, where a top up amount on enrolment or tuition fee is stipulated. This step is aimed at evaluating the student's financial capacity to pursue the course.

Regarding the distance of the students from Distance Education Resource Center, the university should only enroll students who work or live in places that are at least 80km away (cities of Chimoio, Manica, Gondola, Catandica and Sussendenga) if it wishes to continue with the current model of distance learning that requires the students to participate in regular face-to-face tutorials. On the other hand, UniPúnguè can change the current model to be 100% online with the exception of examinations and final defense, while participating in face-to-face tutorials at the Resource Center can be made voluntary or once per semester.

Finally, we wish to congratulate UniPúnguè for offering Distance Education to English language teachers and others, as it is the major teacher training University in Mozambique. We believe that this study will be of great help in the future of this training model and contribute to minimize the uprising challenges of Distance education in general.

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About the Author



**Dr Godwen Veremu is an Assistant Professor at Higher Polytechnic Institute of Manica, Mozambique (Instituto Superior Politécnico de Manica – ISPM. Address: CCAM, Rua Dr Araujo de Lacerda nº 500, Cidade de Chimoio). Dr Godwen has been teaching English as a Foreign Language since the year 2000 and also served in senior management positions at Sussundenga Secondary School and at ISPM for several years. He was an English Language Tutor for Distance Education at Universidade Púnguè in 2019. Dr Godwen holds a Doctor of Education Degree from St Clements Private Swiss University, a Master of Arts Degree in TESOL from St Clements Higher Education School – Niue and a Licentiate Degree in English Language Teaching from Universidade Pedagógica, Mozambique. He has participated in various national and international conferences on ELT and Higher Education Quality Management. He has a number of publications in English and Portuguese Languages and is a member of the Scientific Committee of ISPM. He may be reached at gsveremo@gmail.com*

*Co-author: **Derreck Mafelanjala**, Licentiate Degree in ELT from Universidade Pedagógica, Mozambique and candidate for Master of Arts in Special Education, Zimbabwe Open University. derreckmafelanjala@gmail.com*

DETERMINING ECONOMIC GROWTH OF NATIONS USING TOTAL FACTOR PRODUCTIVITY

Dr Udeh Sabastine Onyemaechi*

Principal Lecturer, Enugu State Polytechnic, Iwollo Nigeria

INTRODUCTION

Several economists, from, the Classical to neo-Classical, Keynesians to post-Keynesians, have put forward various growth theories that describe the part to growth of any economy. But many of these theories suffer from several crippling assumptions that in modern time, economists are beginning to favour the idea that development and economic progress must revolve around the quality of factor inputs and those policies that act singly or in combination to improve the efficiency of such production inputs. This work intends to show how total factor productivity can be used to determine the growth rate of any economy, by tying economic progress to factor performance. It concluded that changes in nations GDP can only be positive when the policy makers institute those policies and environment that will favour improvement in the efficiency of such factors like labour, capital and resource utilization.

KEY WORDS: Gross Domestic Product, Total Factor Productivity, Resource use, Labour, Capital.

LITERATURE REVIEW

Theoretical postulations and empirical studies have vividly suggested that sustained output growth dictates need for routine growth in TFP thereby underscoring the importance of TFP in growth analysis. In support of this view, Bruton (1995) indicates that countries that are rich today are those in which TFP growth has been in place for a century or more. He points out that growth strategy must, therefore, put in place and maintain a policy environment that ensures continued increase in productivity in many sections of the economy.

Different economists have attempted to explain growth using different approaches, either by accumulation of inputs, TFP growth or factor interaction/efficiency enhancement. In 1950s, economists attributed almost all the change in output per hour worked to technological change, for instance Schmookler (1952) and Abramovitz (1956). Abramovitz (1956) in a study of the US growth finds that only 10 percent of the USA output growth from 1869-1978 and 1944-1953 could be attributed to factor growth. Therefore, 90 percent of the US productivity growth was TFP driven. According to him: "This result is surprising...since we know little about the causes of productivity increase, the indicated importance of this element may be taken to be some sort of measure of our ignorance about the causes of

economic growth (Abramovitz, 1956, P. 11)". Similarly, Solow (1957) finds that the accumulation of physical capital accounts for only about 12 percent of output growth per hour worked in the US for the 1900-1949 periods and the remaining 88 percent is attributed to TFP growth. In a similar study on the US, Easterly and Levine (2001) conducted growth accounting and found that on average, TFP accounts for around 60 percent of output per worker growth in the US.

In a study on developing countries, Elias (1990) carries out growth accounting analysis for several Latin American countries and shows that TFP growth accounts for around 30 percent. King and Levin (1994) growth accounting analysis for 100 countries finds that capital per person accounts for 40 percent of the growth of output per person while the rest is accounted for by TFP. Amin (2002) investigates Cameroon and observed that the contribution of factor input is greater than the contribution of TFP with capital input contributing more than labour but the contribution depended on the period under consideration. Tahari et al. (2004) studied average real GDP growth in the SSA between 1960 and 2002 and argued that growth was low in the 1990s and was mainly driven by factor accumulation but not TFP.

METHODOLOGY OF GROWTH

It is common for economists to use production function to explain the importance of factor inputs used in determining economic growth rate. It means that growth in Gross Domestic Product (GDP) depends on the supply of inputs like Labour, Capital and Resources.

Mathematically, the functional relationship is:

$$Y = AF(L,C,N)$$

Which is the normal production function used to measure the marginal contribution and efficiencies of various factors in the growth process.

In this equation,

Y = Gross domestic product (GDP)

A = Total factor productivity

L = Labour input

K = Size of capital

N = Quantity of natural resources

In the short run, natural resources is assumed to be constant and is replaced with human capital as a new factor, the new equation will become:

$Y = AF(L,C,H)$, where H is the quantity of human capital.

Every change in Y will be part contributions of various inputs such that;

$$\frac{dY}{dt} = \frac{dL}{dt} * L + \frac{dC}{dt} * C + \frac{dH}{dt} * H$$

or

Change in GDP over time, is made up of contribution (marginal product) of labour multiplied by the quantity of labour involved, same for capital and human capital.

Using the above equation, we can measure the productivity of a single factor like labour or capital, but total factor product (TFP) or (productivity of all factors) is a measure of the efficiencies of all inputs, or the index of overall productivity of the economy, such that technical progress in the economy is measured by the annual increase in total factor productivity.

CALCULATING PERCENTAGE GROWTH

Growth depends on increase in factor inputs and rate of technical progress. Improvement in technology makes factor inputs more efficient. Accordingly, the rate of economic growth achieved will depend on the growth in resources or factor inputs; Labour, Capital etc, and the rate of increase in total factor efficiency or productivity.

or

$$\Delta GDP = \Delta \text{Resource Supply} + \Delta TFP$$

It is reasonable to assume, especially in developing countries, that resource supply is inelastic, if that is so, then following the neoclassical economists such as Solow and Meade who believe that contributions of Labour and Capital in the national income (GDP) is a measure of their contribution in output, recent empirical production function studies in US economy found that Labour's share is about 70% while that of Capital is 30% of national income.

Relying on this result, the growth in output can be calculated as follows:

$$\% \Delta GDP = \% \Delta TFP + 0.70(\% \Delta L) + 0.30(\% \Delta K) \text{ where}$$

GDP = Gross Domestic Product

ΔTFP = Change in total factor productivity

ΔL = Change in quantity of capital

ΔC = Change in quantity of capital

The equation shows that changes in GDP depend on changes in total factor efficiency and changes in quantity of capital and labour.

But changes in TFP, is a crude measure of technical progress taking place in an economy. It is a crucial factor in determining growth and output.

Growth depends on total factor productivity, which is actually, the quality or efficiency of factor inputs. Regardless of the quantity of labour and capital, if total factor productivity increases by 3% per annum, other factors remaining constant, the gross domestic product (GDP) will increase by 3% per annum.

Considering American economy, and with regard to our above equation, if quantity of labour (Employment %) increase by 2% and that of capital (Investment %) increase by 3% per annum, then applying the above growth equation:

$$\% \Delta GDP = 2 + 0.70 (2) + 0.30 (3) = 4.3 \% \text{ per annum.}$$

Given all these figures, the GDP will grow at the rate of 4.3% per annum. This method is the same for any other economy where relevant data is available.

CONCLUSION

It can be seen that differences in economic growth across nations is as a result of differences in total factor productivity. Factor productivity itself is a measure of technical progress which can lead to increased factor mobility and efficiency. Improvement in ease of doing business is an aspect of technical progress which can attract investment and encourage entrepreneurship.

Since what matters is what gives factors quality not quantity, this is a clarion call to underdeveloped countries that if they refuse to encourage those policies that will promote efficiency of labour, capital and resource use, the issue of development will continue to be a bridge too far.

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ABOUT THE AUTHOR



**Dr Udeh Sabastine Onyemaechi hails from Enugu State, Nigeria. He holds a BA (Hons) and MA in the subject of Economics from Panjab University, Chandigarh, India and also the PhD of St Clements University in the same subject. He is a Director at Enugu State Polytechnic, Author of many books, an expert in Social Science Research and Member of numerous professional bodies. He can be reached at sabastineudeh@yahoo.com and drudeh4life@gmail.com +234-8039373766*

EFFECTS OF FORM-FOCUSED INSTRUCTION ON ACADEMIC WRITING SKILLS OF EFL STUDENTS

Mohamed Alinur*

Abstract

For decades now grammar teaching was seen as the only indispensable approach of teaching the language. However, this approach which is solely based on grammar teaching could not result in the necessary and sufficient SLA. For that reason, there was a shift from this approach.

It was with the rise of communicative teaching approach in the 1970s, that teaching of grammar was put aside and considered unnecessary. Teaching grammar was seen as not only futile and old-fashioned, but also detrimental to teaching the language (Prabhu, 1987, p.2). Other researchers also supported this new approach and there was a shift from traditional approach of teaching grammar to communicative approach in SLA in which role of grammar has been overlooked (see Krashen, 1981, 1983, & 1985; Terrel, 1983).

A solely communicative approach devoid of grammar could not result in the necessary SLA, either. Researchers, Harley, Swain, et al. (1991) argue that the communicative teaching approach was empirically witnessed that it had not resulted in the necessary SLA as it totally lacked some degree of consciousness (grammar). They also argue that instructed (grammar) language learning has a considerable bearing on the rate and ultimate level of L2 acquisition.

Based on the above-mentioned arguments brought forth by these and other scholars/researchers, form-focused instruction has been brought on board the shifting pendulum of SLA concepts and theories. This study investigated the effects of form-focused approach, specifically reactive focus on form (FonF), on the academic writing skills of tertiary level of EFL students at JJU, Ethiopia. The study also embarked on a parametric, quasi-experimental research design with one group interrupted time series. Data were quantitatively analyzed by a Repeated Measure ANOVA using tests and questionnaire, while interviews, textual analyses, and focus group discussion (FGD) were used qualitatively so as to substantiate the numerical data of the quantitative one. Results between tests and the thematic analyses indicate improvements in the effects of the independent variable-reactive focus on form on the dependent variable-academic writing skills.

Keywords: *Form-focused instruction, Academic writing, FonF, FonFs, Form*

SECTION ONE: INTRODUCTION

1.1. Background

This study tried to come up with an approach known as form-focused instruction, specifically reactive focus on form, and its effects on Academic Writing Skills. It also investigated whether this approach will have a positive and commendable bearing on Academic Writing Skills of EFL students. The study first discusses briefly the importance and role of writing in general. Some researchers' and scholars' points of views are also mentioned.

Writing is a complex process that requires writers to explore thoughts and ideas and make them visible and concrete (Meseret, 2012, p.1). Writing is an activity that objectifies and preserves thoughts. It is also an "act of cognition" to form relations and manipulate ideas as one makes academic experience personally and intellectually meaningful (Toby, 1997). According to Byrne (1988: 1) writing involves the encoding of a message of same kind: that is we translate our thoughts into languages.

English academic writing, like any other academic writing, should be based on clear and relevant writing strategies from which different academic writing models could be derived. A writing strategy is a conscious mental activity, employed in writing within a learning situation and an activity that is 'transferable' to other situations and tasks (Cohen, 2005, p. 302). English as a foreign or second language (EFL/ESL) writing came into play as a distinct area of scholarship in the 1980s.

It is through writing that history, research, and other findings, communication issues, etc., are all recorded and written for current and future references. Academic writing also helps learners as well as teachers go from individualism to becoming members of scientific community and culture (Dysthe, 1993; Lea, 1998; McAlpine & Amundsen, 2008). English for Academic Purposes (EAP) in which Academic Writing has vital roles are given across departments at college and university levels, as the medium of instruction.

Among others, Academic Writing Skill is indispensably needed for activities like research writing, teaching and/or learning a language. According to Geremew (1999) students who are not good enough at writing skills lag behind other students whose proficiency level in writing is quite enough. It is thus necessary to review the past and present

experience of why the writing approaches have not as yet managed to overcome the said writing skill problems. Accordingly, it is worthwhile to envisage possible remedial approaches and interventions.

Scholars and researchers have long ago suggested a shift from traditional approach of teaching writing to communicative one. Over the past few decades there was a shift from traditional grammar in writing and other skills to communicative approach of teaching/learning skills (Swain et al., 1985). In this regard there are scholars who go as far as saying that there is no need to teach grammar. Prabhu (1987, p. 2), for example, in describing the impetus for his procedural task-based project, argue that grammar is detrimental to SLA. According to Krashen (1981, 1983, &1985) and Terrel (1983) grammar should be eliminated from SLA teaching.

Contrary to such arguments, there are researchers/scholars who argue that a total ruling out of grammar in writing and other skills and embarking only on communicative approach has not contributed to the teaching/learning efforts of SLA notably Academic Writing Skills. According to Brown (1994) grammatical competence is essential for communication and hence Academic Writing Skills.

Therefore, it is necessary and worthwhile to bring a new approach which encompasses both grammar and communication on board so as to investigate its effects on the Academic Writing Skills of EFL students. This is Form-focused Instruction whose effects on any skill have not been carried out in the country.

Long (1981) discusses, focus on form (FonF) is a teaching/learning approach which “draws learners’ attention to linguistic features as they arise incidentally in lessons whose focus is on meaning and communication.” He also elaborates more on the focus on form as saying that it “overtly draws student’s attention to linguistic elements as they arise incidentally in lessons whose overriding forms is on meaning or communication’ (pp. 45-46). Other scholars like Riasati (2012), Salimi et al., (2012), and Baraidi (2002) also point out that FFI has: Focus on Forms with “s” (FonFs) which deals with *only explicit* approaches/techniques to teaching and Focus on Form (FonF) without “s” which deals with both *explicit and implicit* teaching/learning approaches. This approach is also supported by Russel Valezy and Spada (2006) who argue that Focus on form contributes to academic writing in that it is “any pedagogical effort which is used to draw the learners’ attention to language form either implicitly or explicitly.”

Can the aforesaid FFI approach bring about any changes towards the improvement of the often-criticized traditional approach to teaching English Academic Writing?

What are the views/conceptions of EFL students about FFI and the overall teaching/learning approaches to English Academic Writing skills? Are the materials for Academic Writing Skills, if there are any, applicable, adequate, accessible, and relevant?

These are some of the relevant questions that stand out when analyzing some of the main and serious problems regarding Academic Writing Skills of EFL students.

That is the reason why the researcher envisaged and investigated Effects of Form-focused Instruction, specifically reactive focus on form (see Literature Review) on Academic Writing Skills of EFL students. The results of the study showed improvements between tests and interventions.

Findings show that there is a significant improvement between tests and interventions supplemented by the thematic analyses of the textual analysis, interviews and focus group discussion (FGD) as one can understand from the study results.

1.2. Rationale and Statement of the Problem

English language skills have been witnessed as increasingly important with ever-increasing globalization as to keep pace with the global community. In support of this statement Crystal (2012) says that more than 75% of world population use e-mail in English, and it has become a global language. Local researchers like Abebe (2012: 1), Dawit (2014: 19), and many others indicated that English is used in the country for academic, media, and international contact purposes. The Ministry of Education (2013) organized and implemented a nationally harmonized English teaching program for tertiary level English language students. It is stated in the program that grammar be taught *inductively*. However, grammar is taught *deductively* while communicative approach is sparingly used, let alone merging the two.

The most *pronounced problem* which has been brought about by this prescriptive and difficult approach is: *poor sentence level construction*, which leads to *disorganized content* at the level of *paragraph writing to complete a text*. *Spelling and punctuation* are terribly poor with awkward, sometimes *funny grammar*.

Scholars like (Riasati 2012; Salimi et al., 2012; Russel Valezy and Spada, 2006) have all pointed out that Form-Focused Instruction deals with any pedagogical efforts implicitly and/or explicitly which leads to drawing learners’ attention to *forms*. What should be looked at here is the relation between FFI and English for Academic Purpose (EAP)? As will be discussed in the Literature Review, English for Academic Writing (EAP) indispensably needs to deviate from the totally rule-based grammar and/or totally communicative ways of writing to an approach that merges grammar with communicative approach for *meaning*.

1.3. General objective:

- The main intent of the present proposal is to investigate the effects of Form-focused Instruction on Academic Writing Skills of EFL students.

1.3.1. Specifically:

- To study whether Reactive Focus on form model of instruction affects students' academic writing in the organization, content, format, style, development, & grammar of a text.
- To analyze students' perception of academic writing instruction model of Reactive Focus on form in EFL classroom context.

1.4. Research Questions:

- What are the effects of reactive focus on form model of instruction on students' academic writing skills?
- What are students' perceptions of academic writing instruction model of reactive focus on form in EFL classroom context?

SECTION TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

Writing is more difficult than, for example, speaking, as there is no interaction between the writer and his/her audience at the time of writing. Unlike other macro skills, writing requires mental and material preparations which are not required by the other skills. On top of that there is no immediate feedback from audience. Writing involves multifarious other sub-skills that help writer achieve his/her goals (Dawit, 2014: 42).

This study has investigated the effects of form focused instruction, specifically reactive focus on form on the academic writing skills of tertiary level EFL students.

2.2. Form-focused Instruction

The word "form" is misunderstood and wrongly interpreted by many as grammatical form only. Form can also refer to lexical (both phonological and orthographic), grammatical, and pragmalinguistic features (Ellis, 2015).

Teaching academic writing skills needs an approach that caters to the linguistic and cognitive needs of teaching/learning processes. Form-focused instruction has been as an option.

Focus on forms (FonFs) with 's' is a traditional explicit approach or activity in which a teacher presents students with preselected and sequenced linguistic items on the basis of teacher- centered approach, Long (1991, pp. 45-46) as cited in Ellis (2016, p. 406). Grammar is taught deductively.

As stated by Fotos and Nassaji (2011: vi) there was a shift from grammar-based teaching/learning English language to communicative approaches pioneered by scholars like Krashen (1981, 1985, 1993; Krashen & Terrel, 1983) who argued that grammar did not lead to the development of communicative competence. Fotos and Najassi, however, argue that recent research in SLA shows a reconsideration of the need for and importance of grammar for a number of reasons: (1) It has been found out that without some degree of consciousness (grammar), language learning has become theoretically problematic (e.g., Schmidt, 1993, 1995, 2001; Sharwood Smith, 1993). (2) Ample empirical evidence shows communicative teaching approaches that focus primarily on meaning and with no focus on grammar are inadequate (Harley & Swain, 1984; Lapkin, Hart & Swain, 1991; Swain, 1985). (3) Recent SLA research has demonstrated that instructed language learning has major effects on both the rate and ultimate level of SLA. According to Ellis (2016, p.406) focus on form (FonF) with no's' is a teaching/learning approach which "draws learners' attention to linguistic features as they arise *incidentally* in lessons whose focus is on meaning and communication" as has also been pointed out by Long (1981).

Focus on form has: (a) learners engage with the *meaning* of a *structure* before paying attention to its *form* (b) instruction in a particular *form* occurs as a result of analyzing learner needs (c) learners' attention be drawn to a *form* briefly yet noticeably.

2.2.1. Role of Focus on Form (FonF)

It combines form and meaning—traditional approach and communicative approach (Spada et al., 2014; Ellis, 2012; Barrot, 2014). FonF merges the inductive approach with the deductive one on the basis of communicative language teaching while mostly drawing on TBLT and corrective feedback.

2.2.2. Delineation of proactive (planned) and incidental (reactive) focus on form

Ellis (2001: 20-23) delineates a useful distinction between *planned* and *incidental* focus on form.

(1) Planned FonF: learners attend to a specific form many times which could be done in the form of (a) Input flooding with numerous examples (Sharwood, 1991). (b) Input enhancement (which highlights target features).

(2) Incidental FonF: (a) Pre-emptive when the teacher or the learner draws attention to a form that seems to be problematic. (b) Reactive feedback which arises when the teacher provides negative feedback in response to a learner's actual or perceived error.

SECTION THREE

3.1. Research Design and Methods

3.1.1. Study Setting

The study focused on the effects of reactive focus on form instruction on EFL students' academic writing skills at Jigjiga University.

A section of 2nd yr. undergraduate EFL students was observed as they take Intermediate Writing Skills in first semester & Advanced Writing Skills in the second. EFL students were 12 in number as one intact group.

3.1.2. Research Design

The study used a parametric quasi-experimental research design. One group (section) interrupted time series was used.

3.2. Instruments

3.2.1. Instruments of data collection

- Tests

Tests and questionnaire were used for the quantitative method of this study whereas interviews, textual analysis, and focus group discussion (FGD) were used as qualitative method to substantiate the numerical data of the quantitative method.

Tests underwent the following cycle: *pretest*--error identification of students' written texts--discussion with students for treatment--*posttest*-- error identification of students' written texts--discussion with students for treatment, and the cycle continued until improvements of students' writing skills were witnessed (see the Intervention Model of the Study).

The study used the following grading rubrics. This was reprinted from:

<http://home.snu.edu/~hculbert/survive.pdf>

The researcher observed and discussed the rubrics with a writing teacher from the English department of Jigjiga University. The teacher was given short orientation session about FFI and its different types, particularly reactive focus on form, objectives and research questions of the study, intervention model, and how to use the rubric. After that the teacher participated in the inter-rater process of the study together with the researcher (me) to avoid any bias which might affect the results of the study.

Levels of Assessment

Criteria	Inadequate=D (Below Standard)	Adequate=C (Meets Standard)	Above Average=B (Exceeds Standard)	Exemplary=A (Far Exceeds Standard)
Organization	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Level of Content	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.
Development	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
Grammar & Mechanics	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.

Style	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination
Format	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.

More help on getting better grades: <http://home.snu.edu/~hculbert/survive.pdf>

- **Questionnaire**

The questionnaire involved elements regarding students perceived and acquired knowledge about reactive focus on form and its effects on academic writing skills predictors. The scale ranged from 5=strongly agree, 4=agree, 3=undecided, 2=disagree, to 1=strongly disagree (see results).

- **Interview with students**

The following semi-structured interview was used with students:

- (1) Have you benefited from the reactive focus on form instruction?
- (2) If yes/no, in what ways have you (not) benefited? Please give some further clarification.
- (3) What are your conceptions about reactive focus on form instruction in academic writing?
- (4) Do you think that reactive focus on form is different from the traditional (teacher-fronted & rule-based) approaches to teaching academic writing? Please mention some of the differences.
- (5) Which part(s) of the reactive focus on form instruction was difficult/easy/ interesting/boring?
- (6) Would you suggest reactive focus on form instruction to be included in your Advanced Writing Course?
- (7) Do you think that reactive focus on form test/teaching materials were understandable and relevant to you?
- (8) Do you think that interaction with the teacher and/or other students helps in academic writing tasks?
- (9) If you have something in your part which is (are) related to this interview, please mention.

Thanks a lot for your cooperation.

- **Textual Analysis**

Regarding textual analysis in research work Hyland (2009, p.149) argues that text analysis is one of the means and indicators of not only the quality of research writing in question, but also the quality of the writer's writing. He further argues that while students are producing or writing a text, they are also learning writing-academic or otherwise. The qualitative textual analyses also substantiate the numerical data gathered in a study (Dawit, 2014: 129).

The textual analysis of this study was carried out with reference to the instruction model of the study (see Intervention Model of the Study).

Students produced texts during pretests. From the findings of the test, errors were collected by analyzing the written texts. This was followed by the necessary intervention while whose text has what errors remained anonymous and confidential. The intervention took place in discussion with students. For example, which verb, adjective, sentence, format, style, organization of a paragraph, etc, has been wrongly used in students' texts were discussed and analyzed with students. Students could ask and reply collectively. After this treatment students were given another task of writing texts—a posttest whose purpose was to analyze the effects of the first intervention after pretest. In the same way as the pretest and the pretest intervention, posttest errors were identified followed by the necessary intervention. During the intervention process text analyses remain anonymous and confidential. After the posttest intervention, there was last test (post-posttest) to investigate the overall effects of reactive focus on form instruction on the academic writing skills of tertiary level EFL students (ibid).

3.3. Reactive focus on form Instruction Model *1

The main purpose of using this model was to analyze the effects of the independent variable (reactive focus on form) on the dependent variable-academic writing skills. The dependent variable has under it the following elements as its predictors: organization,

development, content, grammar and mechanics, style, and format of writing texts produced by the students (see rubrics).

3.3.1 Layout of the Intervention Model

Step 1. On the basis of IELT 1 academic writing materials students chose a topic. Students were exposed to a kind of graph, table, etc, related to the topic and explained the purpose and nature of writing a text on the said topic.

The pretest started with task 1. The purpose of this task in this test was to serve as a baseline data for this study. The nature of the task was to describe a given graph in no less than 150 words.

Step 2. The researcher (I) analyzed texts produced by students on the basis of instruction provided for task one from linguistic and textual points of view. The researcher's intention at this stage was to *identify major text and linguistic errors made by students in the first pretest task.*

Step 3. Treatment phase started. The researcher brought back students' written texts, highlighted errors students commit for discussion and further study with the students. Anonymity of who has made what errors was strictly kept. The researcher asked students to respond in groups to specific questions the researcher raised. For example, why is this particular verb, adjective, etc, is used? How do we correct that? How do we organize sentences, paragraphs, indentations, etc? The researcher also gave similar, numerous examples with reference to other related IELT materials, e.g., charts and diagrams.

Step 4. Post test started. Students were given a second task by the researcher. This second had the following parts: (a) the nature of the task was similar in nature to task 1. (b) If for example, a graph was used in task 1, table was used in task 2 for numerical or statistical information in the table. Mind you, the bottom-line here is that the natures of the two tasks did not have differences in terms of the number of words, textual structure, and the overall traits of predictors.

Step 5. After identification of errors from the posttest, instruction like in phase 3 was carried out. While following the same trend of tests and using similar IELTS materials, the class continued like this until the researcher witnessed a development in students' writing (see results of the study).

One interrater accompanied the researcher in rating test scores. Students were respectfully requested to collaborate. They were also told that this was for research purpose only and had nothing to do with course evaluation tests and grading. Lastly they were informed that they had the right to refuse participation. They all participated in the study.

3.4. Data Analysis Method, Results, & Conclusion

Data from tests and questionnaire were quantitatively analyzed. Repeated Measure ANOVA was used. Pretest-Posttest-post-post tests with the necessary treatments in between tests were used. Focus on form is the independent variable, whereas academic writing is the dependent one (ibid). For the qualitative method analysis, there were used interview, textual analysis, and focus group discussion (FGD) as has been pointed out earlier. Results were thematically described for the qualitative method analyses (see 3.2.1.)

3.4.1. Quantitative results analysis: Numerical Description

Findings of data were processed with the help of SPSS, followed by Repeated Measure ANOVA.

Criteria	Pre-test		Post-test		Post-post test	
	M	SD	M	SD	M	SD
Organization	1.83	.83	2.4	0.7	2.58	0.51
Content	1.66	.65	2.2	0.7	2.67	0.65
Development	1.75	.86	2	0.9	2.42	0.67
Grammar	1.83	.83	2.1	0.9	2.50	0.52
Style	1.75	.86	2.3	0.7	2.58	0.67
Format	1.83	.937	2.3	0.7	2.33	0.78
Total (Writing Skill)	1.77	.06	2.21	0.14	2.51	0.12

Pre-Test Result

Criteria	Total Score	M	SD
Organization	22	1.83	.83
Content	20	1.66	.65
Development	21	1.75	.86
Grammar	22	1.83	.83
Style	21	1.75	.86
Format	22	1.83	.937
Average	21.33	1.77	.06

Post-Test Result

Criteria	N	M	SD
Organization	29	2.4	0.7
Content	26	2.2	0.7
Development	24	2	0.9
Grammar	25	2.1	0.9
Style	28	2.3	0.7
Format	28	2.3	0.7
Average	26.66	2.21	0.14

Post-Post test Result

Criteria	N	M	SD
Organization	31	2.58	0.51
Content	32	2.67	0.65
Development	29	2.42	0.67
Grammar	30	2.50	0.52
Style	31	2.58	0.67
Format	28	2.33	0.78
Average	30.1	2.51	0.12

Pre, Post and Post-Post test total academic writing scores

Time	M	SD	N
Pre-test	10.6667	4.63844	12
Post-test	13.3333	3.79793	12
Delayed	15.0833	3.14667	12

Repeated Measures ANOVA was conducted to compare the effect of form-focused instruction (Reactive FonF) on academic writing skills of second

year EFL students in pretest intervention, post-test intervention, and post-posttest conditions.

The result indicated that form-focused instruction (Reactive FonF) has a significant effect on students' academic writing skill, Wiki's $\Lambda=0.20$, $F(2, 10)=18.22$, $p<.001$.

3.4.2. Qualitative results analysis: Thematic Description

3.4.2.1. Interview

During the semi-structured interview, the researcher took a look at the following points. (1) Whether there was apparent organization of the replies given by the speaker. (2) Whether or not the speaker went off the topic. (3) Does the presentation have a focus with reasonable evidence from the speaker? (4) Is the content to the point and accurate? (5) Does the speaker appear over anxious and uncomfortable? These were the main points based on which the above-mentioned interview was evaluated.

Students had not had any concept about form-focused instruction. After the intervention, and following related tasks, ten students had a positive concept about effects of reactive focus on form on academic writing, whereas two could not express their perceptions about reactive focus on form. Students expressed that they acquired new knowledge and experience as it was the first time they learned focus on form (FonF) vis-à-vis focus on forms (FonFs).

3.4.2.2. Textual Analysis Results

After each test and before treatment, the researcher analyzed students' written texts by identifying common errors. The analyzed texts were brought back to the students for discussion, treatment, and further study. Text products were analyzed and evaluated on the bases of their qualities while referring to their organization, content, development, grammar, format, and style. These elements/traits or predictors are component parts of the dependent variable—academic writing skill (ibid). The thematically analyzed results from the texts analyses show significant results (see tests results).

3.4.2.3. Focus Group Discussion (FGD)

Students expressed their opinion in the first two weeks that they were bored, but became more interested in the tasks that followed.

Students also mentioned that the writing skills they knew about was skills like Basic Writing Skills in which they were taught about grammatical errors including fragments, comma splices, run-ons, etc, on the bases of traditionally rule-oriented approaches. Communicative approaches, they said, have not been given so far to the extent needed, let alone this new approach-focus on form.

In sum, students suggested that there should be more time in order for students to acquaint themselves with such approach that mediates between the rule-based approaches with communicative ones.

4. Conclusion and Recommendation

In reference to findings of tests, there is a trend of progress from the first tests to the last tests. However, it should be borne in mind that this eight-week-study will pave the way for more studies as this is the first of its type in Ethiopia.

It is worthwhile for English Language Curriculum Designers to review school or university level curricular activities and embark on form focused instruction that merges grammar with communicative approach for meaningful communication. My arguments are based on the fact that both English language teachers and students get confused as the current curriculum of teaching English in the country does not give the necessary attention and follow-up mechanism of teaching approaches. Teachers, therefore, resort to teaching English on the bases of rule-based and teacher-fronted approaches, despite the curricular program in which communicative approach is discussed. Teachers do so as they were traditionally taught the language in the ways they teach now during their school or even university studies (researcher's evidenced and experienced argument).

The results of this study, I firmly argue, show that there is significant improvement between tests and interventions.

Therefore, I conclude and recommend that more studies on the area be carried out so as to reshape and harmonize the Modular Curriculum of teaching English, particularly academic writing, as a foreign language in Ethiopia.

**1 Instruction, Treatment, and Intervention denote the same thing in the study*

**2 Subjective pronoun 'I' and 'researcher' are interchangeably used.*

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About the Author



**Mohamed Alinur holds a BA Degree in History & Geography, 1979, College of Education, Lafole, Somalia, and a Diploma in Community Health & Management (DCHM), Christian Medical College (CMC), Vellore, RUHSA (Rural Unit for Health & Social Affairs), Tamil Nadu, India, 1988 & 1989. In 2006 he received a Master of Arts in TESOL from St Clements University and is currently a Ph.D candidate in TEFL, Bahir Dar, Ethiopia, graduation, expected end of 2020, if current global health problem improves. He is currently an employee of Jigjiga University, Ethiopia. He may be reached at alialinur@yahoo.com*

THE GREAT APOSTASY

PART ONE: THE ARCHITECTS

Dr John S. Potter*

When the Patriarchs of post-flood human society made their fresh beginnings, one thing above all else was impressed upon their minds - the need to live an ordered life through obedience to the creator whose judgement (the flood) was fearful but whose kindness and benevolence toward those that served Him was made plain (the Ark). This induced in primal society what one writer has described as living in 'the contented moderation of the ancient manners' (Trogus Pomeius, quoted by Justin). That is to say, the norm for early post-flood society was not disobedience but a moderated life exercised with a profound sense of the presence and watching over of God Almighty.

But there were some that chafed at the demands of a moral life; and from amongst these rose a number who developed a concerted plan of rebellion so gross in nature that the writer of the Revelation described it as 'Mystery, Babylon the Great, the Mother of Harlots and Abominations on the Earth'. This system has been called 'apostasy'. Righteous men see the word referring to 'the casting off true religion'; to the unrighteous it implies 'a process of liberation'. In practice it is the **subtle twisting of known facts to produce a lie which leads to a desired outcome**.

Though by one view the architects of the Great Apostasy do not deserve our attention, we are obliged to study them, for they left the legacy of a system of profanity that has penetrated and over powered, without exception, the common life of the nations of the earth. People working in cross-cultural situations are particularly in need of some knowledge of the apostasy. For wherever human communities are found there, in the midst, the corruption of the apostasy may be found. Each nation and language group has emphasised certain aspects of the apostasy to the exclusion of others and provided their own names and symbols to the mysteries, but to the discerning eye the basic tenants of the Babylonian foundations are always obvious; we see that we are not dealing with different patterns of apostate thought but many out-workings of the one blasphemous design..

FUNDAMENTAL HAPPENINGS



Doctrines of demons, no matter how well devised, are never more than pale shadows and twisted distortions of known facts and truth. Before we examine the basic tenets and history of the apostasy we need to remind ourselves of the main facts of human history up until the time of the Babel insurrection, where the apostasy began. For it is these facts that the architects of the Great Apostasy have focused:

- The cosmos was created by the Elohim God with humans appointed as stewardship of the cosmos.
- Man (Adam = of the earth), created in perfection, failed in the test of relationship, becoming fallen man (The Man, Heb. '*E-anush*'), and father of all the living.
- The Woman, was the first to follow deception, desired the knowledge of good and evil, fell from her first estate and became Eve (= life giver), the mother of all the living.
- The Seed: prophesied by God to come forth from Eve, a seed who would be at enmity with the seed of the serpent; 'he shall bruise thy head, and thou shalt bruise his heel'.
- Righteous Abel offered a blood sacrifice and his offering was accepted. Cain offered a non-blood offering and his offering was rejected.
- Righteous Noah walked with God and was saved in the Ark together with his whole household from the devastation of the Flood.
- News of the end of God's judgement was brought by a dove with an olive leaf in its mouth.

BABEL AND NINEVEH



"And Cush begat Nimrod; he began to be a mighty one in the earth. He was a Mighty hunter before the Lord: wherefore it is said, 'Even as Nimrod a mighty hunter before the Lord. And the beginning of

his kingdom was Babel, and Erech, and Accad, and Calneh, in the land of Shinar (Meso- potamia). Out of that land he went to Asshur (Assyria) and built Nineveh, and Rehoboth, and Calah, and Resen between Nineveh and Calah; the same is a great city”, Gen.10:8-12. Thus, speaks the Bible of Nimrod, Cush’s son, the perpetrator of the Babel rebellion. Yet not him alone because his father Cush and his mother Semiramis were as much initiators of the rebellion as Nimrod, perhaps more so.

There are various estimates for the time in which this unholy trio lived. For the death of Cush, no date is given. Nimrod is thought to have died in 1987 BC. Semiramis is said to have survived Nimrod by 42 years, i.e. until 1945 BC. Compare these dates with those for Abraham, 1996-1821 BC and Shem (died 1833 BC, taking the date of the Flood as 2333 BC). While none of these dates can be regarded as highly accurate, it is reasonable to assume that both Abraham and Shem were alive at the time of the insurrection at Babel; this is confirmed by Eusebius and other early writers. Certainly, as we shall see, at this time the patriarchal faith of the fathers was still dominant in human society and the rebellion and the apostasy were initially forced by that circumstance to be an underground movement. As Nimrod gained power, however, so the anti-God forces became bold to perpetrate their practices in open display.

Beginnings

“...and the beginning of his kingdom”; it is clear from the scripture that Nimrod was the first to set up ‘a kingdom’. In doing so he undermined the established patriarchal system, violating the liberties of individuals and collective families. How was he able to do this? Some suggestions from the early writings are as follows:

- ‘Nimrod became a mighty hunter...’ His name means “subduer of the leopard” (from ‘Nimr’ = leopard and ‘rad’ = to subdue). We can imagine that the presence of wild animals, post flood, was a constant menace to human society. From the mythology surrounding Nimrod, it seems that his first claim to fame was in hunting wild animals, thereby reaping the reward of public gratitude.



Nimrod

- Nimrod is also remembered in history as the builder of cities, adding to the security of the populace from wild animals.

- Nimrod’s hunting forays led to the development of skills with weapons. His hunting parties became marauding parties; the first army. In his prime he became a dominant force in the land from Assyria to Put (Libya) on the north coast of Africa.
- He became famous as Phoroneus, the Emancipator the one who released people from the need to consider the righteous demands of heaven. He preached a doctrine which gave assurance of happiness and heaven regardless of behaviour. Human nature being what it is, he was not short of converts to the casting off ‘true religion’.

By providing the benefits of protection and a clear conscience, Nimrod gathered followers who were glad to submit to him. He is acknowledged to be:

- The first to gather people into communities
- The first to carry on war against his neighbours
- The first to reign as king
- The first to offer idolatrous sacrifices

As the Elevator of the Heavens, i.e. the one who ‘got heaven off our backs’, he is widely remembered, not only in Greek mythology, (e.g. the story of Atlas) but also in such far flung places as the Tahitian Islands!

Ninus in Assyria

The first king of the Assyrians is known to be Ninus. In the Chaldee, this name means ‘the son’. From that name we deduce that Nin resided at Nin-veeh, ‘the habitation of Nin’ and must be none other than Nimrod the mighty hunter before the Lord; for Nin is claimed to be the first to carry on war against his neighbours, having learned the art of war through the ‘chase’.

Ninus is known to be the son of Bel, the founder of Babylon, whom the Romans called Janus and the ancients called Chaos, i.e. Cush, whose sign is the club. Cush as we know was the son of Ham and was, therefore, Her-mes (Egyptian for son of Ham) and Mercury. He is revealed to be the initiator of the rebellion at Babel and is remembered in mythology as the one who ‘confounded the nations’ (Bel = to confound). His sign of the club presents the blasphemous idea that it was the power of Bel that scattered the nations and not the power of God (Gen.11:1-9). Scripture says that this blasphemy will be revealed and that ‘Bel himself will be confounded’ (Jer.50:2) and ‘bow down’ before one greater than he Is.46:1.

Genesis 11:9 speaks not only of confounding but of scattering (Heb. ‘hephaitz’). This word became in the Greek ‘Hephaizt’ and was applied to the god Vulcan (the father of the Gods) as Hephaistos, equivalent of the Egyptian god Ptah. So, Cush was

not only the god of confusion, but Bel the confounder whose sign was a club and Hephaistos, the scatterer, represented as a blacksmith god with a hammer and anvil. Bel is also remembered as Merodach, the great Rebel = Mars, the War God (Jer.50:2, 23).

Thus, we see that, while Ninus (Nimrod) was first to reign, first in Shinar and then in Assyria, it was his father Bel (Cush) who laid the foundations for the apostate kingdom. Though Nimrod and his mother built the city and brought the deceit to fruition, it was the original depravity of Bel that laid the patterns. Behind the temporal power of Nimrod was the power of corrupt ideas established by Bel, hence the name for Bel: 'The Hidden One'. For, Bel was also Nebo (from 'Nibba' = to deliver an oracle) the prophet god, being the first prophet of the idolatry and the originator both of religious rites and the priestcraft concept of being able to interpret the gods. The tie up is in the Chaldee words *peresh* = 'to interpret' and *peres* = 'to divide'; Nebo being both the 'interpreter of the gods' and the 'divider of the speeches of men'. This association is confirmed in Is.46:1.

Symbols of Assyrian Authority

The name Asshur (Assyria) means 'to make strong'. It seems that Nimrod moved to Assyria to make Himself strong. Like many to come after him (Alexander, Augustus, etc.), Ninus soon found that authority over people cannot be maintained with human power alone; eventually some claim to divinity is required; the person of the king needs to be reified. Nimrod and his mother, who tradition assures us became his wife and consort after the death of Cush, proved to be masters at this game - see Part 2 of this article.

One of the names by which Nimrod was worshipped was Ala Mahozim, i.e. the god of fortification. This is obviously a reference to his being the first to build walled cities. Cybele, one representation of the consort of Nimrod, is also represented with a turreted crown; see images of Diana of the Ephesians (e.g. Hislop, p.29).

The turreted crown concept is associated with Kronos, the horned one, husband of Rhea, the great mother of whom we will have more to say below. Kronos, is easily tied to '...the mighty one' (Gheber) and with the symbolism of Rev.17:3, 7, and 12; the horns representing earthly powers.

To reinforce the power concept, the strength of Assyria (Ninus) was often represented by a man with bull's horns and cloven feet on bull's hind legs, indicating that the king had appropriated the power of the bull. This eventually led to worship of the image of the bull and later to actual worship of bulls and sacred cows! It is not hard to see where the Greeks got their Satyrs and the Anglo-Saxons their deity Zero-Nebo-Gus, literally

'the seed (Zer) of the Prophet (Nebo) Cush (Gus)', complete with cloven feet and tail and horns! Images of Nimrod are often distinctly Negroid, even as far a field as India and China today, and certainly, as the son of Cush (Ethiops), he was a black man; can the Ethiopian change his skin; or for that matter the leopard his spots, (Jer. 13:23)? This association in scripture takes on greater meaning when we remember that Nimrod was the subduer of the leopard and that leopard skin garments are the common symbol of the priestcraft that perpetuate the dark arts of the Nimrodian apostasy.

It is from Kronos that we derive 'corona' i.e. 'crown'. Originally a crown was a band with horns. In Egypt, two horns represented human power and three horns represented spiritual power. In India, Vishnu has three horns with knobs, Agni has two horns. Later, horns became feathers, *fleur-de-lis*, perpetuated amongst the tribal peoples of the Americas, who also wore buffalo horns. Wherever they are found and in whatever form, horns/feathers in the head-dress/crown are the symbol of power.

A synonym of 'gheber' (the Mighty One) is 'Abir'. Close to Abir is Aber, meaning 'a wing'. Another reference to Ninus is the Winged One, the one who covers (protects) the peoples with his wing. Images of Ninus often had wings as well as the other symbols of power spoken of above. The name of this image was Baal-Abirin, the Lord (Baal) the Mighty One (Abirin), while Baal Aberin referred to the Winged One. Direct reference to this symbolism is also found in Is.8:6-8 as well as in mythology, e.g. Perseus (son of Jupiter), and Cupid (son of Venus), etc.

Ninus in Egypt and Greece

Without exception, the unholy son of Babel and Nineveh can be found resident in one form or another in the mythology of every nation. Space does not allow a complete record of all the local names and myths attached to his person; we will simply reference here the record of his presence amongst the Egyptians and the Greeks.

The adoption of the Apostasy by Egypt was a great victory for the powers of darkness. After Nimrod conquered Egypt, the Babylonian trio appearing as Amoun (= the father, the hidden one), Maut (the goddess mother = Rhea) and Khons (son of Maut, the Huntsman, god of the chase, the centaur). From these early beginnings the full-blown rites of Isis, Osiris, Horus, and their associated deity Ptah developed. Note that from Khons, the Romans derived Consus, the god of chariot racing and the god of hidden counsel, i.e. the concealer of secrets.

Greece inherited the mysteries through Egypt. Isis became Ceres, Osiris became Iacchus, i.e. Bacchus, the Lamented One of whom we will have more to say. Bacchus's chariot was drawn by leopards; he wore a skin robe with leopard spots or the spots of

the spotted fawn and carried an Ivy Branch indicating the branch (son); the Ivy (Gk. Kissos = Kissioi = Cush) leaving no doubt about his parentage.

MYSTERY BABYLON

The Secret Confession

Primal manners forbade the sort of behaviour developed by Cush, Semiramis and Nimrod in Babel. So, in the first instance the mysteries were not made public but revealed to initiates when the priests of the cult saw fit. Secrecy was necessary to preserve the pretence that only certain people could 'interpret the gods'; and to enhance this idea a complex system of double meaning words and symbols was developed. So inclusive was this that in ancient Chaldee most words have double meanings. This followed through to other languages, e.g. Hebrew and modern English. However, these devices of themselves would have been insufficient to keep the secrets of the mysteries safe. It was necessary that initiates be bound into secrecy and submission to the priests. This was done through the principle of confession. We get a picture of the confessional principle from the following excerpt from Salverte:

'All the Greeks from Delphi to Thermopylae were initiated into the mysteries of the Oracle at Delphi. Their silence regarding everything they were commanded to keep secret was secured by fear of penalties threatened to any who revealed the secrets and by the general confession extracted from all aspirants after initiation - such confession causing greater dread of the indiscretion of the priest than gave the priest reason to dread their indiscretion'.

The excuse for the confession was that no one dared enter the presence of God with sin that was not covered by blood. Note, here, the apostate use of a **well-known righteous principle**. The initiating priest (hierophant) encouraged the initiate to dig deep and reveal all past sins, including impurity, murder, etc., so that the initiate would know that nothing remained which would invoke the anger of the gods. In the case of 'severe' sins like murder, confession had to be heard by special priests called Koes who purged the guilt with blood applied. We do not have to look very far to find a similar system operating in our day; strictly, no one can participate in the mass of the Roman Church without prior secret confession and purging. Suffice to say that secret confession invokes the power necessary to keep 'the secrets' and maintain the authority of the priestly caste.

The Woman and the Cup

'And the woman was arrayed in purple and scarlet, and bedecked with gold and precious stones and pearls, having a golden cup in her hand, full of abominations and filthiness of her fornication; and upon her head was written, Mystery, Babylon the Great, the Mother of Harlots and Abominations of the earth', (Rev. 17:4-5).

The 'woman with the cup in hand' symbolism is universal in the mysteries. The woman is none other than Semiramis, survivor of both Cush and Nimrod, worshipped as Rhea the Great Mother of the gods. The cup speaks of the intoxication of the mysteries dispensed through the priestly art and, no doubt, the intoxicating beverage which invariably accompanied the orgies of the rites of the apostate cult. No wonder that Rev.17:2 and Jer.51:7 refer to Babylon being a cup from which the kings of the earth having been made drunk with the wine of her fornication; for the deeds of Semiramis reveal every known form of human depravity, (see Rom. 1:21-32).



That there was a real cup used in the rites of the mysteries is supported by a cup that fell into the hands of Cyrus the Great, at the fall of Babylon in 538 BC. It was reported by Pliny to have been very large, weighing about 50kg in modern measure. The image of the cup abounds in the traditions of the nations to this day. Pope Leo XII (AD 1823) minted a coin showing a woman with a cup with the words, '*Sedet Super Universum*', i.e. 'The World is Her Seat'; he was speaking of the Roman Church, but the source is obvious.

Rhea (Semiramis) was the prototype of the Greek goddess Venus, the mother of impurity. But Venus was also Nemesis the goddess of revenge, for statues of Nemesis displayed her with a crown adorned with a stag's head and images of victory, a branch in her left hand and a cup on which Ethiopians were carved in her right! The dual character of the woman is explained in that she was the mother of sensual impurity (Venus) to the initiates of the mysteries but the mother of revenge (Nemesis) to those who dared to reveal her secrets. The scripture (Rev. 17:1-6) confirms the dual nature of the woman, who is known amongst the nations by such names as Kali and Eire.

God Amongst the Nations

God has always revealed Himself as the Elohim God. Hidden under the garbage heaps of the traditions of men, which come from the rudimentary spirits (Col.2:8), all nations have a record of the revelation of the True God. The names may vary but the characteristics ascribed to Him are unmistakably the revelation that He Himself brought to all creation (Rom.1:20); the nations are without excuse for their iniquitous desertion of Him for the worship of the creature.

The primary understanding of the nations as to the nature of God relates to UNITY, ONE GOD. This is revealed in the following primary beliefs:

Babel: One Infinite and Almighty Creator

Egypt: Universal belief in a Sole and Omnipotent Creator

Rome: One Infinite and Almighty Creator

Goths: The Omnipotent One, Creator of all things, Master of the Universe, to Whom all things are submissive and obedient.

Iceland: The Eternal, Living and Awful Being, searcher of concealed things, never changing, infinitely powerful, with boundless knowledge and incomparable justice.

Hindus: The Great Glory Who Illumines all, delights all, from whom all proceed, and live and return, who no one can see or comprehend, who is gracious in His dealing with the lost and guilty in the world.

The ancient Hindu Veda declares that all things were created by His mouth! Of course, it did not take long for the Brahmins to make the apostate claim that they alone were from the mouth, other lesser mortals and creatures coming from other parts of His body; nor for other Hindu priests to declare that all things, including the abominations that are seen on their temples, are from the mouth of Brahm.

The origin of Brahm, (= the merciful One), is interesting. The Chaldee/Hebrew word '*racham*' refers to both mercy and the womb/bowels, the latter thought to be the seat of compassion and mercy, (Note: Gen.43:14, Deut.13:17 and Is.47:6). Modern Turks refer to Er-Rahman, the All Merciful One. Krishna perverts the idiom but confirms the principle, 'The great Brahm in my womb'.

These and other revelations confirm the reality of Romans 1:20 that God has not hidden Himself but has plainly revealed Himself to the nations; in strict contrast to the mysteries that are of necessity practised in secret and whose architect takes the name 'the Hidden One'.

The Apostate Trinity

In order to present the mysteries and its priests as the confidants of the True God, a deception based on subtle perversions had to be instituted. This was done by working from the known attributes of God to the apostate position. One deception entailed the development of a concept called the **only-one-God**; this led to another, a perversion of the Trinity.

It was known from earliest times that Elohim, the pluralistic but One God, was revealed as Father, Son (or Word) and Holy Spirit. The imagery of Chaldea

confirms this. One picture of God (see Hislop, p.17) consists of a Father figure (head and shoulders) emerging from a ring (zero = seed, i.e. son) which is superimposed on a bird (dove). Such symbolism, though ancient, cannot be denied in the face of the revelation of God in the Son (Jesus) on whom the Spirit descended like a dove! However, closer inspection reveals that superimposed on the dove's wings are two further heads; one a young man and the other a woman. This 'three heads on one body' Trinity image is commonly found amongst the nations; e.g. in Siberia, Assyria, India (Eko Deva Timurtii = One God, three forms), Japan (San Pao Fuh) and The Roman Trinitarians in Madrid.

The symbol for the only-one-God was the equilateral triangle representing the perfection and unity of the apostate, 3-person trinity. In proclaiming the True God in these forms, the workers of iniquity gave the appearance of referencing the creator God but to the initiates it was known that the figures were none other than the Hidden One (Cush), the Woman (Semiramis) and the son (Nimrod).

The Image of the Mother and Child

The death of Cush led to a neglect of the worship of the Great Invisible God. In India Brahm is seldom worshipped; there were very few temples erected to Brahm in the first place and few are left. If he is worshipped at all, he is worshipped in solitude and silence.

Over time, worship was steadily redirected to the other two figures of the apostate godhead in the image of the mother and child. This worship epitomises the abomination; some believing the image of mother and child to be the mark of the beast. Whether this is so or not, the image of the mother and child is universally worshipped amongst the pagans. Here follow a few references to them amongst the nations:

Babel: Rhea (Great Mother Goddess), Ninus (son) Beltis (Mother of the gods) and Belus (Baal = the Lord): Beltis = Baalti, i.e. My Lady, cf. Mea Domina = Madonna

Egypt: Isis (The Universal Mother), Osiris Minerva, mother of Corybantes by Helios (the Sun), the mother of the gods.

India: Isi, Iswara (Iswara is shown as a baby on the breast of 'his wife' Isi = Parvati)

Asia: Cybele, Deoious: Cybele was also Domina = the lady

Rome: Fortuna, Jupiter Puer (the boy Jupiter)

Greece: Ceres (Great Mother), baby Bacchus; Irene, Plutus

China: Shing Moo and baby son Kuanyin (Guangzhou)



Shing Moo

Regrettably, the mother and child image are also worshipped in Orthodox Christian circles to the neglect of worship of the Father, the creator and God of all.

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ABOUT THE AUTHOR



**Dr John Potter has a doctoral degree in Biblical Hermeneutics and Practical Theology. He has practiced as a missionary in Africa for forty years and led fellowships in both Africa and Australia. He may be reached on paracamp@senet.com.au*

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