



PERCEPTIONS AND RECOMMENDATIONS OF FOREIGN LANGUAGE TEACHERS TO PREVENT CHILDREN VIOLENCE AND ABUSE: A CASE STUDY IN TISHK INTERNATIONAL UNIVERSITY STUDENTS IN ERBIL, IRAQ

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Abstract

Violence and abuse against children are important social issues for teachers. The aim of this study was to determine the perceptions of foreign language students, regarding violence and abuse against children, and their suggestions for preventing violence. The research was designed in the case study pattern, which is a qualitative research method. The study group of the research consists of 82 first year and second year foreign language pre-service teachers studying at Tishk International University, Faculty of Education, and voluntarily agreeing to participate in the research. The data of the study were obtained by using the structured “Recommendations Form for Preventing Violence and Abuse Against Children” developed by the researchers. Written data were analyzed by content analysis method. 82 students from first and second years at Education Faculty were interviewed and their opinions were taken. There were some subheadings during the survey: family, laws, national and international non-governmental organizations, schools and teachers, society, media, and art. They expressed their opinions about what the functions of these organs should be to prevent the violence and abuse against children. The pre-service teachers attached important duties to each of these organs separately. It is concluded that the prevention of violence and abuse against children can only be achieved in cooperation and separate duties of these organs. It is also recommended that courses and training that will provide pre-service teachers with knowledge, skills and awareness about violence and abuse against children should be placed in the curriculum as compulsory in education faculties.

Keywords: *violence and abuse against child, prevention of abuse, foreign language pre-service teacher*

Introduction

The World Health Organization defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, against another person or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation” (World Health Organization, 2011). Lawyers state that acts of violence are “acts of aggression and rudeness that people commit against others, causing significant or insignificant damage or injury to them”. This definition emphasizes the link between violence and the use of force that causes permanent bodily harm (Polat, 2014). According to Krug et al., violence, which is generally defined as the behavior of mentally or physically harming oneself or another, has existed from the past to the present

(Krug et al., 2002). In addition, in the developing world, especially in recent years, with the increasing emphasis on human rights at the global level, the importance of studies to prevent violent behavior has increased (Hahn et al., 2007). In this context, countries, especially many international official institutions and foundations, carry out studies to prevent violence and abuse through the policies they maintain and the training programs they develop in this direction.

The groups that experience violence and abuse the most are children, women, and the elderly. It is reported that millions of children around the world suffer or witness physical, sexual, or emotional violence every year. In every culture, every age in the history of humanity, children have been exposed to violence in various forms. The examples of violence in history can be given to the practices of accepting children as paternal property, selling them as slaves, presenting them as offerings, leaving the newborns in a cold river to see if they are healthy and legitimate, offering the girls to the guests who come to the house and similar practices (Unicef, 2009). In today's world, although everyone accepts the protection of children, who will shape the social structure of the future, many children who are still unprotected, powerless and unable to defend their rights are still exposed to violence. Every child has the right to live a healthy life free from violence. In Article 19 of the "United Nations Convention on the Rights of the Child", for the contracting states to protect the child against physical or mental assault, violence or abuse, neglect or negligent treatment, abuse and ill-treatment including rape, they are asked to take all legal, administrative, social and educational measures (Bennett et al., 2009).

Childhood is the most special and sensitive period in which the foundations of a person's future life are laid. During this period, while developmental, cognitive, and behavioral changes occur rapidly in the child, the negativities experienced by the child do not only negatively affect his health for that process, but also prevent the child's healthy growth and development. The cases of violence against children are the ones that cause the greatest harm among the cases of violence, which are mostly not revealed. In addition, cases of violence against children are also called child abuse in general because they prevent the development of the child (Corby, 2005). Child abuse is defined as "the exposure of children of all age groups who are not legally adults to a harmful, non-accidental and preventable behavior by the person or persons responsible for their care" (Howe, 2007).

Research Problem

This study was done in a country which went through agonizing experiences and wars in the last thirty years. The last devastating attack took place in the country by ISIS forces and the country was deeply affected by these attacks financially and socially. The country started to go through a new post-conflict construction phase. During this period, the government is trying hard to provide security, and the public is reshaping their culture and social relations. This study was done on the pre-service teachers who are the part of this reconstructing society. The opinions of the university students in a transition era were reflected in this study.

Types of Violence and Abuse against Children

In general, violence and abuse against children is defined as follows according to many international organizations and as a result of research conducted in the field: They are the harming behaviors carried out against individuals between the ages of 0-18 who have not yet completed their mental and physical development and are more sensitive than adults, and they negatively affect the physical, psychological and social development of the child (Hillis et al., 2017; Gil, 2013; Jones et al., 2012; World Health Organization 2002). Violence against children is often perpetrated by adults, especially their parents, who are responsible for caring for or educating them. A reflection of this is realized by neglect. Neglect is the failure of the

person or persons responsible for taking care of the child to fulfill this obligation, neglecting the child physically or emotionally. It is defined as not showing the necessary attention for nutrition, clothing, medical needs, emotional needs, or optimal living conditions. Neglect should be considered in children with growth retardation, psychosocial adjustment difficulties, whose educational needs are not met, and who do not benefit from preventive health services. Normally abuse and violence against children are examined in four groups, primarily physical and emotional (psychological), economic and sexual, but after technology and cyber violence entered our homes through information and telecommunication tools, they are not examined in five groups anymore (Al-Nasrawi, 2021; Hillis et al., 2016; Jones et al., 2012; Kardefelt-Winther & Maternowska, 2020).

Physical Violence/Abuse: Physical abuse can be defined in the broadest sense as “non-accidental injury of the child”. It is the use of physical force against a child in a way that harms their health, development, or dignity. It includes actions such as hitting, kicking, burning, biting, shaking, scalding, poisoning, trying to strangle. In many studies, physical violence or abuse is defined as a situation of violence that results in the risk of injury to the child as a result of physical abuse (Hillis et al., 2016; Tourigny et al., 2008).

Emotional (Psychological) Violence/Abuse: Emotional or, in other words, psychological violence is the situation in which children and young people suffer psychological damage in accordance with social and scientific standards by being exposed to attitudes and behaviors that negatively affect them, or by depriving them of the attention, love and care they need (McCoy et al., 2020). These behaviors are implemented by the person or persons who have an influence on the child or young person with their prior status such as age, social status, knowledge, and position (Thoresen et al., 2015).

According to the research, the main emotional violence behaviors faced by children are constantly criticizing, humiliating, belittling, shouting, ignoring when the child asks for help, refusing to help, shouting at them in front of others, embarrassing them, calling them derogatory nicknames, giving heavy work/responsibilities that are not appropriate for their age, excessive pressure, and authority to engage them in criminal activities (Holt et al., 2008; Howe, 2007). When children are exposed to this type of emotional violence, they feel unloved, worthless, and their self-confidence is harmed. In addition, children who have been exposed to emotional abuse have difficulties in establishing healthy relationships with their peers or adults. The child who has been subjected to violence may be exposed to different types of violence at the same time. Emotional abuse often accompanies physical abuse and sexual abuse (Seddighi et al., 2021).

Economic Violence/Abuse: It is the desire of the person or persons responsible for the child to see the child as a source of financial income and to gain financial gain from the child. As a result of seeing the child as a source of financial gain, making him work, begging or leaving him in need of money are the main examples of economic violence (World Health Organization., 2019; Perezniето et al., 2014). Parents can use their children to satisfy their urge to earn a lot of money. In another definition, economic violence is defined as working in jobs that prevent the development of the child, violate their rights, or being used as a low-paid laborer (Spring, & Bahar, 2009).

The reasons why children are exposed to economic violence and abuse are closely related to their social, economic, and cultural problems in the society they belong to. As a result of the increasing injustice in the income distribution in the world, widespread poverty, rapid migration from the village to the city and the resulting social and economic problems, the increase in illegal labor, the cheapness of child labor and the employer's preference for cheap labor, the problem of children working or forced into working life arises (World Health Organization, 2011). Children are deprived of these rights at the age when they will live their childhood and receive education. They may experience health problems due to economic abuse and working

in unhealthy conditions. Children's work at a young age, for a long time and in workplaces with unsuitable working conditions can adversely affect their development (Adams et al., 2008).

Sexual Violence/Abuse: Sexual abuse is the use of a boy or girl who has not completed their psychosocial development and is underage, by an adult for sexual purposes. It is the use of a child, by an adult, or one that is developmentally older person, for sexual gratification. This includes many behaviors such as touching the genitals, wanting the child to touch their own sexual organs, penetration into the vagina or anus of the child, taking nude photos of the child, using these photos on the internet, exposing the child to the adult's naked body (exhibitionism) (Deb & Modak, 2010; Kitlinger, 2004). While sexual abuse that can be directed against a child within the family is defined as incest, those perpetrated by unknown persons are defined as pedophilia.

Childhood sexual violence causes significant mental, cognitive, and social problems in children. In order to help a child who has been subjected to child violence, first of all, it is necessary to recognize the signs and symptoms that abuse can create on the child, to know what behavioral characteristics these children may have, and which behaviors are indicators of abuse. In addition, the fact that children who are victims of sexual abuse are not supported by their families and circles and that an appropriate approach to the child is not adopted, causes the psychological problems of children to worsen (Ozturk et al., 2009).

Cyber Violence/Bullying: With the increase in the use of information technologies, many problems have emerged. Technological developments and ease of access cause young people and children to spend most of their time on the Internet. Especially children and young people are the group most affected by these developments. As a matter of fact, with the widespread use of the internet and mobile phones, children now communicate easily and uncontrollably on all kinds of virtual platforms. Violence and bullying have been transferred to these environments in different ways with the communication established in virtual environments. The situation where children are exposed to violence through information and communication technologies in all online digital platforms is defined as cyber violence or cyber bullying (Kardefelt-Winther & Maternowska, 2020; Nagle et al., 2017).

This new type of violence against children emerges as a new problem in families and schools. With mobile phones and tablet computers, it has now become possible to do 'non-stop bullying' anywhere and anytime. Cyberbullying is worse than verbal and physical bullying. Because children usually do not tell anyone about what has been done, no one knows what is going on. The bully does not feel guilty for not seeing the other child's face. Since there is no face-to-face meeting in cyberbullying, it is also easy to hide. While the majority of children do not see such events as a problem, some of them complain about this situation (Al-Nasrawi, 2021).

Cyberbullying and traditional bullying are similar in some ways. Studies have shown that there are significant relationships between traditional bullying and cyberbullying in terms of both being a victim and a bully. It has been determined that many of the children who participate in peer bullying also engage in cyberbullying. In peer bullying, the strong bully the weak, while in cyber bullying, the situation can be the opposite. Psychological, social, and academic problems occur in children who are exposed to cyberbullying. Behavioral disorders such as aggression and breaking the rules are frequently encountered in children who engage in cyberbullying (Jones et al., 2012).

Although these violence groups are seen separate, in some cases more than one type of violence can occur at the same time. Unfortunately, although these cases of violence against children differ from each other, they all negatively affect the physical, psychological, and social health of children and may cause children to become violent people themselves (Waterston & Mok, 2018). It is known that children's exposure to or witnessing violence negatively affects their development. As a matter of fact, finding similar characters as friends and developing their

potential in this way among the peers causes them to encounter more difficult and complex situations.

According to many international reports and academic studies prepared in this area, children may experience important problems such as decreased communication with peers and parents, sleep disorders, anti-social behaviors, academic problems, loss of self-confidence, fear reactions, depression, and suicide as a result of exposure to violence (Gil, 2013; Hillis, et al., 2017; Jones et al., 2012; Krug et al., 2002; World Health Organization, 2019;). These studies and the reports published periodically by international institutions show that violence against children negatively affects both the present and future life of the child. In this context, it is clearly understood that the studies to be carried out to prevent violence against children have an important place in terms of children's mental health (Cookson, 2021; Rubenstein & Stark, 2017).

Preventing Violence and Abuse against Children and the Role of the Teacher

The causes of violence and its effects on children are multidimensional. For this reason, studies on preventing violence and abuse against children are possible with the collaboration of different disciplines. In this context, interdisciplinary studies in which health professionals, lawyers, teachers, social workers, psychologists, psychological counselors, and bureaucrats work together are needed (McCoy et al., 2020; Hillis et al., 2016). In this study, the opinions and suggestions of the foreign language pre-service teachers who will work in educational institutions are the focus of the research. Because when children are first introduced to school, it becomes a place where they spend a significant part of their lives (Wilson et al., 2011). An important part of children's development takes place in the school environment. Besides teaching, another major role of teachers is to take an important role in shaping children's lives, revealing their problems and solving them (Davis, 2003; Pianta, et al., 2003; Roorda et al., 2011). Moreover, teachers play an active role in recognizing the violence and abuse situations experienced by children and initiating the necessary intervention services. At the same time, studies can be carried out to prevent violence in schools (McCoy et al., 2020; Hillis et al., 2006).

There are also research results revealing that pre-service teachers have a high level of sensitivity to violence against children (Devries et al., 2013). As a matter of fact, as the pre-service teachers' sensitivity towards violent behaviors increases, their rate of reaction to violence may increase (Becker, 2017; Smith et al., 2006). Therefore, it is obvious that the suggestions of pre-service teachers with high levels of sensitivity towards violence against children will guide practitioners, families, program development experts and lawmakers. In addition to this information, as observed in many international academic studies, it has been determined that foreign language pre-service teachers create different areas of influence on children sociologically and culturally than pre-service teachers in other branches (Borg, 2006; Byram, 1989; Risager, 2007; Sercu, 2005; Thanasoulas, 2001;). The reason for this is that during the foreign language learning process, besides learning a new language, children also have to learn a different culture, mindset and environment from those they live in (Bayyurt, 2006; Celik & Yildiz, 2019; Kramsch, 2013; Kramsch & Thorne, 2002). Therefore, the research presents the opinions and suggestions of the volunteer foreign language pre-service teachers on the subject.

The aim of this study was to determine the perceptions of foreign language pre-service teachers, who have the opportunity to bring a different culture and understanding to the classroom environment, on preventing violence and abuse against children. There is a bulk of professional studies on the subject abuse and violence against children, but the pre-service teachers may have to deal with that problem practically, so their perceptions and suggestions are important to determine how knowledgeable they are about this issue.

In line with this purpose, in the research, the answer to this problem statement was sought. The following research questions arose for the study:

1. What are the perceptions and suggestions of foreign language pre-service teachers about preventing violence and abuse against children?
2. What are the perceptions and suggestions of foreign language pre-service teachers about preventing violence and abuse against children?
3. What do they think about the function of the family to prevent violence and abuse?
4. What do they think about the function of the laws to prevent violence and abuse?
5. What do they think about the function of the National and International Non-Governmental Organizations to prevent violence and abuse?
6. What do they think about the function of the school and teachers to prevent violence and abuse?
7. What do they think about the function of the society to prevent violence and abuse?
8. What do they think about the function of the media organs to prevent violence and abuse?
9. What do they think about the function of the art and the cinema to prevent violence and abuse?

As a matter of fact, violence emerges as a social phenomenon that has been realized in different ways from past to present. In today's world where telecommunication tools are developing rapidly, unfortunately, the spread of news of violence and abuse against children clearly reveals the importance of preventive and protective studies on this issue. In this context, it is anticipated that examining the approaches and suggestions of foreign language pre-service teachers, who are expected to work with children in their professional life, observe them, evaluate them in different ways and conditions, provide necessary guidance and have many social experiences with them, on preventing violence and abuse against children will contribute to the prevention methods to be carried out. Based on this idea, the recommendations of pre-service foreign language teachers on preventing violence and abuse against children were examined in the study.

Research Methodology

Research Model

The model of the research is in the form of scanning model, and it was designed in semi-structured interview. This case study pattern aims to understand situations in a specific context (Thomas, 2021). In this design, real-life events are handled holistically and closely examined in detail (Thomas, 2021; Hennink et al., 2020). The case study design consists of three basic steps: defining the situation, determining the appropriate type for the design, and using the theory (Yazan, 2015). In this study, violence and abuse against children was determined as a situation. It is designed to examine this situation holistically with a single-case design. The findings were discussed theoretically within the framework of the literature on ways to prevent violence and abuse against children.

Working Group

The study group of the research consisted of 82 first-and-second-year foreign language students who study at Tishk International University Faculty of Education and agreed to participate voluntarily in the research. Criterion sampling, one of the purposive sampling methods, was used to determine the study group (Hennink et al., 2020). In the criterion sampling method, the criteria that are thought to be important for the research were determined and the

study group was formed. As a criterion for the determination of the working group, it was requested that the pre-service teachers be equipped with certain skills regarding the teaching profession and have a positive perspective towards their profession. It was thought that they could reach a certain level of awareness about violence and abuse against children only under this condition. The characteristics of the foreign language pre-service teachers participating in the research are shown in Table 1.

Table 1
Demographic Information on Pre-service Teachers Participating in the Research

Variable	Category	<i>n</i>	%
Gender	Female participant	58	71
	Male participant	24	29
Department	English Language Teaching	62	76
	Turkish Language Teaching	20	24
Grade	First Year	38	46
	Second Year	44	54
Status of Attending Educational Seminars on Children	Participating	56	68
	Non-participating	26	32
Attendance at a National or International Academic Conference on children	Participating	14	17
	Non-participating	68	83

In Table 1, demographic information of the pre-service teachers participating in the research is given in five different variables. 24 (29%) of the foreign language pre-service teachers participating in the research are male and 58 (71%) females. 62 of the pre-service teachers (76%) are studying English language teaching, and 20 (24%) are studying Turkish language teaching. In addition, 38 (46%) of the pre-service teachers participating in the research are junior grade students and 44 (54%) are senior grade students. In addition, while 56 of the pre-service teachers (68%) attended any training seminars related to children, 26 of the pre-service teachers (32%) did not attend any training seminars related to children. Finally, 14 (17%) of the pre-service teachers participating in the research attended a national or international academic conference on children, while 68 (83%) did not.

Instrument and Procedure

All the data for the study were obtained from the participants in writing. During data collection, all necessary explanations were given to the participants and a two-hour seminar was organized within the university and information was given about the subject and importance of the research. Data collection time varied between 20 and 25 minutes. All participants in the study were involved in the process voluntarily.

The data of the study were obtained by using the structured “Recommendations Form for Preventing Violence and Abuse Against Children” developed by the researchers. This form

consists of two parts. In the first part, there is a personal information form that includes questions to determine the characteristics of pre-service teachers. In the second part of this form, the pre-service teachers were asked, "What do you think should be done to prevent all kinds of violence and abuse against children?". By asking the question, their perceptions, and suggestions about preventing violence and abuse against children were determined. While developing the data collection tool, the literature on types of violence and abuse against children was reviewed. The semi-structured interviews were also held with pre-service teachers regarding their sensitivity to violence and abuse against children, and after these interviews, a data collection tool for preventing violence/abuse was created. In order to ensure the content validity of the draft form, the forms and academic contents created in the field article were reviewed, and then expert opinions were obtained from three academicians working in the field of guidance and psychological counseling. The form was finalized in line with the feedback from the experts.

Data Analysis

The obtained written documents were analyzed by qualitative content analysis method. Research data were categorized through specific themes, sub-themes, and codes. It is planned to reach a meaningful conclusion through this coding and categorization (Gibbs, 2007). The names and ranks of the foreign language pre-service teachers participating in the research were shortened and coded as "FLTC1... FLTC1" (Foreign Language pre-service teachers). At least some of the ideas and suggestions of all students were coded and presented.

Their ideas were classified into groups in which they are in accordance, and the approaches in different subtopics were brought together to see the results in general. In one subtopic, the pre-service teachers explained their ideas, and we brought them together and coded accordingly. The points that look similar were analyzed under the same heading. The differences were also noted down and expressed in the study. In the end, differing ideas were evaluated together.

The suggestions of the foreign language pre-service teachers on preventing violence and abuse against children are grouped and specified under seven sub-themes as "family, laws, national and international non-governmental organizations, society, school-teacher, media and art".

Validity and Reliability of the Research

In order to ensure validity in the research, the context and the situation with which the data are related were taken into account and the findings were interpreted accordingly. In addition, in the method section, the research model, study group, data collection tools, data collection and analysis processes are reported in detail with all steps (Gelissen, 2010; Hennink et al., 2020; Patton, 2014).

In order to increase the reliability, the coding that the researchers made individually during the analysis of the data were compared by coming together and a consensus was reached by making changes on the codes. Clearly defining and expressing the roles of researchers in the research is another measure taken to increase reliability (Bazeley, 2021). In this research, the researchers also took an active role in all processes of the research as the implementers of the data collection tools. They explained the subject and purpose of the research to the participants in all details. In addition, with the aim of increasing the perceptions of the participants about the subject and improving their own knowledge, all students participating in the study were given a two-hour seminar on "Violence/abuse to children" by researchers, under the supervision and guidance of four academicians working in the field of guidance and psychological counseling.

Research Results

Starting from Table 3, the frequencies of the responses related to these sub-themes were included in Tables 4,5,6,7,8 and 9 along with the perceptions and suggestions of all foreign language pre-service teachers participating in the research. The frequency in the tables refer to how many percent of the students mentioned these topics during the interviews.

Table 2
Frequencies of Sub-Themes in Preventing Violence and Abuse against Children

Main Theme	Sub-themes	<i>f</i>
Preventing Violence Against Children	Family	71
	Laws	67
	National and international non-governmental organizations	60
	School - Teacher	54
	Society	41
	Media	36
	Art	16

When Table 2 is examined, it is seen that foreign language pre-service teachers mostly give place to opinions in the context of "family, official laws, national and international non-governmental organizations, society, school-teacher, media and art" in order to prevent violence and abuse against children.

Themes, sub-themes, and suggestion codes regarding the suggestions of the foreign language pre-service teachers to the families in preventing violence and abuse against children are given in Table 3.

Table 3
Recommendations for the Family in Preventing Violence and Abuse against Children

Theme	Sub-theme	Recommendation codes	<i>f</i>
Preventing Violence Against Children	Family	Code 1 Getting education that raises awareness before and after marriage	23
		Code 2 Valuing the children and having correct communication within the family	18
		Code 3 Improvement of socioeconomic conditions	15
		Code 4 Linking the family with a national or international organization	13
		Code 5 Raising children as good people	9
		Code 6 Teaching a child to resist violence	4

When Table 3 is examined, six recommendation codes were determined in the suggestions of the foreign language pre-service teachers regarding the family in preventing violence and abuse against the children.

Code 1: Getting awareness training before and after marriage:

In order to prevent violence against children, the pre-service teachers suggested organizing trainings to increase the awareness, knowledge and skills of families, who are the core of society, both before and after marriage. They emphasized that these trainings should be scientific and informative in the form of seminars or conferences.

Perceptions of pre-service teachers about Code 1:

FLTC13: "I think the most effective solution in this regard is pre-marital education. I am of the opinion that before marriage, spouses should attend the parent training program given by the state and marry with the certificate they received from this program." He suggested that families should receive education by being included in a program before marriage, and even stated that it should be enacted as a prerequisite for getting married. Thus, it aims to ensure that every parent-to-be goes through an appropriate education.

FLTC20: "The smallest building block of society is the family. A society that does not educate its parents can do nothing for the children of the future generation. In other words, violence against children can never be reduced without the education of parents or caregivers. Therefore, the child is also prone to violence in parallel with this. More seminars and conferences should be organized." In his words, he metaphorized children as the illuminators of the future and expressed family education as the basic condition for reducing violence against children.

FLTC71: "More education should be given to families. Violence mostly starts from the family. Precautions should be taken to prevent this situation. These measures should start with the education of families." In his words, he emphasizes that violence starts in the family and therefore attaches importance to the education of the family on this issue.

FLTC72: "Regular seminars can be given to families on this subject. Information can be given about what kind of actions can be counted as violence in the society." He suggests informing families about which behaviors are violence.

FLTC34: "I think that education can be more beneficial in this regard. I think that trainings such as how to react to the mistakes and wrong behaviors of their children and how to communicate with their children when they experience negative situations can be beneficial." As seen in his statement, he thinks that knowing healthy behavior control methods that families can use instead of using violence will reduce violence against children. In this context, it proposes the regulation of educational content.

Code 2: Valuing the children and correct communication within the family:

Pre-service teachers stated that in order to reduce violence against children, families should first accept that children are individuals and respect their personalities and existence. Thus, they emphasized that the first step of a healthy communication can be taken. Afterwards, they suggest that they communicate effectively with their children. They state that it is possible to provide this communication by organizing family-child activities. They think that this effective communication process between the family and the child can eliminate violence.

Perceptions of pre-service teachers about Code 2:

FLTC74: "I think communication within the family is a very important issue and is a tool in preventing violence. Regardless of their age, the children are ultimately individuals. As being human beings, they are individuals who have different spheres of influence on themselves and their environment. Within the family, parents must absolutely respect and consider the assets of their children. I believe that only healthy relationships can be established in this way."

FLTC62: “I believe it is very important for families to be conscious about communication among themselves. For this, trainings should be organized... Also, I think that children should be listened to and given importance because they are very valuable, and they are the future of this country.” In his words, he emphasizes the importance of families listening to their children.

FLTC55: “Parents and teachers should be informed about this sensitive issue by attending conferences such as how to raise a child and how to communicate with a child.” Not all adults who do not know how to talk to their children can prevent violence and its forms.” He mentions the importance of communication in this process.

FLTC14: “I think families or caregivers should know more about children because we cannot ensure correct communication with people about whom we do not have enough information. Especially when our addressees are children, I think that families or their dependents should seek professional help to establish the right communication about children.

Code 3: Improvement of socioeconomic conditions:

It is seen that pre-service teachers think that improving the social and economic conditions of families is a factor that can reduce violence against children. They suggest that families should be ensured to reach high cultural, social, and economic levels. It may be difficult to achieve this aim, but they share the opinion that it is not impossible. They stated that a correct organization and help from governments, non-governmental organizations and charitable people are needed in this regard.

Perceptions of pre-service teachers about Code 3:

FLTC66: “I believe that a more prosperous level of families socially and economically is a major factor preventing violence and abuse against children. The governments that rule the country should help families financially and morally, especially in education. Free education, health and similar basic needs should be planned and organized by the state or non-governmental organizations.”

FLTC53: “I think that the economic level and cultural development of the family have an impact on violence. Having enough money for the family to meet their needs and receiving the necessary basic education can eliminate violence against children. It is important to make arrangements in this regard.”

FLTC68: “I think that if the socioeconomic levels of the parents are high, the violence against the children will decrease to the lowest levels. But unfortunately, there are not many families of this level around us. In this case, the state should directly assist families. I would also like to state that the wealthy businessmen in our society should help both the state and these families. Only with this kind of cooperation will the socioeconomic status of families improve.”

FLTC30: “I think that the increase in cultural and socioeconomic wealth will prevent violence in the family. Parents who have received the right education will be more sensitive to all kinds of violence against children. Having a high level of financial means will have a significant impact on meeting the needs of the child. However, not every child can have the same opportunities. In this case, the state should have a policy and help families. At the same time, I think that rich people should help families in meeting their children's education and basic needs.”

Code 4: Linking the family to a national or international organization:

The role of national or international non-governmental organizations draws the attention of many of the foreign language pre-service teachers in preventing violence against children. It has been stated that the most basic reason for the existence of these organizations is to

provide all kinds of assistance in order to ensure that people live in more comfortable and equal conditions, and to help in the establishment of security and peace. As a matter of fact, it has been stated that they have a great role in meeting the education and basic needs of children. Moreover, they stated that it is of great importance for non-governmental organizations to have the right connections with all kinds of families, rich or poor, in order to prevent violence against children.

Perceptions of pre-service teachers about Code 4:

FLTC65: “Especially in poor and needy countries, national and international non-governmental organizations are of great importance for families and children. These institutions and foundations play a major role in preventing violence against children by providing necessary assistance to those in need.”

FLTC49: “Many international and national institutions such as the United Nations, World Health Organization, UNICEF and UNESCO help people in need of material or moral assistance in different geographies of the world. They provide basic needs and education services, especially for children and women. The services provided by these organizations for the most vulnerable beings, namely the children, play a major role in preventing violence.”

FLTC25: “As governments cannot meet the basic and educational needs of children in poor countries, national and international non-governmental organizations are trying to meet the necessary needs. They plan different organizations and programs to reduce violence against children for different reasons. Thanks to these contributions, I think that families are more conscious, and also learn how to treat their children.”

FLTC57: “Unfortunately, children and their families living in many countries around the world do not have the same opportunities and conditions. It is the main source of many problems in material and spiritual troubles. In the solution of these problems, the role of national and international organizations is very important. Among the main duties of these organizations are to ensure equality of rights among people, to ensure equality of basic needs and education. Therefore, I think that these organizations, which play an active role in preventing violence and abuse against children within or outside the family, are very important.”

Code 5: Raising as children to be good people:

Foreign language pre-service teachers' perceptions on the importance of raising children as a good person in preventing violence and abuse against children were determined. According to the pre-service teachers, they stated that it is very important to raise the future generations correctly and consciously since the family and conditions in which the child grows up will directly affect their future. A child who receives the necessary basic education and is educated in terms of human qualities neither stays silent when he is exposed to violence, nor is he inclined towards violence against others. It is thought by the pre-service teachers that children who have human virtues and make them an indispensable aspect of their character will have a healthier family structure in their future lives and that violence against children will be prevented by this means.

Perceptions of pre-service teachers about Code 5:

FLTC28: “It is very important for families to raise their children as healthy and virtuous individuals. Because, in a way, children are the reflections of their families. It is no coincidence that he reflects the treatment he sees at home outside. The role of families in the formation of children's characters is so great that they directly affect the adulthood of children, either negatively or positively.

FLTC08: “Children's elders, family environment, shapes their futures. A child who grows up with respect to ethical values will pass this on to his own children in the future. Therefore, children who are raised and educated as good people are in a natural process that prevents violence against children.”

FLTC17: “There is a saying in our country. “The child is both the hand and the tongue of the parent.” or “The child walks like his mother, speaks like his father.” As it can be understood from these proverbs, they learn what you show them. Children are actually imitations of their parents. I think if you raise your child to be a good and virtuous person, you will prevent not only violence against children, but also many bad traits and behaviors.”

FLTC63: “Raising healthy generations is one of the most important phenomena for a society. I believe that parents also have the first basic duty. A child who has received a good education and has universal humanitarian ethics will be one of the greatest role models of the next generation. This will ensure that violence against children is prevented or even eliminated in a natural process.”

Code 6: Teaching the child to resist violence:

Some foreign language pre-service teachers suggested that families teach their children how to resist violence. Thus, they thought that the child would be able to resist when violence was committed against him.

Perceptions of pre-service teachers about Code 6:

FLTC48: “Families can raise awareness of their children against violence and bullying. Children who know how to act in the event of any violence, bullying or abuse against them will be less negatively affected by these factors.”

FLTC07: “Children should be taught according to their age groups how to act if they are exposed to violence and abuse in some way. Children, especially parents, should be made aware of at school or through non-governmental organizations. In this way, the children can be prevented from being exposed to violence or abuse.”

FLTC12: “I think kids over a certain age can learn to protect themselves. Especially their families should help them in this regard. Any abuse or violence against a child by anyone can be prevented in this way. It even includes sibling violence in the family.”

Foreign language pre-service teachers emphasized the importance of legal rights and struggle to prevent violence against children. When Table 4 is examined, five recommendation codes were determined in the suggestions of the foreign language pre-service teachers regarding the function of laws in preventing violence against children.

Table 4
Recommendations Regarding Laws to Prevent Violence and Abuse against Children

Theme	Sub-theme	#	Recommendation codes	f
Preventing Violence Against Children	Laws	Code 1	Legal laws and sanctions	23
		Code 2	Regular trainings for families in public institutions	18
		Code 3	Improvement of socioeconomic conditions	11
		Code 4	Supporting and collaborating with national or international organizations	9
		Code 5	Increasing the number of pedagogues and providing psychological support services to children and their relatives who have been subjected to violence	6

Code 1: Legal laws and sanctions:

Pre-service teachers emphasized the importance of legal rights and struggle to prevent violence and abuse against children. The existence of protective, constructive, and deterrent laws belonging to the official state authority has been stated as a serious factor preventing violence and abuse against children. In this context, they primarily recommend arranging deterrent and heavy legal penalties.

Perceptions of pre-service teachers about Code 1:

FLTC40: "All kinds of violence, especially violence against children, can be prevented thanks to the laws that will be prepared under the power of the state authority. In addition, I believe that the rights and freedoms of children will also be protected. Likewise, I think that the state should have strict laws that prevent children's rights and child violence and abuse in order to protect its own future."

FLTC19: "I think that sanctions against all forms of violence are insufficient. I believe that the harshest punishments will be more deterrent. In addition, severe sanctions should be applied to families who show violence. The children of people who have been subjected to violence by their families should be taken away and given to the protection of the state. A person who does not know love does not appreciate. A person who does not lose does not appreciate. If we want something good, there must be harsh sanctions." He argues that removing the child from that family would be effective. Regarding criminal sanctions, imposing fines or imprisonment are among the different proposals."

FLTC79: "Laws are made and enforced to protect people's freedoms. Where necessary, there is an obligation to punish for the sake of public peace. Violence against children is also within this scope. Their rights and freedoms should be protected by official laws and, where necessary, anyone who violates these laws should be punished. In this way, violence against children is prevented and other rights and freedoms of children are protected."

Code 2: Regular trainings for families in public institutions:

Another recommendation code of pre-service teachers in order to prevent violence and abuse against children is the protection of state laws and regular trainings for families in public institutions within the framework of state laws. Because they stated that if the family, which is the institution where violence against children is most common, receives the necessary training under the planning of official laws, all kinds of violence, especially child violence, can be prevented to a large extent. They consider the necessity of regular and planned training in all kinds of official public institutions of the state.

Perceptions of pre-service teachers about Code 2:

FLTC77: "Family is the most important structure for raising healthy individuals. Education, which is one of the most basic needs of parents and children who make up this structure, should be met by the state. I believe that violence and abuse against children will definitely be prevented through regular and planned education within the framework of the law. In this context, the state should implement a planned educational organization in all public institutions."

FLTC15: "Governments should give seminars and conferences periodically in all public institutions, especially to families who are financially in need. I think that parents who receive basic domestic education will pay more attention to the individual rights and freedoms of their children. Moreover, I believe that if these education programs are made compulsory, violence and abuse against children will decrease to lower levels."

FLTC27: “I think that the most important regulation to be made in the laws of the state regarding violence and abuse against children is the education programs for the families. State-owned public institutions should conduct these seminars and conferences under the supervision of experts under necessary conditions.

Code 3: Improvement of socioeconomic conditions:

Pre-service teachers think that violence and abuse against children may also be related to the economic conditions of the society. In this context, they are of the opinion that increasing the level of social welfare will be a factor in preventing violence against children. They believe that the most important issue in increasing the welfare level will be thanks to the efficient laws of the governments regulating adequate social rights and freedoms.

Perceptions of pre-service teachers about Code 3:

FLTC33: “I think it is not surprising that a family that is in good financial standing is prosperous in many areas both financially and morally. After all, people or families get all their needs with the money they earn. These include shelter, food, health, and education. However, in the natural process, not everyone has the same material conditions, and many people find it difficult to meet even their basic needs. In this case, the power and laws of the state are needed. I think that if the state supports families enough, many domestic problems, especially child violence and abuse, will be solved by themselves.”

FLTC02: “States, governments or governorates... All of these structures exist for the welfare and peace of people. Their first task is to protect the welfare of the people who are their citizens. In addition, these bodies should help them meet at least the basic needs that every person has. In a country where social justice is ensured, I do not think that any type of violence, especially child abuse and violence, can be exercised except for some extreme cases.”

FLTC18: “Many problems are solved by themselves when the socioeconomic level and opportunities of a society are high. Moreover, I believe that with the increase in the level of education in parallel with the welfare level, violence against children will disappear. I believe that governments should implement just and constructive laws so that these conditions can be enjoyed by everyone in the society.”

Code 4: Supporting and collaborating with national or international organizations:

Another code that pre-service teachers emphasize is that states support national or international organizations and make joint plans with these organizations. They thought that this type of planning and organization was important in preventing violence and abuse against children. They stated that especially the countries with a high level of welfare can help other countries with a low level of welfare through international non-governmental organizations.

Perceptions of pre-service teachers about Code 4:

FLTC70: “Not every country in the world has very strong governments or good facilities. Therefore, reaching people in need and meeting their basic needs can be very difficult for these countries. Children, who are practically the most vulnerable, come first among the parties that need help the most. As a matter of fact, children in poor towns are exposed to more violence and abuse. For this reason, governments of poor countries should give more support to national or international non-governmental organizations and work together in preventing violence against children.”

FLTC47: “I believe that everything in our life has a reward, and we have duties as human beings. It is a valuable ethical value that the rich help the poor or meet this need for them in case of need. Unfortunately, many innocent children in the world are exposed to violence and abuse. Most of them live in poor

countries. Thanks to the work and planning of national and international humanitarian organizations, violence against children is prevented to some extent. For this reason, I think that the biggest aid that rich states will give to needy countries will be through such non-governmental organizations, and as a result, violence against children will be prevented to a large extent.”

FLTC61: “Many national and international institutions, foundations and similar structures work to prevent violence against children and children in many different countries of the world. In their states, planned and joint work with these organizations is required. These humanitarian organizations, which receive the support of the state, can fight against child violence and abuse more effectively.”

Code 5: Increasing the number of pedagogues and providing psychological support services to children and their relatives who experienced violence:

Finally, foreign language pre-service teachers think that providing psychological support services to children who are exposed to violence and their relatives as an intervention program can be an important step in preventing violence. In addition, they state that increasing the number of pedagogues in many private or public institutions across the country would be effective. It has been stated that the majority of experts in the field take an active role in conveying and announcing the right message.

Perceptions of pre-service teachers about Code 5:

FLTC43: “A measure to be taken to prevent violence against children is the presence of experts in their field. There is a need for expert pedagogue staff to raise awareness of people, families and even children. Sometimes wrong advice or a cultural custom takes violence to different dimensions. In order to prevent this, I think that violence and abuse against children will decrease thanks to the delivery of the right messages to the society by experts in the field, under the control of the state and supported by the law.”

FLTC51: “I think the messages that experts in the field will give to the public are very important. Many times, people do not even share their problems with their family or friends. After these growing problems, most of the time, violence is recreated against either himself or his environment. Children who are more vulnerable to this violence and abuse are particularly affected. In addition, violence damages not only the person, but also the people living with him/her, both materially and morally. The help of pedagogues is needed to compensate for these problems. The greatest assistance of the state to victims of violence and their relatives is to train and employ people who can solve their problems.”

Foreign language pre-service teachers emphasized the importance of national and international non-governmental organizations as another sub-theme in order to prevent violence and abuse against children. When Table 5 is examined, three recommendation codes were determined in the suggestions of the foreign language pre-service teachers regarding the function of national and international non-governmental organizations in preventing violence and abuse against children.

Table 5
Recommendations for National and International Non-Governmental Organizations in Preventing Violence and Abuse against Children

Theme	Sub-theme	#	Recommendation codes	f
Preventing Violence Against Children	National and International Non-Governmental Organizations	Code 1	Recognition and promotion of national and international organizations	34
		Code 2	Benefiting from the experience of national and international organizations	19
		Code 3	Diversification and support of national aid agencies	7

Code 1: Recognition and promotion of national and international organizations:

Pre-service teachers emphasized the importance of National and International Non-Governmental Organizations and the struggle to prevent violence and abuse against children. Non-governmental organizations are defined as organizations that operate independently and continue their activities in line with legal, social, environmental, and cultural goals that are outside of official institutions. There are many independent national and international humanitarian organizations in the world. The main duty of these organizations is to work for the continuation of human rights and freedoms. It was emphasized that the recognition and promotion of these institutions both by the country's government and the society could play a role in preventing violence against children.

Perceptions of pre-service teachers about Code 1:

FLTC60: "There are many international aid organizations and non-governmental organizations in the world. These institutions work for the fundamental rights and freedoms of people. I think that the recognition of these institutions by both governments and the society, especially in regions in need of assistance, and knowing how to benefit from these institutions will play a role in reducing violence against children."

FLTC10: "Many charities operate in our country. Each aid organization has different duties and areas of attention. Some work on energy and agriculture, while others work for children's rights and freedoms. I believe that these organizations should be recognized and promoted correctly in solving the problems of both the state administration and the people. These organizations provide both material and moral assistance to families in the prevention of violence and abuse against children. Therefore, it is necessary to bring families or children who have experienced violence together with these organizations."

FLTC11: "Promoting aid organizations in the world and in our country, explaining to the society exactly what their areas of influence are and promoting them will not only prevent violence against children, but will also benefit in many different subjects and fields."

FLTC44: "Non-governmental organizations are institutions that operate both nationally and internationally. Each of these institutions serves different purposes, but I think the common aspect of all of them is to protect human rights and freedoms and to provide an equal life. The correct recognition of the organizations by the families will also ensure that they serve in accordance with their purpose. I believe that violence will decrease when the institutions that work and make organizations for the prevention of all kinds of violence and abuse against children are introduced to the society."

Code 2: Benefiting from the experience of national and international organizations:

Pre-service teachers stated that the knowledge and experience gained by National and International Non-Governmental Organizations in different geographies are used in their own country or in other countries in order to prevent violence against children. Although different cultures have different customs and rules, they emphasized that these experiences can be gathered together when the common issue is people's rights and freedoms. The government and its administrators stated that they would be advantageous in solving problems and preventing abuse against children in this respect.

Perceptions of pre-service teachers about Code 2:

FLTC16: "Non-governmental organizations work not only in one country, but also in many countries of the world. Every event they encounter develops themselves against an event they will encounter in

another geography. In this case, the country administration can also benefit from the different experiences of these institutions and organizations. In this way, a faster way can be achieved in the prevention of violence against children.”

FLTC38: “I think it would be beneficial to share the help and experience of national or international non-governmental organizations in order to prevent violence and abuse against children in our country. State authorities can cooperate more closely with these institutions and be more successful in preventing violence.”

FLTC67: “NGOs help different cultures and peoples all over the world. Therefore, I believe that there is a serious pool of experience related to whom to help on what subject and in what way. I am of the opinion that it is an important step in finding a solution that governments or other national institutions benefit from the experiences gathered in this pool in preventing violence against children.”

Code 3: Diversification and support of national aid agencies.

Another code that the foreign language pre-service teachers emphasized was that it would be beneficial to prevent violence against children by diversifying national humanitarian aid institutions in different fields and at the same time to respond to more specific problems and supporting them both in the eyes of the society and the state. As there are many non-governmental organizations in the world, every country has its own independent non-governmental organizations, foundations, and similar humanitarian aid organizations. It has been emphasized that the increase in the number of these institutions and the sharing of various duties will facilitate the solution of the problems.

Perceptions of pre-service teachers about Code 3:

FLTC32: “I believe that increasing the number of national humanitarian institutions or non-governmental organizations will be beneficial for society in every field. These and similar institutions help people's basic needs and needs in different ways. For example, violence against children is not actually a single issue. In other words, there are family, society, culture, living conditions and many other factors in the solution of the problem. Perhaps having different institutions addressing different aspects of the same problem will make the solution easier. For this reason, I think that the support of state officials and even people with good financial status will eliminate violence and abuse against children.”

FLTC22: “There are rich and prosperous people as well as poor people in our country. I think that the national humanitarian institutions and foundations that will be established thanks to our government and generous people who want to help people will eliminate violence against children. It is obvious that many different problems will be solved with the training and other aids these foundations and non-governmental organizations provide.”

FLTC81: “My father works at a government outreach platform. Many times, with my father, I participate in humanitarian aid organizations organized by this platform and work voluntarily. According to these little experiences I have had, people have very different problems and lives. During these experiences, I realized that the more the number and types of this and similar help platforms, the faster the needs and problems of people will be solved. In particular, I witnessed the cases of violence and abuse against children. I would like to emphasize that the multitude and diversity of national and international non-governmental organizations and their control and support by the current government and administrators are very important in preventing this and similar incidents of violence and abuse.”

Foreign language pre-service teachers emphasized the importance of school and teacher as another sub-theme in order to prevent violence and abuse against children. When Table 6 is examined, six recommendation codes were determined in the suggestions of the pre-service

teachers regarding the function of school and teacher elements in preventing violence and abuse against children.

Table 6
Recommendations Regarding School & Teacher in Preventing Violence and Abuse against Children

Theme	Sub-theme	#	Recommendation codes	f
Preventing Violence Against Children	School - Teacher	Code 1	Effective communication training and empathy with children	18
		Code 2	Educating teachers about violence	11
		Code 3	Recognizing/reacting to violence	9
		Code 4	Employment of individuals suitable for the teaching profession	7
		Code 5	Family educating schools	5
		Code 6	Children's access to school counselor	4

Code 1: Effective communication and empathy training with children:

According to pre-service teachers, teachers who are successful in communication skills establish more sincere relationships with their students. In this way, they stated that teaching and learning processes are more enjoyable and more beneficial in terms of getting to know the student with different aspects. It is important that teachers, who interact with children throughout the day, use effective communication methods. As a matter of fact, teachers need to be able to communicate correctly with students in order for the students to be more successful and self-confident, as well as to identify different needs and problems of students. Pre-service teachers expect teachers to be able to empathize with children, respect individual differences, and use problem-solving skills. In this regard, it is recommended that teachers undergo the necessary training. It has been stated that thanks to the trainings received, a high perception will be formed in the prevention of violence against children.

Perceptions of pre-service teachers about Code 1:

FLTC05: "The teacher as a role model is a very important value in itself. I think that the enrichment of this value will depend on the communication between the students and the teacher in the teaching and learning processes. A strong teacher figure in the student's world positively affects the student both in terms of lessons and ethically. I think it is obvious that a strong and reliable teacher figure is also important in preventing violence and abuse, which is a problem that a student may experience in his private life or at school."

FLTC64: "Teachers were once students, too, and have extensive experience in this regard. It will be easier for students to empathize as they will understand their problems with their past experiences. However, not every teacher can establish the right empathy and right communication with their students. For this reason, I think that the difference in communication training that teachers will receive is very important for both themselves, and their students. I believe that teachers who can better understand their students through proper communication and empathy will be able to detect and intervene when they are exposed to violence and abuse."

FLTC37: "In our culture, teachers come after parents. Especially during the primary and secondary school years, teachers have a great ethical and moral influence on students. In addition to the education received at the university, teachers should improve themselves by taking extra trainings, especially under their ability to communicate or empathize with students in working life. In this way, they can understand and solve not only their students' problems in school lessons but also their personal problems. For example, I think they can identify a student who has been exposed to violence or abuse faster and prevent this by making the necessary interventions."

FLTC76: "Teachers have the status of being a consultant along with teaching. Teachers are people who show right and wrong according to the age and conditions of the student and teach ethical values and universal moral patterns. For this reason, a teacher who receives the right communication training and knows how to act according to the conditions can be the keys to the solution of all the problems of the students or the keys to the solution. Violence and abuse, which children suffer the most, are among these problems. I am of the opinion that a teacher who can have real empathy and has improved himself with extra training will play an active role in the solution of such a big end."

Code 2: Training of teachers on violence:

Another obstacle that pre-service teachers focus on is that teachers should take classes and different trainings on violence and abuse against children, starting from their university years. It has been stated that the correct recognition of violence and abuse against a child facilitates the solution of the problem.

Perceptions of pre-service teachers about Code 2:

FLTC69: "I think that it will be possible for teachers who are together with children most of the day to fully understand and realize violence or abuse against children, especially with a training on this subject."

FLTC52: "I would like to point out that the issue of violence and abuse, especially against children, is a subject that teachers should know and receive training on. A teacher who is adequately equipped about violence and abuse immediately recognizes a student who is exposed to this and implements what he needs to do."

FLTC45: "Teachers are trained in many pedagogical subjects starting from university. I think one of the most important of these trainings is about violence and abuse against children. Because violence and abuse is a problem that negatively affects a student's entire education and training life and causes great wounds. There are many different negative effects, especially in young children. For this reason, I believe that teachers should undergo serious training on violence and abuse against children during and after their university education. In this way, it is possible to help students who are exposed to this problem."

Code 3: Noticing violence / Reacting to violence:

Another proposition code that pre-service teachers emphasize is noticing violence against children and then reacting to this violence and abuse. Thanks to the necessary training and experience, the teacher should be able to recognize the violence or abuse against children. They stated that they should go after the problem and do their best for the student or students who are exposed to violence as much as they can within the framework of the rules.

Perceptions of pre-service teachers about Code 3:

FLTC41: "Teachers carry out their duties with a certain training and planning. With the education they have received and the experiences they have gained from both their colleagues and students over the years, they fight especially against violence and abuse against children. In my opinion, if the teacher performs

his/her profession selflessly and eagerly, he/she will detect any type of violence against children in a very short time. Afterwards, he/she should implement all the necessary interventions within the framework of the determined rules. Thus, recognizing the problem and taking steps for a solution immediately has an important place in preventing violence and abuse.

FLTC01: “A well-educated teacher can identify a student in the classroom who has been exposed to violence or abuse in a short time. Afterwards, the teacher should do his best within his own sphere of influence. In this way, any type of violence or abuse against children will be detected as soon as possible, and most importantly, a solution will be reached.”

FLTC42: “The teacher observes the class from different perspectives during the course teaching. When he observes any problem in his students, he should be more sensitive to it. For example, when a student has a thought about being exposed to violence or abuse, he should immediately deal with this issue and reveal the situation. Then he should try to solve this problem as much as he can. In this way, it will help the student who is exposed to this violence or abuse.”

Code 4: Employment of individuals suitable for the teaching profession:

Foreign language pre-service teachers stated that in addition to the prevention of violence or abuse against children, another aspect of the teaching profession is that the teachers should internalize their duties in their job and do them eagerly. Pre-service teachers should also be selected from those who are appropriate in this regard. In parallel with this idea, they talked about the duties of the state.

Perceptions of pre-service teachers about Code 4:

FLTC05: “I don't think it's right for everyone who graduates from college to be employed as a teacher right away. I also believe that after becoming a teacher, the education and training of teachers should continue. However, I believe that violence and abuse against children will be prevented by employing qualified and sensitive teachers in schools.

FLTC82: “I believe that teachers have a great responsibility in preventing violence against children. Teaching is a very sacred profession in our country, and it has a very meaningful place in our culture, almost as much as parents. Therefore, the fact that teachers love their profession and have improved themselves has the potential to eliminate many problems. For this reason, I believe that the relevant state institutions should be very careful when employing teachers. A student who is exposed to violence or abuse is easily noticed by dedicated and conscious teachers. Then a helping hand will be given to them.”

FLTC29: “I think we should first review our education system in order to prevent violence and abuse against children because I do not believe that we are raising conscious individuals on this issue. In this regard, our state should take action and make changes in the curriculum, and if necessary, our teachers should be made more aware of this issue.” In his words, he recommends making plans to prevent violence in education programs.”

Code 5: Family-educating schools:

Another suggestion code of the students participating in the research is the relationship between family and school. The importance of the family was stated in the other suggestions and statements of the pre-service teachers. In addition, it has been suggested as a preventive factor for families to have relations with the school and teachers, and for the school to plan organizations to prevent violence and abuse against children.

Perceptions of pre-service teachers about Code 5:

FLTC58: “Family and school are the two most important elements in children's lives. Violence or abuse in any of these two elements causes great difficulties in the development of the child. For this reason, I think it is important that these two elements work together and act together. Schools can also help families on many different issues, especially violence against children, through educational organizations. In this way, I believe that parents will be more conscious thanks to the education they receive from school.”

FLTC24: “Schools should be a home of education not only for students but also for their families. Many parents cannot take care of their children enough due to different problems in today's world. Moreover, they may be in conflict most of the time because they cannot communicate properly with their children. After these and similar situations, the problem may turn into violence and abuse against children. In order not to face such a big problem, parents' relations with the school should be strengthened and educational organizations on different subjects should be organized within the schools.”

Code 6: Children's access to school counselor:

Finally, another code that foreign language pre-service teachers care about, within the sub-theme of school - teacher, in order to prevent violence and abuse against children, is to ensure that children reach the school counselor or the relevant unit. According to the statements of the novice teachers, although the teacher has reached this position by completing a certain education and training, he should not act alone on a very serious issue such as child violence and abuse. He/she should definitely cooperate with units such as school administration, school guidance service or school pedagogue. According to the pre-service teachers, thanks to the planning of the specialist in the school guidance service, the teacher assumes a more productive role in preventing violence against children.

Perceptions of pre-service teachers about Code 6:

FLTC82: “Violence and abuse against children is a very serious problem. Teachers are the first to notice and intervene in this situation which takes place in the family or in the school. But I think that teachers alone will not be enough in this regard. Because every teacher may not know how to behave in any situation. Therefore, the communication of both the teacher and the student with the school guidance service is very important. Only in this way can a big problem such as violence and abuse be solved.”

FLTC03: “I think that school guidance services have an important role to play in preventing violence against children. Because teachers do not have the equipment and training to solve such an important and complicated problem on their own. If a teacher detects a problem such as violence or abuse in any of his students, he must bring the matter to the school administration and the guidance service. In this way, these problems can be overcome more quickly and efficiently.”

Foreign language pre-service teachers emphasized the importance of society as another sub-theme in order to prevent violence and abuse against children. When Table 7 is examined, three recommendation codes were determined in the suggestions of the foreign language pre-service teachers regarding the function of society in preventing violence and abuse against children.

Table 7
Recommendations for the Society in Preventing Violence and Abuse against Children

Theme	Sub-theme	Recommendation codes	<i>n</i>	
Preventing Violence Against Children	Society	Code 1	Planning of trainings that raise awareness of society	21
		Code 2	Social responsibility projects	16
		Code 3	Mental Health Community Support Services	4

Code 1: Planning of trainings that raise awareness of society:

Foreign language pre-service teachers emphasized the importance of awareness-raising trainings in the social context in order to prevent violence and abuse against children. They stated that the cultural perceptions of societies are not always correct and that these perceptions change only through educational activities, and it has an important place in solving the problem. In addition, they drew attention to the low level of education and cultural richness of some segments of the society due to different problems and stated that the solution to this problem could only be achieved through education.

Perceptions of pre-service teachers about Code 1:

FLTC09: “We live in the middle east in a country with different problems. Violence and abuse against children are, of course, among the important problems of our society. I believe that the fastest and most efficient way to solve this problem will be to raise awareness of our people about the issue, especially in regions with low financial status and welfare, by the help of the state and aid organizations.”

FLTC36: “Every society has its own cultural life and rules. Of course, these rules depend on past experiences and different factors. However, we cannot say that these rules and customs are always correct and beneficial. For this reason, relevant authorities should initiate an education campaign on a community basis and raise awareness of families against violence and abuse, especially about children.”

FLTC39: “I believe that the most effective way to prevent violence will be through education. I am having doubts about whether legal sanctions can be effective. Since our society is experiencing the obedience-punishment phase intensely, I believe that in every environment where the authority figure disappears, when people believe that they will not be punished, they will display violent behaviors again. For this reason, I think education is important in prevention of violence and abuse. Trainings should be organized in order to minimize the violence tendencies of parents, teachers and all individuals in the society.” He emphasized the importance of education in order to raise social awareness.”

Code 2: Social responsibility projects:

As another suggestion of the foreign language pre-service teachers in the social context, they suggest that official institutions or various non-governmental organizations conduct social projects on all kinds of issues that may lead to violence and abuse. They stated that these projects can provide the idea of valuing children appropriately, teach that violence cannot be a solution, and raise social awareness.

Perceptions of pre-service teachers about Code 2:

FLTC04: “I believe that one of the most important needs of the people of our country is of course education. I don't mean just schools here. I think that people of all ages in our society need education

about social problems. For this reason, I believe that all kinds of violence, especially violence against children, will decrease and even disappear in time, thanks to the organization of social responsibility projects on a community basis with the help of all kinds of non-governmental organizations, especially our government.”

FLTC73: “I believe that it will be very beneficial for both official authorities and aid organizations to carry out education and social responsibility projects to raise awareness of the problem of violence and abuse against children in regions where the welfare level is low. Thanks to the social projects organized, there will be an awareness and a healthy increase in consciousness in the society. In this way, it is possible to prevent violence against children.”

FLTC06: “In my opinion, seminars, conferences and social responsibility projects should be organized at certain intervals to prevent violence and abuse against children, regardless of whether the society is rich or poor. I believe that it will be more effective in preventing child violence and abuse in the society if educational activities take part in the organizations to be organized by the authorized bodies of the state, non-governmental organizations and even many international institutions and foundations.”

Code 3: Mental health community support services:

It was stated by the pre-service teachers that another important suggestion in preventing violence and abuse against children is at the point of psychological support. It has been stated that individuals who perpetrate violence against children must receive psychological support and be rehabilitated.

Perceptions of pre-service teachers about Code 3:

FLTC35: “The child or individuals in the society who are involved in violence and abuse against children should be rehabilitated; common and stereotyped beliefs should be reframed in order to improve society. For this, family psychotherapy services such as family health centers should be offered to the community.” He expressed this suggestion in this way.

FLTC73: “I think the relevant organs of the state and related non-governmental organizations should make more efforts to support the mental health of the society. I think that compulsory education and mental health support will be provided to people who personally perpetrate violence and abuse, other than children and their relatives who have been exposed to violence or abuse, will prevent child violence and abuse. In addition, I would like to express that recognizing ways to solve problems in the social context without violence and making it a habit will be important in preventing violence.”

Foreign language pre-service teachers emphasized the importance of the power of media, which is one of the biggest virtual powers of the global world, as another sub-theme in order to prevent violence and abuse against children. So much so that there are no borders, and all kinds of necessary and unnecessary information can be accessed in many different ways at any time, the power of the media, as seen in Table 8, has been determined as three recommendation codes for preventing violence and abuse against children.

Table 8
Recommendations Regarding Media Organs in Preventing Violence and Abuse against Children

Theme	Sub-theme	Recommendation codes	f
Preventing Violence Against Children	The power of Media	Code 1 Preventing violent content/videos	19
		Code 2 Active public spots / News	11
		Code 3 Awareness broadcast/programs	6

Code 1: Preventing violent broadcasts/videos:

Pre-service teachers stated that the media has a great positive effect as well as a negative effect in order to prevent violence and abuse against children. They talked about the negative effects of broadcasts, programs and videos on different media platforms that praise or encourage violence and its types. It has been stated that cyber violence and abuse, which is the biggest problem of recent times, has taken violence and abuse against children to a different dimension. They recommended that this great power of the media should be used in a positive way, that violent broadcasts should be removed and that violence under state control should be addressed in the media.

Perceptions of pre-service teachers about Code 1:

FLTC78: “The effect of media on violence and abuse is discussed in our country as well as all over the world. Broadcasts and programs that encourage or even endear violence must be brought under control. Many people can harm both themselves and those around them because of the videos they watch and the fake news. I believe that the state should have an organ to prevent them. Such publications should not be allowed in order to prevent violence against children.”

FLTC31: “I believe that media has both positive and negative effects in today's world. In my opinion, all violent programs and videos in the media and its organs should be removed immediately. For example, cyber violence and bullying, which have become a new problem, are at the forefront. Moreover, the relevant units of the state should take control of all written and visual broadcasts, especially those involving violence and abuse.”

FLTC56: “Maybe it will be a bit of a radical and harsh proposal, but I think it is urgently necessary to remove, block or ban violent broadcasts and videos that socially encourage violence and cause children to witness violence. With the introduction of the Internet into our lives, we see that children and young people are exposed to cyberbullying and violence on social media platforms and especially in online and offline areas through games. This negative face of the media has added another dimension to violence against children. In this context, I think that the relevant organs of the state and non-governmental organizations act more sensitively on this issue, which can be a hindering factor.”

Code 2: Active public service announcements / news:

In order to prevent violence against children, pre-service teachers often emphasized the importance of public service announcements about preventing violence and abuse against children in order to raise public awareness in the context of the media. In addition, they stated that the society's interest in news and news programs can be used as a tool to increase people's awareness against child violence and abuse.

Perceptions of pre-service teachers about Code 2:

FLTC80: “In fact, the media is an incredible power. I think the important thing is to use this power for the right purpose. On this occasion, advertisements and public service ads that will accentuate the place, importance, and innocence of the child in society should be spread in the mass media. Public service announcements and educational programs about violence and abuse should be supported.”

FLTC21“Effective public service announcements and awareness-raising programs about violence and abuse against children in the written and visual media should be implemented under the control of experts. Misperceptions in the society should be prevented, and besides adults, the high power of the media should be used for children of different ages and periods.

FLTC50: “Almost all of the people in our country definitely watch various news programs in the evenings. Adults, in particular, attach more importance to these programs. Educational and attention-grabbing publications on violence and abuse against children can be prepared for the contents of the news watched by all segments of the society at the same time. Perhaps people's awareness of this sensitive issue will increase unconsciously.”

Code 3: Awareness-raising broadcast/programs:

Another suggestion code of pre-service teachers regarding the power of the media is to increase the number of educational publications and programs and to engage in all kinds of written and visual activities related to raising public awareness.

Perceptions of pre-service teachers about Code 3:

FLTC54“There are programs and publications in the media that serve many different purposes. In this context, broadcasts and programs that inform the public about violence, abuse, children's rights play an active role in solving this problem.

FLTC26“The most positive aspect of the media is that it can reach people with different life conditions and perceptions in the society at the same time. This convenience should be used to explain, express, and inform the society about violence and abuse against children. Programs and training plans, which will be prepared under the control and supervision of pedagogues or doctors who are experts in their fields, will reach all people in the society thanks to the media. In this way, violence and abuse will decrease in a society with an increased level of awareness.”

Foreign language pre-service teachers emphasized the importance of drama and art as the last sub-theme in order to prevent violence and abuse against children. When Table 9 is examined, two recommendation codes were determined in the suggestions of the foreign language pre-service teachers regarding the function of society in preventing violence and abuse against children.

Table 9
Recommendations Regarding Art and Cinema in Preventing Violence and Abuse against Children

Theme	Sub-theme	Recommendation codes	f	
Preventing Violence Against Children	Drama and Art	Code 1	Awareness-raising Theatre/Cinema/Short film	11
		Code 2	Emphasis / reminder in all kinds of artistic activities	5

Code 1: Awareness-raising theatre/Cinema/Short film:

According to some foreign language pre-service teachers, drama activities that will raise awareness about violence will play a role in preventing violence against children. It is recommended to raise awareness of the society through theatre, cinema, and short films.

Perceptions of pre-service teachers about Code 1:

FLTC54: “Most people like to watch all kinds of movies, especially on television. At this point, it is possible to place messages about violence and abuse against children and how this can be prevented. In this way, people get the right messages and awareness about the subject in many movies they watch.”

FLTC26: “The issues of violence and abuse against children can be covered in drama activities that are admired and followed in society such as theater and cinema. The awareness level of the audience can be increased. In this way, an awareness is created in the society regarding the issue, and it is possible to go a long way in preventing violence against children.”

FLTC59: “Everyone has a favorite movie. Many people are influenced by the movies they watch for days. Violence and abuse against children can be processed effectively in short films that people watch for fun and for educational purposes. Movies that give a message about the subject can be recommended at home, at school and by experts and encouraged for people to watch. In this way, this serious problem can be solved in every part of the society.”

Code 2: Emphasis / reminder in all kinds of drama activities:

Emphasizing violence and abuse against children in organizations such as painting, music, handicrafts, and symposiums that bring together many different segments of the society has been expressed as an argument with a preventive dimension.

Perceptions of pre-service teachers about Code 2:

FLTC23: “Almost all people come together for different purposes. Drama activities are at the forefront of these. People can receive messages that promote or inform violence and abuse against children in many different artistic environments such as painting, music, and exhibitions. As a matter of fact, after a while, people's awareness levels will increase, and they will approach the subject more sensitively and interestedly.

FLTC46: “. In fact, I think that in society in general, everyone comes together with their equals in many different artistic activities. People participate in various exhibitions, concerts, and symposiums such as painting and handicrafts at work, at school, in the circle of friends and in other groups. With minor changes and additions to the content of these activities, the participants' perceptions of violence and abuse against children should be directed positively. Afterwards, it will become a sensitive issue of society and will be a factor in preventing violence and abuse.”

Discussion

In the research, the suggestions of the foreign language pre-service teachers regarding the prevention of violence and abuse against children were examined from a holistic perspective and the findings were stated to include the opinions and suggestions of all students participating in the research. As a result of the research, it has been determined that the foreign language pre-service teachers have the most suggestions for the family, official laws, national and international non-governmental organizations, school and teacher, society, media and drama and art, respectively, in preventing violence and abuse against children. In addition, most of the pre-

service teachers stated that training should be provided for parents, national and international organizations, non-governmental organizations, school administration and teachers, and moreover, all members of the society in order to prevent violence and abuse against children.

The foreign language pre-service teachers participating in the study interpreted the issue of violence and abuse against children as a multifaceted and complex social problem. It has been clearly demonstrated that solutions and suggestions cover many different factors, institutions, and organizations. Many foreign language pre-service teachers expressed the view that the state and those responsible for the administration should be sensitive about violence and abuse against children, and that deterrent legal arrangements should be made in this sense. It is important for pre-service teachers to emphasize the importance of the "education" factor in preventing violence against children. It has been stated that state administrators, national and international organizations, non-governmental organizations must support, and joint planning should be done. Moreover, these trainings should include lectures, educational seminars, etc., on preventing violence against children, especially during the university education of pre-service teachers and in their professional life. It has been interpreted that they may be inclined to improve themselves. In the study, we come across the family, which is the core of social structure, as the most prominent unit. The social status and welfare level of the family has an important place in preventing violence and abuse against children. Since families with a high level of consciousness and meeting their basic needs will have a positive impact on society, the state has been expressed as an institution that should be supported by all kinds of non-governmental organizations and schools and teacher. In addition, its effects are clearly seen in the media and art. It is expected that the awareness of the society will increase, and a more sensitive approach will be displayed, thanks to the selection of the right communication channels, and effective propaganda and messages on the prevention of violence against children on common platforms.

As a result of the research, it was determined that the foreign language pre-service teachers had the most family-oriented suggestions to prevent violence and abuse against children. They also argued that awareness-raising information should be given to mothers and fathers within the family. Foreign language pre-service teachers think that violence is a phenomenon that usually starts in the family, and therefore, training and informing in the context of parent-child communication to be carried out for parents or people responsible for children's care in the family can have an important role in preventing violence. It was also stated that these trainings and social aids should be realized under the structure of national and international institutions, non-governmental organizations and the school and the relevant state institutions. In addition, they stated that various situations such as parents' keeping strong communication with the child, being a good example to the child and being empathetic are also important in preventing violence against the child.

This point of view of foreign language pre-service teachers are also supported by the literature. The family, besides being the most basic building block of the society, is an institution where the child first interacts with the people around and his needs are met. The family is a very important structure that expresses different meanings in almost all cultures. Most importantly, the child's relationship with the family is very important in terms of psychological and social development as they are aging. Therefore, the communication that the child establishes with his/her family in this process can form the basis of his/her future life (Howe, 2007; McCoy et al., 2020). In the developmental process of their children, parents may see violence as a behavior change mechanism (Deb & Modak, 2010). Canadian psychologist Albert Bandura, one of the important representatives of social learning theory, argued that individuals learn many behaviors by observing their social environment. Within the framework of this theory, it can be said that individuals can learn many positive behaviors such as helping, solidarity and showing love, and negative behaviors such as violence and aggression by observing their

environment (Bandura, 2002; Izaguirre & Calvete, 2017; Kitzinger, 2004). For this reason, informative and awareness-raising trainings for families, effective parent-child communication, developmental psychology, problem-solving skills, behavior management, healthy child raising, and institutions and organizations from which they can get help can be important in preventing violence against children (McCoy et al., 2020; Durrant et al., 2017; Rubenstein & Stark, 2017; Whitzman, 2012; Holt et al., 2008; Howe, 2007) because the child can show the violent behavior he learned in the family against his peers in his school or neighborhood. In addition, it can be said that educational studies to be conducted based on the fact that violent behavior is a "learnable behavior" (Gil, 2017; Chiang, et al., 2016).

Another result obtained in the study is that foreign language pre-service teachers have suggestions regarding laws to prevent violence and abuse against children. They also stated that among the regulations, those to be made in the legal field are required the most. Pre-service teachers stated that one of the most important reasons for the prevalence of violence in society in the context of laws is that legal sanctions are not deterrent. In this context, they think that deterrent arrangements to be made in the legal field can be effective in preventing violence and abuse against children. In addition, the opinion that the arrangements to be made within the education system could be effective was expressed by the pre-service teachers. Moreover, it was emphasized that the state should work together with national and international organizations and non-governmental organizations for these regulations and trainings. As a matter of fact, not every country may be good at the level of social and economic welfare. In this case, there is the opinion that it will be more efficient for aid organizations and relevant organs of the state to work together. Policies, educational services, and legal regulations to be carried out by governments considering the best interests of the child can constitute an important dimension in preventing violence against children (Sabol et al., 2004; Whitzman, 2012; World Health Organization, 2019) because policies and legal regulations are a coercive force on society.

Another remarkable result of the research is the important role of national and international organizations, non-governmental organizations, and their affiliated official and private structures such as foundations, associations, etc. in preventing violence and abuse against children. They openly stated that these and similar institutions and organizations, especially in countries that cannot reach a certain level of welfare in terms of economic and social security, should be organized, and planned in common platforms with the current government, especially for families. Moreover, it is thought that the knowledge, experience, and skills acquired by international organizations in different countries play an important role in preventing violence and abuse against children. It has been determined that national and international organizations play an important role in increasing the material and moral level of the society, especially through educational organizations, seminars, conferences, social and economic family aids. As a matter of fact, in many parts of the world, trainings on many different subjects, especially humanitarian aid, are provided to families free of charge by national and international organizations. In addition, thanks to the power and capabilities of these institutions and organizations to penetrate other social and economic problems of the society, a natural solution chain effect will emerge in the solution of violence and abuse against children (Daugirdas, 2019; Walker-Descartes et al., 2021; World Health Organization, 2019). National and international organizations that are socially and economically supported and involved in the solution of different social problems will make an important contribution to the prevention of all kinds of violence and abuse (Ferguson et al., 2007; Guedes et al., 2016; McLeigh & Taylor, 2020;).

According to another result of the research, it was determined that foreign language pre-service teachers have suggestions in the context of school and teacher in preventing violence and abuse against children. In general, children between the ages of 6 and 18 are educated in schools within the scope of compulsory education. The school environment and teachers, where

the child spends an important part of his daily life, have an important place in the development of the child (Becker, 2017; Coleman, 2018). In this context, pre-service teachers emphasized that the share of school and teachers is important in preventing violence against children. They stated that in-service training programs to be carried out for teachers in schools and training programs to be carried out with parents can be effective in preventing violence against children. They also stated that teachers' having effective communication skills and awareness of violence can be effective in preventing violence and abuse against children. In addition, foreign language pre-service teachers stated that it would be beneficial to carry out joint educational work and social responsibility projects with national and international organizations regarding the violence and abuse of teachers against children.

Based on the fact that violence has a learnable dimension, we can say that preventing violence can also be learned (Durrant et al., 2017; McCoy et al., 2020; Rubenstein, & Stark, 2017). In this respect, the knowledge, skills, and awareness of teachers, who play an important role in the development of children, are important (Wilson et al., 2011). According to a study by Rebecca B. Silver et al., it was observed that students consult their families or teachers when faced with a negative situation (Silver et al., 2005). In this respect, teachers' knowledge of violence behaviors and effects, their ability to recognize violence and their sensitivity to prevent violence are important dimensions in preventing violence against children (Baginsky, 2003; Fayez et al., 2014; Kenny, 2001; Walsh et al., 2008) because teachers are the people who can directly affect the development of children (McKee & Dillenburger, (2012). In addition, the trainings of teachers about violence against children for parents can be an important opportunity to prevent violence against children (Kula & Akbulut, 2021).

In the study, foreign language pre-service teachers also emphasized the importance of school administration in preventing violence and abuse against children or children. As a result, the problem should be multifaceted and, in its solution, the teacher should follow the rules determined by the relevant official body, not alone (Coleman, 2018). As a matter of fact, it is an obligatory duty for the teacher to report these and similar issues to the school administration. Moreover, different complications of the problem are eliminated with the effect of the administration in the solution phase (Devries et al., 2013). In this context, it has been suggested by the pre-service teachers that the teacher can apply for the help of national and international organizations and non-governmental organizations, under the supervision of the school administration. As a matter of fact, in the countries with socioeconomic and similar problems, national and international institutions carry out studies and activities in partnership with schools and teachers in order to prevent violence and abuse against children (Davis, 2003; Deb & Modak, 2010; World Health Organization, 2011).

In addition to this partnership, a case that pre-service teachers emphasized is their views on psychological counseling and guidance services in schools in preventing violence and abuse against children. It has been stated that it is important to bring together the students and the service officials and to meet the students at the school under the control of the school administration and in the periodic meetings of the staff members. However, depending on the geography, the inadequacy of psychological counseling and guidance services or the inadequacy of the expert staff in schools is another situation that needs to be discussed. Psychological counseling and guidance services in schools provide personal, educational, and professional services in order to realize the physical, psychological and social development of students in a healthy way (Wright, 2011). They can take an important place in preventing violence against children with psycho-education, group guidance, classroom guidance and individual guidance activities they will carry out with students, teachers and administrators at school (Low et al., 2013; Schalkwyk & Sit, 2013). In this context, the effectiveness of psychological counseling and guidance services in schools is an important factor in preventing violence against children (Amatea & Clark, 2005; Bryan & Holcomb-McCoy, 2007).

Another result of the research is that foreign language pre-service teachers have inclusive suggestions in the context of society to prevent violence and abuse against children. The first point that pre-service teachers drew attention to was the difference in the traditional culture and customs of the geography they lived in. Although they found the experiences of the past useful, they stated that traditional understandings that do not fit with today's life or stereotypes may be insufficient to prevent violence and abuse against children. Moreover, they emphasized this change and the organizations that create education and awareness in preventing violence and abuse against children. As a matter of fact, foreign language pre-service teachers think that raising awareness of all segments of society about violence and receiving education can be effective in preventing violence against children. In this context, the relevant institutions of the state, national and international organizations and non-governmental organizations and all members of the society should be informed about violence and abuse against children, and sensitivity to the issue should be increased on the basis of the society, through the organizations and trainings to be held in cooperation. In addition, it has been determined that there are opinions on the realization of social responsibility projects to prevent violence and abuse and to raise awareness, which will be organized with non-governmental organizations, especially with state support, and to strengthen problem-solving skills.

In the study, it was seen that foreign language pre-service teachers have different suggestions regarding the media in preventing violence and abuse against children. The first point that pre-service teachers draw attention is that due to the negative effects of broadcasts, programs and videos on different media platforms that praise and encourage violence and abuse, the relevant official and private bodies should take action, and all broadcasts with this content should be removed as soon as possible. In this context, foreign language pre-service teachers stated that the presence of awareness-raising public service ads and broadcasts on preventing violence and abuse against children can be effective in preventing violence and abuse against children.

Especially with the development and spread of telecommunication tools, the media has become a phenomenon that directly penetrates the life of people, therefore family and society. Individuals can acquire new knowledge and skills through television, newspapers, magazines and communication technologies, especially mobile phones, computers, and internet/virtual platforms. However, the media and its organs can negatively affect the lives of individuals, especially children and youth, in different situations and conditions (Al-Nasrawi, 2021). By this means, it causes many new problems to occur or the problems to evolve in a negative way and become unsolvable. The biggest example of this evolution is cyber violence, or in other words, cyberbullying (Bhat, 2008). Physical violence leaves its place to cyber violence and abuse in children, causing serious damage in the spiritual world and personal development of children and young people (Nagle et al., 2017). Thanks to the games and the visuals on the platforms that serve different purposes, it is possible for individuals to accept and learn the elements of violence and abuse as normal. In this context, the media and its organs have an important place in preventing violence and abuse against children (Kardefelt-Winther & Maternowska, 2020). It is important to organize all written and visual content in the media in accordance with the healthy development of individuals. In particular, it is important for the healthy development of children to supervise and regulate written and visual programs, social media platforms, and online or offline areas with video/games and similar content for children and adolescents (Hestermann, 2008). In addition, the importance of broadcasting educational and awareness-raising public service announcements by foreign language pre-service teachers in preventing violence and abuse against children was emphasized.

Finally, it was seen in the study that foreign language pre-service teachers had suggestions in the context of drama and art in preventing violence and abuse against children. The pre-service teachers stated that the theater and films that will inform and raise awareness about

preventing violence and abuse against children can be effective. People from almost all walks of life and age follow movies and TV series. They suggested that awareness-raising messages could be given in the content of these works to prevent violence and abuse against children. In addition, it is important that cartoons and similar movies that children and adolescents watch with pleasure contain messages with content on preventing violence and abuse against children (Rasmussen, 2014). As mentioned in social learning theory, it is known that all children, especially young children, are more interested in cartoon heroes than real life models, and therefore these heroes are more effective in the learning process (Bandura, 2002). In addition, another point that foreign language pre-service teachers draw attention is that there may be informative messages and visuals about informing about and preventing violence and abuse against children in the content of programs and organizations such as exhibitions, seminars, concerts where people from all walks of life come together. In this context, it is necessary to benefit from different artistic platforms that have a high impact on society in order to prevent violence and abuse against children.

Conclusions

The pre-service teachers expressed their perceptions about violence and abuse against children, and they emphasized on the importance of some organs more than the others. But still, they think that these organs should have functions to prevent abuse and violence. They emphasize on the effectiveness of family above all others. It seems they consider the family the first institution to combat these problems. They also underline the importance of laws for prevention, which seems to be an important problem because they may not be implemented effectively. They also see national and international non-governmental organizations as important, and it may be because of the reason that they would like to fill the gap that is caused by poor application of the laws. The next thing that they underline as important is the school and the teacher in relation to it. They also bring society and media to the fore in order to combat the problem. In the end, some of them emphasized on art and cinema for prevention.

In this study, perceptions and suggestions of foreign language pre-service teachers on preventing violence and abuse against children were examined. The study is limited to 82 first-year and second-year foreign language students studying at Tishk International University Faculty of Education and voluntarily agreeing to participate in the research. In addition, the results of the research are limited to the qualifications measured by the "Recommendations Form for the Prevention of Violence and Abuse Against Children" prepared to determine the views of pre-service teachers on preventing violence and abuse against children. In addition, only the interview method among the qualitative data collection tools was used in the research. This situation constitutes one of the limitations of the study.

Suggestions

It is noteworthy that there is not enough research on the subject in the literature, especially in this geography. For this reason, it is thought that there is a need for new studies with different working groups and different methods on the subject.

Providing courses and trainings to all pre-service teachers in education faculties that will provide knowledge, skills and awareness about violence and abuse against children by expert personnel and placing them in the curriculum.

Organizing projects that will involve all pre-service teachers in education faculties, revealing social responsibility and awareness regarding violence and abuse against children,

Relevant bodies of the state and pre-service teachers come together in projects and platforms to prevent violence and abuse against children.

It is recommended that students studying in education faculties come together with national or international organizations and relevant non-governmental organizations in projects and platforms that prevent violence and abuse against children, under the supervision and control of the university administration, and organize training programs that increase awareness and skills on the subject.

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Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, 20(2), 134-152.

Received: November 29, 2021

Accepted: February 10, 2022

Cite as: Celik, B., Yildiz, Y., & Bilgin, R. (2022). Perceptions and recommendations of foreign language teachers to prevent children violence and abuse: A case study in Tishk international university students in Erbil, Iraq. *Problems of Education in the 21st Century*, 80(1), 82-118. <https://doi.org/10.33225/pec/22.80.82>

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