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the standards demanded by those principles, then they are running the risk of creating an educational environment that supports the growth of civil disobedience.

In the international search for a means to reduce criminal and violent activity at places of learning, the class/lecture-room is the first place to start looking for solutions.   Where sites of learning are bereft of accountable teaching practices, no serious attempt can be made to reduce the level of on-campus crime by other agencies. In such a scenario, the learner suffers; so does the institution; so does the country as a whole.

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But no *environmental-change programmes* or *individual-change strategies* are going to work if the lecture-hall and classroom serve only to frustrate, bore, dehumanise and depower the learner as an individual. Time spent in an education institution represents anything between a third to a half of a young person's life. It therefore makes sense that the educational life of the learner must be vigorous and enriching, engendering a sense of purpose and fulfillment. No agency can create this kind of scenario except the teacher. No agency can *force* a teacher to be dedicated to the holistic development of the learners in his or her care. Only the teacher can make that kind of commitment. The teacher therefore holds the key to the psychological and intellectual development of the learner. By doing this, the teacher holds the key to making education institutions safe and secure for both students and staff; and to making the youth righteous, law-abiding and worthy civilians in society.

For the reasons discussed in this paper, it is clear that all educators must take a serious look at themselves, and take a serious look at their teaching methods and their handling of their subject. The textbook chosen by college or university subject co-ordinators, and that sent to schoolteachers from district education authorities are not the "right" curricula *per se*, on their own. It is educators *themselves* who make a curriculum "right" by responsible action in the classroom and by enhancing the quality of the learning encounter.

Teachers and lecturers have to measure their teaching performance against the *principles of procedure* elucidated in this paper. If they are not meeting

institutions. It proceeded to have a brief look at what research has revealed about the link between accountable education and crime prevention.

Reference was made to the fact that the real cause of underachievement, emotional disturbance and a sense of powerlessness in learners is their lack of cognitive and language skills that they can use, either in the learning institution or once they have left. Hence, international opinion was referred to as to what characterises a curriculum (delivered via a cognitive language methodology) that will give learners the skills they need to overcome their sense of depressed functioning.

It is obvious that any attempt at the effective reduction of youth misconduct is going to require a broad range of strategies. These strategies can be *environmental-change* programmes (changing the situational context) e.g. school facilities improvement; community upgrading and development; and school services provision. Or, they can be *individual-change* strategies involving community presentations, guidance counseling, therapy, crime/violence prevention and awareness programmes.

It is obvious that all role-players must be involved in the reduction of misdemeanour at sites of learning: the Ministry of Education; the Ministry of Higher Education; the Ministry of Welfare; the Ministry of Culture and Information; the Presidency for the Promotion of Virtue and the Prevention of Vice; parents and parent organizations; and civil society (specifically the Chambers of Commerce and other employer organizations). Any endeavour on the part of these stakeholders has to focus on, and work closely with, the parents, school/university management and the learners themselves.

learning material and learning opportunities *around* that standardised syllabus that will foster a move away from the educator as the fulcrum of activity in the classroom, and focus all activities on the cognitive and linguistic needs of the learners.

As Curran (1972), in his exposition of the concept of teaching as a counseling activity explained, *to learn* means to surrender to social adaptation, to change, and to give up one's security and comfort in familiar things. This kind of surrender to the learning encounter can be stressful and difficult, since every human being experiences needs and anxieties when outside of their "comfort zone". Problems and conflicts at inner and unspoken levels often negate positive motivation at the outer, external level. Therefore, a teaching and learning encounter should be a therapeutic one between the teacher and the learner -- an encounter where open trust exists. Teachers need to open themselves to the human frailty of their learners and divest themselves of their role as "all-powerful knower" and "controller' in the classroom. In this way, the learner is allowed the freedom to learn spontaneously and openly.

CONCLUSION

The discussion entailed within this investigation is based on the premise that educators in the classroom have the most important role to play in the reduction of crime at education institutions merely by doing their work properly. This premise was developed by commencing with a brief overview of the incidence of crime on the campuses of Saudi education

skills training, all knowledge and all values. The new "thinking skills and language" curriculum demands that educators resist "teacher-textbook-talk-and-chalk".   Educators should become facilitators of language and thinking skills instead. They become participants in the learning situation. They become managers of the classroom situation to realise effective learning (Kilfoil & Van der Walt 1997:16-17).

Educators have to realise that they, too, are learners. Pupils and students provide educators with a new set of challenges and opportunities for professional growth in learner guidance and counselling, classroom management and in the exploration of effective teaching and learning strategies. Educators need to see their efforts both in and outside of the classroom as potentially rich sites for their own cognitive skills development, career advancement and personal growth. At the same time, they get to learn more about the students and pupils that have been placed, as a sacred trust, in their care.

- The second challenge involves curriculum development. Previously, educators were given a textbook and sent out onto the campus to teach. In a humanistic approach to teaching and learning, educators have to learn to be part of their learners' learning. They have to learn to design, develop and expand the curriculum around their learners' needs and interests. At the school level, this does not conflict with the Ministry of Education's policy that teachers must conform to the prescribed content (that is, the *syllabus*) -- indeed, a standardised national syllabus is essential. But to humanise learning means educators have to develop

accessible and comprehensible because the language complexity is appropriate to the learners' actual language competence levels; and

- the development of a planned, departmental policy and implementation strategy regarding teaching for language and thinking across all the subjects offered by the department, at all levels.

Strategy 6: Humanising the learning situation

One might think that "humanising" the learning situation means that educators must never exercise discipline, and should walk around the classroom laughing and joking with learners. On the contrary -- this is not what is meant. Class discipline is vital for good learning, and superficial, witless humour is an irritating distraction from the serious business of teaching and learning.

When "humanising" is used here, what is meant is that educators must humanise the classroom by democratising the process and structure of the learning experiences they create for their learners. This is not easy to do because educators tend to teach the way they were taught -- in an authoritarian, top-down, textbook-driven, traditional and undemocratic way. Humanisation challenges two very strongly held meanings attached to the verb "to teach":

- The first challenge involves the question of "who is in charge in the classroom". "To teach" implies that the educator is an authority and the learner is not. Traditionally, the educator was seen as the source of all

new frameworks of reference, new ways of thinking about things, and new concepts. The new understandings and the new skills that they acquire in this way can then be used as tools for further learning. Rote learning and memorisation of meaningless facts, reciting/chanting, "drills" and copying down written script for class or examination purposes can never be considered as exercises in authentic learning, thinking or problem-solving.

Strategy 5: Drawing on learning support materials and resources

Educators need to investigate how learning institutions, the community, the Ministry of Education and the Ministry of Higher Education, functioning as a whole, can provide the right kind of environment for teaching and learning. This includes :

- the collection and use of learning support resources (like textbooks, workbooks, magazines, readers, computers, cassette-tapes, videos and non-electronic teaching aids) and learning programmes that target the development of vocabulary and terminology for abstract (and academic) concepts, and the development of concept-rich knowledge;

- the development of learning support materials and learning programmes that are accessible because the content and the concepts that are used are related to the learners' real world of experience.;

- the development of subject departmental policy on the use of learning support materials and learning programmes that are

do on their own, but what their *potential* is for development. That is, intellectual functioning occurs between the actual (current) developmental level (determined by independent problem-solving), and the level of *potential* development (determined through problem-solving with scaffolding and guidance from an adult, or in collaboration with more capable others) .

This means that educators -- be it of Arabic Language Studies or Computer Science -- have the duty to provide support for every learner so that the learner can achieve *beyond what he or she can presently do on his or her own.* It is for this reason that the role of the educator is so vital. Just as learners' thinking skills will not develop of their own accord, so learners' language ability can only develop depending on the quality of interaction with more competent others; and on the quality of interaction (interrelationship) with their teachers (Wells, 2000).

Far from just telling students *about* a particular grammar structure, or a chemical equation, or a geological structure, or making them learn a new hadith off-by-heart, the educator should build in guidance and helping strategies, gradually taking them away as the learner advances to higher levels of understanding. By systematically planned classroom activities, remedial strategies, language development, intervention strategies, discussion, mediation and negotiation, the support structures are gradually removed, so that learners have to rely and depend on themselves more and more as they progress. In this way, learners learn to discover for themselves. They become familiar with what they know, and then are able to internalise

Table 4: Teaching thinking skills

DUTY	EXPLANATION
Teach concept analysis skills	Educators must develop in learners the skills that enable them to work out meanings themselves. Such skills include: • using prediction which enables learners to anticipate content or meaning on the basis of what they have already understood; • using supporting contextual information such as illustrations and diagrams, definitions and explanations to construct likely meanings; and • using a variety of resources, like magazines, newspapers, tape-recorded radio interviews, a variety of reference materials and, even, analysing the discourse of their peers.

These tables serve to show how important concept development in teaching and learning is. Where concepts have not been firmly accommodated into learners' pre-existing frameworks of reference, higher levels of understanding become impossible to achieve, leaving learners frustrated, bored, and unconfident.

Strategy 4: Teaching as a supportive activity

Growth in language ability and in cognition includes *the social context* in which thinking and learning take place. Vygotsky (1978) showed that the most important site of cognitive skills development is not what learners can

DUTY	EXPLANATION
	before using them as *subject-specific* terms is a vital precondition for successful teaching.

Table 3: Making concepts relevant to the world

DUTY	EXPLANATION
Bring the outside world into the classroom, and *vice versa*	Cognition and language cannot be restricted only to a classroom or lecture-hall context, since they play a vital role in the learner's relationship with the world and with the academic, administrative, social and economic life of the institution within society as a whole. • The learner must be exposed to a subject's content being used in the world of business, at home, on the sports field, in leisure activities, in the exercise of one's faith and in a wide variety of other real-life experiences. • As a corollary, the inside of the world of the classroom must be taken out into the outside world. Learners need to see the end-result of their studies, and where their studies will lead them. They need to see and speak to the people -- on site, in the workplace -- who can serve as reputable role-models on whose life stories they could base their own career paths.

Table 2: Building upon solid conceptual foundations

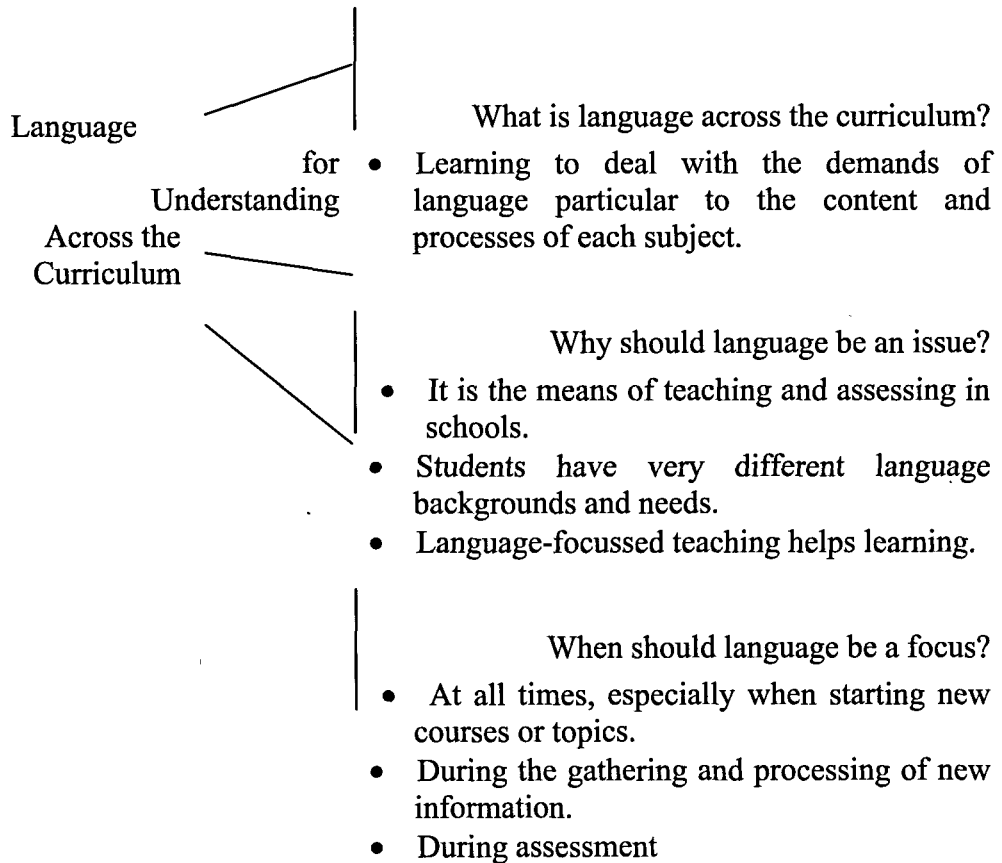| DUTY	EXPLA
Begin at the beginning	Meaningful learning is best facilitated when new infor related to, and builds upon, learners' existing knowled means *always* moving from the known to the unknov is, starting where the learner is "at". This implies at l simple s 1. Establishing what learners already know about a concept, and building upon, or incorporati knowledge into the teaching process. 2. If learners do not possess the appropriate ba knowledge, efforts must be made to provide this kr and/or to correct faulty or inappropriate conc conceptions. Learning lists of new words is futile u new vocabulary is associated with the c knowledge associated with each new word. 3. Learners should be helped to relate new c knowledge by getting them to engage with -- to ex experiment with -- the meanings of new concepts. 4. Each learning area has a specialist vocabu terminology specific to it. A term used in the con particular subject denotes a specific conceptual Many such concepts are not only outside of immediate experience, but also difficult to exem classroom. Often, typical student resources (lik dictionaries and electronic translators) do not situations like this, and may cause even more c Therefore, establishing *general* meanings of new

relationships among objects, ideas, events, processes and other concepts so that they make sense to us (Langhan, 1996).

Teaching concepts, teaching about concepts, teaching learners how to examine and explore concepts, and how to use and apply concepts in a variety of contexts is a vital part of a learner's training as a thinker (Lindeque, 1996).

Interpreting and understanding concepts is guided by the principle that every concept is connected to some existing, associated knowledge. Furthermore, the meanings of words (and the concepts they represent) are not fixed, but are determined by the context in which they are used. Therefore, the possibility exists that a learner might form misconceptions or misunderstandings. In this regard, set out hereunder, in table form, is what the educator's duties need to be to overcome the possibility of conceptual anomaly (cf. Langhan, 1996:34-37; Kilfoil & Van der Walt, 1997:21):

Table 1: Activating background knowledge

DUTY	EXPLANATION
Prepare the context	Educators cannot assume that learners have had adequate preparation for what is going to be dealt with in the classroom or lecture-hall. Every learner has to be supported and nurtured to comprehend the nature and essential properties of an unknown concept in a particular subject area. This applies to unknown concepts encountered for the first time in any context, and to familiar concepts previously encountered in one context, but whose meanings may differ in new contexts.

Language

for

Understanding

Across the
Curriculum

What is language across the curriculum?

- Learning to deal with the demands of language particular to the content and processes of each subject.

Why should language be an issue?

- It is the means of teaching and assessing in schools.
- Students have very different language backgrounds and needs.
- Language-focussed teaching helps learning.

When should language be a focus?

- At all times, especially when starting new courses or topics.
- During the gathering and processing of new information.
- During assessment

In terms of the discussion above, *all* teachers are language teachers. If they fail to see that language development is one of their vital roles, they are not teaching at all.

Strategy 3: Teaching language concepts to facilitate cognition

A concept is a general idea, or group of things, which is labelled by one, or a group of words that is the symbol that labels or names or represents the idea. Concepts carry information about similarities/differences; about

subjects, sources and situations and to apply the newly acquired knowledge and skills to real-life situations (Hoffman, 1992). Therefore, talking (or reading, or writing) *about* a mathematics problem, for instance, is as important as knowing how to do the calculations. In fact, the more complex the problem, the more important language skills then become in the cognitive task of doing the calculation.

The following diagram adapted from the *Australian Department of Education and Training Strategies Handbook* (1997:6) is self-explanatory:

Fig. 1 Language for understanding across the curriculum

Society is also becoming increasingly dominated by *Computer literacy* information on the computer. Millions of people throughout the world communicate with one another through e-mail. Multi-million dollar business deals are concluded over the Internet, and everything from poetry to politics is available to learners through the modem of the computer. In this computer-dominated age, the ability to access, screen, evaluate, select and use information from computers is becoming an important component of one's competence in literacy.

Strategy 2: Teaching language across the curriculum

Language shapes our world view -- and enables understanding and learning. It is a means of empowerment or exclusion (Australian Department of Education and Training, 1997). It changes to reflect the nature and scope of the topic, hence each area of learning makes language demands particular to its content and processes. Learning the content, form and structure of a subject is not an end in itself, but a means to dealing with the world outside of the classroom. All learning is mediated through language as the learner interacts with new knowledge, materials, organisations and people in the environment. The functions of language (the ability to read, write, speak and listen) in other learning programmes play an important role as a tool for problem-solving, decision-making and creative, critical thinking for empowerment in all spheres of education (CLAC, 1996). This implies that learners will be able to access, process and use information from a variety of

and thinking style. It also implies the ability to respond with insight to the intentions, content and possible effects of messages and texts that come to us via other people and the media (literature, the Press, advertisements, Internet, films, videos, radio and television).

This competency relates to the ability to interpret the communication behind images, signs, pictures, designs, tables, graphs and objects that surround us. It also refers to the ability to comprehend and make sense of non-verbal (body) language (like gestures, facial expressions, posture).	*Visual literacy*

Our society is dominated by the media. A learner therefore needs to see each aspect of the media as a cultural artefact, capable of very powerful social, religious, cultural and educational messages. A learner has to be able to be literate enough to identify key messages, inferences and assumptions in various media. A learner needs to work out how differing contexts and "points of view" affect meaning and understanding. Learners need to possess skills that enable them to process, evaluate subliminal conflict of interest, beliefs and norms -- especially in the context of cultural dissonance. — *Media literacy*

be identified and discussed, for instance:

Language literacy

The over-arching goal of language development is communication. The focus of teaching in language literacy needs to be on the improvement of learner's listening, speaking, reading and writing skills in every subject (be it Physics, Geography or Islamic Studies). This will necessarily involve a knowledge of -- and ability to use -- the appropriate grammar, vocabulary and structures of the subject with an acceptable degree of fluency and accuracy in the appropriate context.

Cultural literacy

This kind of literacy implies that a learner has to be assisted to identify, explore, and explain the way cultural, social and ideological values shape our understanding of texts, and of spoken statements. The learner must be made aware of how the language of others transmits and shapes socio-cultural ideas and values, but also how the learner's own ideas and values are transmitted through various forms of communication .

Critical literacy

Being critically literate implies being able to engage in an ongoing process of reflection and analysis that is focussed on solving problems; making appropriate decisions; and on developing an independent learning

strategies and language skills must necessarily be transferable to new tasks and to new contexts to be effective; and

- to believe that every lesson -- indeed, the very curriculum -- is an exercise in *getting learners to believe in their ability to influence their own destiny*, to establish an internal locus of control and an image of themselves as progressively efficient knowledge-users and problem-solvers.

The question arises: How do educators achieve these goals? In short, educators have to adopt a series of relevant strategies, and to monitor their classroom behaviour and activities in terms of these strategies. As was pointed out earlier, this present paper is not the place to go into these teaching strategies in any detail, but an overview of the essential principles of procedure is provided hereunder:

Strategy 1: Teaching the understanding of literacies

No subject is entire unto itself -- not even Mathematics. Each subject is only part of a context, and an aspect of a much larger reality. So, when educators talk about a "subject", they need to see how that subject manifests itself in the world in a variety of forms. The purpose of teaching is to develop competence, or "literacy", to enable learners to be aware of -- and to deal with -- the multiple existences of that subject in the world outside the classroom. By developing a range of "literacies", the student gains access to the world and to knowledge through whatever means educators have, not only via texts and books (see Byrnes, 2000; Crookes & Gass, 1993; Egan, 1997; James, 1989; Wells, 2000). There are a number of literacies that can

to learners. Teaching only becomes significant when (a) the *content, form and structure* of a subject is combined with (b) *what kind of language is required* in handling the subject, which, in turn, is combined with (c) assisting the learner to develop *the cognitive structures for independent action, self-motivation, self-expression and thinking*. The overt agenda for all education must be *the transfer and applicability of skills across life domains.*

This means that, once the textbook, its "facts", its drills and its exercises have been completed, then the real work begins: that is, showing learners how *to use* the facts they have learned to think, and *to act* as members of the world. The educator has to help the learner:

- *to develop language and cognitive skills through their purposeful use.* Having a purpose (a real-life situation or a problem to solve) enables the learner to deal authentically with new content, with important skills and with dispositions (values, norms, attitudes and beliefs);

- *to acquire language and learning to think* as an active process. Learners have to be drawn into some kind of activity. It is not sufficient to learn *about* something (that is, learning the content). It is what the learner *can do* and *can become* with the new skill(s) that is important;

- to *see language as a vehicle for self-expression and communication*. The focus in teaching for cognitive or language skills is not just input-based. It must allow for output;

- to understand that neither content nor skills are an end in themselves, as they have practical implications across all subject areas. *Learning*

learners to think critically and creatively, to pose and solve problems, to work with one another, and to become independent and life-long learners (Davey and Goodwin-Davey, 1998; Egan, 1997; Adams & Wallace-Adams, 1990). International experience has shown that by far the most effective way for educators (in any subject) to re-orient what they do, and how they teach, is to draw upon the lessons learned from the *cognitive-language approach to teaching and learning.*

The discussion that follows deliberately avoids the education *theory* involved in the cognitive-language approach to teaching and learning, and the theoretical concerns of curriculum development and teaching methodology. It concentrates, rather, on the principles of *practical* classroom and lecture-hall issues. The author has derived a set of "principles of procedure"; that is, a list of characteristics have been drawn up of what a cognitive-language approach to education practice should look like.

DEFINING THE COGNITIVE-LANGUAGE APPROACH

Adams and Wallace (1990) state that support for learners needs to be more than just the provision of more schools, more colleges, more desks, more textbooks, more hours of instruction and more educators. The real cause of underachievement and academic-career disturbance in learners is their lack of cognitive and language skills that they can use in their daily lives. Even worse, inadequate preparation at institutions of education and training, can result in the depressed functioning of the individual as a whole.

Teaching cannot simply be about the transmission of "facts", or "subjects"

- get to know learners and form a collaborative relationship with them.

Perusal of these -- and other -- reports should make it clear that educators in Saudi Arabia need to take account of the debate throughout the private and public sector regarding the relationship between accountable teaching and crime/violence in education. The main context of the debate -- both locally and internationally -- revolves around the fact that the quality of teaching and learning in the education and training sector is unequal. Indubitably, there are pockets of excellence in each sector, but, in many areas, learning is not taking place as effectively as it could or should. It is clear that the breakdown of the culture of teaching and learning at sites of learning, the lack of professionalism, and the inadequate approach of educators and trainers to their jobs are all important factors in the presence of delinquency, crime and violence on school, college and university campuses.

However, while it is easy to call on our teachers and lecturers to change their classroom behaviour in order to effect a change in the behaviour of their learners, knowing *what* to do, and *how* to do it, is not that easy. In the next section, a particular principle of curriculum and methodological design is discussed – one that is becoming firmly established throughout the world, and that holds the promise of changing how learners act and react within the learning environment.

INTRODUCING THE NOTION OF COGNITION AND LANGUAGE

Calls for amelioration in the present education situation suggest that (academic) education and (career) training in the future need to equip

This paper does not just talk about change in teaching only in schools: indeed, Khan (2001), reporting on a conference of academics and educationists in Amman (Jordan), stated that the conference of academics from all over the Middle East called on universities to break away from their traditional methods of teaching to help prepare university students to deal with the demands of modern society and an international economy.

But the call on educators to change their classroom and lecture room behaviour is not just a media phenomenon. The criminologists, Eliasov and Frank (2000), in their comprehensive survey of crime and violence in the riot-torn schools of the Western Cape (South Africa), make a number of significant suggestions regarding the role of the learning institution and educators in preventing crime and violence at learning institutions. For the purposes of this discussion, the most salient features of their report are that educators must:

- empower themselves to become competent managers of effective learning;
- change their classroom management techniques and instructional methods to increase student engagement in the learning process and foster a positive bond with the learning institution;
- ensure that students are engaged in academic and intellectual work that is challenging and rewarding;
- motivate learners and instill a sense of ambition and hope for the future;
- teach life-skills and build relevancy into the curriculum;
- develop a caring relationship with learners and encourage positive attitude change; and

For instance, in the *Arab News* editorial (2001) quoted earlier, the writer calls on teachers to assume a new role in the classroom situation: "The teachers need to inject some human element into their relations with the students. Their autocratic behavior in the classroom and their lack of understanding as to how to deal with wayward students must take a share of the blame. [... T]eachers behave like automatons programmed to deliver the goods mechanically without the warmth of human emotions".

Binzagr (2001) says: "A flexible educational system needs dedicated professionals committed to their duty and their students, professionals who don't busy themselves running after senior positions or favors. In this kind of education, all students -- male or female -- rely upon themselves. This is required of them under the very nature of the courses they receive and the support extended by their supervisors who are the driving force behind the programme". In a comment on education in modern Saudi society, Al-Amoudi (2001), says:

> *Today's Arab families are happy if their children receive a school certificate of whatever sort. Unfortunately, most of the certificates they receive are useless.... We Arabs are in great need of changing the educational tools and means that educators use and of developing a syllabus relevant to the modern world. I am quite sure that those who call for educational reform in the Arab world have no intention of giving less importance to religious education or of diminishing the importance of the Arabic language or of ignoring our heritage. All those things are important and educators don't want them to change. At the same time, there is plenty that educators should change and if educators neglect to do so, we will never progress beyond our present state.*

in the soil of classroom disappointment, disenchantment, disaffection and boredom that the seeds of on-campus crime and violence lie waiting to germinate.

THE CALL FOR CHANGE: NEW ROLES OF THE EDUCATOR

Education authorities in Saudi Arabia are well aware of the problem. The branch of the Ministry of Education in the Makkah region has been asked to study the spread of truancy, as was reported in the *Al-Riyadh* newspaper (cf. *Arab News*, 2003). Akeel (2004) reports that the Ministry of Education has instructed all boys' schools to raise awareness among students on the dangers of carrying weapons. In addition, the ministry has asked school administrations to monitor students carrying these objects and to file a report by the beginning of the next school year on all confiscations of weapons and reprimands of students. Akeel reports further that, in March 2004, the Ministry of Education took the first steps towards implementing a programme to prevent violence in schools. This programme consists of workshops for students, teachers and parents on abuse and its effect, and how to handle violent behavior properly. The programme has started at elementary level and will later be extended to the secondary and high school level. It also consists of surveys of the students, teachers and parents to collect data, which will form the basis for a more focused action plan.

It is interesting to note that in all the news reports used by the present author in preparation of this article, reporters from the Press pointed a finger, not at the students, *but at the teachers*, as the spark that enflames anti-social behaviour and waywardness in Saudi Arabian schools.

they would become chronic lawbreakers as adults.

From the world outside of the classroom, law enforcement officers in the United States of America are united in their support of educational intervention as a strategy for crime prevention. In a survey conducted by George Mason University, when police chiefs were asked to rate various strategies "on their value as a crime prevention tool," high quality educational intervention was given the highest rating for effectiveness than many other alternatives (Mastrofski & Keeter, 1999).

Keeping in mind these sources of information about the link between quality education and the reduction of misdemeanour on school grounds, the news report by Al-Zufairi (2004) on the Saudi context is worrying. He states that a local magazine, surveying a group of Saudi students, found that, with regard to their personal dispositions, 26 percent were in favor of using force to resolve world problems; 71 percent said they objected to their friends disagreeing with them; and 42 percent said they found it difficult to change their conviction even if they were wrong. On their experience of school life, 56 percent said they considered themselves oppressed; 40 percent said their teachers do not allow them to express an opinion; 67 percent said there are many issues they are not allowed to discuss in class with their teachers; and 40 percent said school activities did not provide an outlet for them to express themselves.

One cannot comment on the scientific validity of the survey results, but it is nonetheless clear that there were some very frustrated, depressed and unhappy students in the survey sample. The present author asserts that it is

Childhood education theorists have shown that high quality education can greatly reduce the risk that today's young people will become tomorrow's violent adults. Research consistently shows that children who exhibit problem behaviour in the early grades are at far greater risk than other children of becoming teen delinquents and adult criminals (Ensminger et al., 1983). Brown (2002) states that quality educational care is one of the most powerful weapons against crime, while poor childhood education multiplies the risk that youths (both male and female) will grow up to be a threat to society. Numerous studies in the USA demonstrate the role of high quality child-care in preventing problem behaviour at later stages in a child's development (cf. Peisner-Feinberg et al., 1999; Ensminger et al., 1983; Tremblay et al., 1994; Elliott et al., 1998; Karr-Morse et al., 1997).

Two studies (Lally et al., 1988; Schweinhart et al., 1993) followed young children who had gone through special pre-school programmes -- from their "at-risk" (problem-ridden) infant backgrounds into their crime-prone years. These studies found strong evidence that specialised early-childhood programmes can prevent later crime and violence. These findings are supported by the Chicago Child-Parent Center, which tracked 3 and 4-year olds enrolled in the programme for 15 years (Reynolds et al., 2001). Youths who did not participate in the preschool programme were 70% more likely to be arrested for a violent crime by age 18. This confirms similar results from the High-Scope Perry preschool programme (Barnett, 1996). A 22-year study of this programme showed that by not including "at-risk" children in this programme, it multiplied -- by five times -- the chance that

For the purposes of this discussion, it is important at this stage to turn our attention towards establishing whether or not there is evidence to suggest that the quality of education that learners receive at education institutions can, in any way, decrease the incidence of violence and crime. Once it can be established that there might be a significant relationship between quality education and crime reduction, then what *constitutes* quality education can be looked at, and what *proven strategies* exist to achieve the goal of valid, accountable and relevant classroom teaching practices.

LINKING QUALITY EDUCATION WITH A REDUCTION IN DELINQUENCY

International research has shown conclusively that there is a clear link between effective education and crime and violence reduction (Brown, 2002). If delinquency is understood as learned social behaviour, then the education institution (school, college or university) obviously plays a crucial role in socialising the youth into the norms, practices, values and attitudes of society. Conversely, these institutions, in the presence of a low-quality on-campus environment, also have the potential to reinforce delinquency through their organisation and internal culture. It is the day-to-day experience of the learner -- in the classroom, in the lecture-hall, or on campus -- that is critical. Supporting evidence of these observations comes to us from many different sectors of society, only two of which need be gone into here:

- the experience of childhood education theorists, and
- the hand-on experience of law enforcement officers .

A safe place of learning: CLT a

school is a powerful site

broader community crime

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educators can proceed   .

THE NOTION OF MIDEMEANOUR IN EDUCATION

Educational crime and violence is a very broad issue, and its exact <u>nature</u>
and <u>definition</u> elude easy description, especially since many categories of
crimes and/or violence overlap. In addition, the <u>causes</u> and <u>incidence</u> of on-
campus misdemeanor are multifarious, and each instance requires exact
pinpointing and analysis. These are issues that dwell within the study field
of the sociologist, the criminologist and the psychologist, and are not the
focus of this paper.   .

But whatever its multifaceted origin and nature might be, crime and
violence in places of learning is a threat to peace, human relationships and
economic stability in any country. It can corrupt the social fabric of
communities and the nation as a whole and endangers the health of both
young people and adults. It disrupts the provision of basic services and
destroys respect for human rights. Crime and violence can also deepen
gender and social inequalities and reduce the overall quality of life (WHO,
1997). The learning institution therefore plays a central role in the
socialization of the youth and it is therefore vital that these institutions
provide a safe environment for learning and growth to take place. As
Eliasov and Frank (2000) state: "Children and young people represent our
hope and our future and they need to be protected, nurtured and empowered,
particularly in the social institutions in which they grow and develop. The

important factor: the success of the teacher in the classroom.

The author proposes that teachers play the most vital role in all attempts to ensure civil security and to reduce crime and violence amongst the youth by making the classroom an environment that is relevant, dynamic, motivational and fulfilling. As researchers in the field of education theory, the author looks at what the national corps of educators, as a professional body dealing with youth affairs, should be doing about the situation.

RESEARCH FRAMEWORK

The investigation presented here is a *qualitative study*, not a study based on *empirical-experimental research*. It is conceived within an exploratory-interpretive paradigm as outlined by Grotjahn (1987). Within this idiographic framework, the goal of this investigation is to understand and explore inner perspectives and the possible meanings of what is reported, and to make sense of seemingly unrelated instances, variables and incidences. Its aim is to *generate*, rather than *verify* theory by means of a *naturalistic research design* – its aim is not to test *a priori* hypotheses. Drawing on the corpus of research into language education methodology, the author proffers the Cognitive-Language Approach (CLA) to curriculum design and teaching method as a means to establishing the right kind of emotional, psychological and intellectual relationships in the learning situation. It is possible that these healthy relationships can engender the attitudes, standards, norms and values necessary for a nation of learners who do not feel disaffected, ignored, restless and isolated, and who therefore do not see a life of violence, anti-social behaviour and crime as a viable option.

INTRODUCTION

Places of learning should be safe and secure for all students and staff members [NCES, 2000: (v)].   Without a safe learning environment, educators cannot teach and students cannot learn. Crime, violence and general misdemeanour contaminate the learning environment and put the educational process in jeopardy. There can be serious long-standing physical, emotional and psychological implications for both educator and learner including: distress, reduced self-esteem, risk of depression and suicide, reduced school attendance, impaired concentration, fear and a diminished ability to learn (WHO, 1997).

Education ministries, welfare agencies, the Police, parent associations and governmental and non-governmental organisations are aware of the problem, and have tried, in their own way, to deal with the problem of undisciplined and disaffected youth -- and their efforts should not be discounted. But, sadly, sociological studies and the Press in the Kingdom of Saudi Arabia, and throughout the world, continue to report a rise in violence and crime in places of learning (schools, colleges and universities). This article looks at this occurrence, and explores research that posits a very strong link between good teaching on the one hand, and, on the other, self-disciplined youth who feel confident and positive about themselves and about who they are as learners. It draws on evidence coming from the Press, sociologists, criminologists and psychologists to point to the fact that the resolution of misconduct and misbehaviour in schools and universities is a pressing task, the successful handling of which is underpinned by one

A safe place of learning: CLT and new roles for educators

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It is axiomatic that places of learning (schools, colleges and universities) must be safe and secure for both staff and learners. Without a stable and protected learning environment, education cannot take place. This paper shows that there is a further dimension to this axiom: quality education plays a significant role in the reduction of crime and violence in society at large.

Therefore, all educators, the Government, non-government organisations, parents and the learners themselves should be involved in the fight against misconduct at school and at tertiary institutions. The author proposes, however, that if educators allow the classroom and the lecture-hall to be sites of sterility and boredom, they run the risk of engendering frustrated students who reject accepted social norms and values. In so doing, these educators frustrate the efforts of those individuals and agencies trying to combat civil disobedience.

In this discussion, a *cognitive-language approach* to teaching across the curriculum is advocated; and a "check-list" of *principles of procedure* is provided by which educators should monitor their teaching methodology. These principles of procedure ensure that the classroom becomes dynamic, vigorous and educationally sound, providing for a law-abiding, socially responsible and moral youth