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Aim & Scope

Aims to enhance the level of published articles by improving integrity, morals and keeping papers in high professional standards to spread the good knowledge to all upcoming researches, scholars and scientists. So, the main objective of MECS is to advance the professionalism level of existed research, and to enhance the focus on new emerging trends.



A Proposed Sequence-to-Sequence Modeling for Arabic Dialect Machine Translation

Dialect Arabic (DA) to English Translator

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Abstract

Neural machine is considered as an innovative approach to translate and make statistical machine model for translation that rely only on neural networks. The basic translation models using neural machine often contain encoder and decoder operations. The encoder makes cuttings a fixed-length sentence representation from a variable-length sentence that are input for translation, but the decoder produces right translation for this fixed-length representation. This paper motivates to compare between recurrent neural traditional networks that are recursive based (RNN), enhanced once long short-term memory unit (LSTM) and sub type of LSTM that are gated recurrent unit (GRU). The process sequence-to-sequence labeling check recurrent unit types to make translating between language pairs, for our study from Arabic Levantine to English. The perplexity measure is used to score the effect the trained model. BLEU scores is used to measure the quality of the translation.

Keywords—*recursive neural networks, machine translation. sequence to sequence modeling, dialect Arabic*



I. INTRODUCTION

Modern Standard Arabic (MSA) is not typically spoken, instead people communicate in their native Arab dialects, such as Levantine, that are spoken at the regional level of countries Jordan, Syria, Palestine, and Lebanon. These dialects have no standard orthography (insufficiently written) and written without short vowel diacritics, resultant in substantial ambiguity [15]. Thus, dialects do not have orthographic representation of short letters and need a high degree of words sense of disambiguation. Moreover, an Arabic written dialect is often mixed with MSA, numbers, Arabizi as well as other languages. Further, these dialects might overlap with each other like MSA and English words written in Arabic letters, however, they vary in their vocabulary, pronunciation, morphology, and word order. This leads to emerge Arabic Natural Language Processing (ANLP) [16].

The nature of the Arabic language is complex and requires dealing with many issues of structure. There are a few Arabic NLP Tools in the fields of machine translation, Arabic named entity recognition and sentiment analysis [15] [16]. Because the need for such tools is urgent, we are motivated to develop a new approach for machine translation to translate Arabic dialect to English directly or going through MSA. The most essential problem is when Arabic Dialect texts include many complicated co-references, translated and transliterated named entities whose spelling in general tends to be inconsistent with MSA.

We aim at developing ANLP system for the dialects by first extracting and classifying the systematic grammatical features of a dialect, making it more like MSA and then applying MSA natural language processing tools to process a text. Then the translation process from MSA to English can take place. The primary goal is to extract the features of the dialect and deploy them in the process of translation for easy conversion from type to type and format to format.

Particularly, the problem of machine translation between Arabic Dialect and English is proposed in this research. We propose a two-way language model: from the Levantine variety of DA to English. The pre-processing of the input text (dialect text) is processed through word embedding (vectorization) and vocabulary building. The proposed approach attempts to improve the alignment and generate improved translated output via sequence to sequence modeling.

II. BACKGROUND

Before several years ago, machine translation has received a good attention as an active research topic. Formerly, machine translation approaches have been developed as dictionary-based systems that depend on the grammatical rules, words order and words location. Over years, the researchers have added a knowledge model to improve their results. Many models have been developed to improve machine translation models, such as statistical models. Eventually, other methods have emerged and became leading into a machine learning field such as reordering, filtering, and alignment. In the last decade, rule-based approaches have been concentrated in machine translation systems for a long time. However, natural language processing currently is going towards neural networks [2].

Dislike statistical and probabilistic machine translation models, Neural Machine Translation (NMT) constructs a single joint model to improve the performance of translation. Mostly, NMT models belong to those models encoding and decoding the source sentence or sequence into a fixed length vector that can generate the target translation [1]. Deep Neural Networks (DNNs) have received good attention due to their effective performance in achieving complex machine learning activities. In contrast, DNNs cannot map sequence-to-sequence modeling, although they work well in large datasets [11].

The Recursive Neural Network has proven its fruitful role in achieving machine translation tasks with high accuracy. Recently, RNNs have played a critical role in getting more attention and interest of researchers in machine learning, specifically machine translation [2].

A. Long Short-Term Model (LSTM)

Recurrent neural networks (RNN) are networks that contain loops inside them, letting information to keep on. Loops mark as a kind of mysterious, RNN look like a duplicate of the one network, each output of the loop is considered input to next loop [9]. RNN used for sequences and lists of data because of the nature of its architecture. The problems that RNN can solve are: translation of any languages, speech recognition, image captioning and others. Connect preceding information to the current task that is concept Long-Term Dependencies, which are not supported on traditional RNN when consideration of long gap between relevant information [12].

Long short term memory network (LSTMs) is a kind of RNN that do many tasks with better performance than RNN. LSTM use past information to handle a current task. LSTMs take in consideration long gap between relevant information in order to perform current task. [14] LSTMs work extremely well on a huge problem and now extensively used. The default behavior of LSTMs is Remembering information for extensive periods. Traditional RNNs have a very simple repeating module that has a very modest structure like a single layer and a single neural. LSTMs have such chain structure; however, repeating module in LSTMs has dissimilar structure to RNN structure. Instead of single neural layer, LSTMs have four interacting layers in very unusual way [14].

Each line has an entire vector that outputs from the previous node and its output goes to others node. The pink circles characterize as point wise to make operations. However, yellow boxes are considered as learned layers. The Lines merging mean concatenation, even though the line forking means content copies and transfers copies to many locations [9]. The idea of LSTMs that it contains cell state represented as horizontal line appears running. The information flows fairly on Cell state along the way it unchanged [9].

B. (GRU)

Gates are places where information through based on some conditions. In LSTMs. there are three gates: forget gate as shown on figure 2, where sigmoid layer controls information that pass throw cell state, the output of cell state ranges from zero to one; when the value becomes great, means that it will

through the gate otherwise it will be forgotten [14]. The input sentence in a variable length is encoded into a fixed length of representation in NMT models, as well as this representation is decoded to generate the correct translation [3].

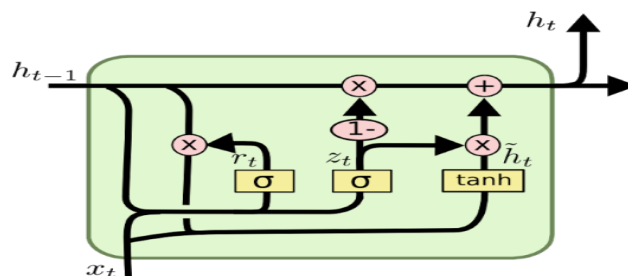


Figure 1: GRU unit gates[12]

Update gate interested in the information values that will update based sigmoid layer value and tanh layer the create an updated vector of new values that candidate as shown in figure 2. Next step, combine result from sigmoid layer and tanh layer to make new update state [14]. Output gate as shown on figure 2, decide information that is going to output. The thing that will output is based on current cell state, but it will also have filtered. First, we apply sigmoid layer that chooses parts of cell state that will output. Tanh layer apply to cell state so specific part only outputs [14]. Gated Recurrent Unit is a variant of LSTM, the idea comes from (Cho et al. in 2014a). The modification is combines between the cell state and the other hidden as show in figure 2. The gate stills the same but the flow data between them is changing [12].

III. LITERATURE REVIEW

A good approach using neural networks integrated with a statistical machine translation called RNN Encoder-Decoder was proposed by Cho et al., in 2014. It composes two RNNs; one for encoding and the other is for decoding. The approach can encode each sequence of symbols in arbitrary length and represent it into a fixed-length vector, and, reversely, it converts the representation into the corresponding targeted symbols. A novel hidden unit was invented to control and update the results during reading and generating any sequence. To increase the conditional probability of training, the proposed model joins the both encoder and decoder, as well as the conditional probabilities combined with RNN empirically improves the performance of a statistical machine translation system on word and phrase pairs basis. More specifically, the approach showed an improved learning of semantic and syntactic analysis of linguistic phrases. BLUE scores have been improved by the RNN Encoder-Decoder that also improves Statistical Machine Translation (SMT) performance with the neural net language model. However, the architecture of the proposed approach did not replace any part of phrase table to let proposing the target phrases, and it has a further open research to be applied to other applications, like speech transcripts [2].

In a 2014 paper by Bahdanau et al., a proposed extended model to the fixed length vector of the basic Encoder-Decoder called RNN-search by ignoring the form of the source segment and enabling an automatic

soft-search of the source sequence to predict the target word, which can improve the performance of machine translation. One of the apparent features of the proposed model is the capacity of treating sentences in any length even longer sentences. The innovative approach achieved an improved comparable performance in translating English to French carried out by phrase-based approaches. It also achieves English-to-French translation by extending the traditional Encoder-Decoder architecture to search of word inputs to generate the target word, overcoming the problem of the approach of generating fixed-length vector. Further, the model focuses on the relevant information close to the next generated target word, which reveals to have a positive effect on the results of NMT with respect for long sentences. To test RNN-search model, an experiment has been conducted to prove its ability to translate from English to Arabic regardless the length of given sentence. In other words, the proposed model can correctly generate translation by aligning each target word to its corresponding word or annotation. However, the proposed approach cannot treat rare words such that a better understanding of the unknown words is needed to develop [1].

A new RNN Encoder-Decoder model called end-to-end NMT was proposed by Luong et al. to resolve the problem of inability of previous approaches to translate rare words. To address this problem, NMT system was trained on data (aligned words) to allow the system to determine the position of the word in the target sentence mapped to the associated word in the source sentence for each Out-Of-Vocabulary (OOV) word. In post-processing step, the information of this mapping can be used to translate each OOV word using identity translation or dictionary. The proposed approach utilized the strengths of phrase-based system to be adaptive for translating rare words. The technique of NMT system can achieve the state-of-the-art performance and not only to the deep LSTM for machine translation. The experiment was conducted on a dataset for translation from English to French that revealed to have an essential enhancement in terms of BLUE measure up to 37.5 points [11].

More recently, a paper by Jean et al. was proposed for machine translation to handle the problem of a large vocabulary and complexity with the aid of neural networks. The approach is based on sampling to break up the training complexity and decoding complexity that increase with the increasing number of target words. Through selecting a subset of a large vocabulary of target words, the method can improve performance with no effect to the training complexity. The model was trained to show its performance, and it empirically achieved a comparable performance outperforming the state-of-the-art models like LSTM when it ensembles a very large vocabulary into a few models. The experiment was applied on English to German translation and English to French translation. The main feature of this approach is the reduction of the computational complexity in normalization the probability of the output words based on neural language models. The results showed an enhanced BLUE measure value up to 1 point (21.59) comparable to other approaches (that achieved 20.67) [7].

Grid Long Short-Term Memory (GLSTM), an enhanced network of LSTM cells, was introduced by Kalchbrenner, et al. to apply multidimensional grid on the sequences or vectors in a high dimensional data. The architecture of the network of LSTM cells compromises a set of connected cells along the layers that

represent data dimensions. The model was applied to two empirical tasks: sequence memorization and algorithmic tasks. The results proved the effectiveness of the performance of Grid LSTM that uses 2D or more (N-way) translation model (Re-encoder) and applied to Chinese to English translation. Grid LSTM allows cells to communicate to other layers (multi-way interaction) compared to the regular connection of the base-line approaches. A flexible and powerful approach proposed in the paper has been applied to machine translation, character prediction and image classification. The proposed approach outperformed the phrase-based approach and showed strong advancement of performance [8].

Lately, a new attention-based method to improve NTM was focused on exploring the architecture of the source sentence. Two effective and simple classes: global and local in the attention-based mechanisms were examined in the paper. Global approach always looks at the positions of the words in the source sentence, while local approach looks only once a time at a portion of these words. Both approaches were examined to determine their effectiveness in machine translation from English to German bidirectionally. Extensive experiments were conducted to assess the proposed model with respect to handling long sentences, alignment quality, learning and the resultant translation. Local attention has achieved a significantly improved gain of BLUE measure up to 5 points against non-intentional systems. Indeed, the model yielded a novel result with 25.9 BLUE points as an improvement to the existing systems. Further, the proposed attention-based model has been compared to other non-intentional approaches, and it was superior in handling long sentences and translating names [10].

Multilingual NMT was proposed in [5] to enable one Neural Network Model (NTM) to pass some parameters that can translate from one language to another in a linearly growing. A single attention method is shared among several pair of languages, and a multi-way training (multilingual model) was implemented with multiple encoders and decoders. A single neural network mechanism can handle multi languages of source and target. The experiment was tested on a large scale of parallel corpora containing five languages. A clear improved performance was observed over different models that were applied on each pair of languages (between low-resource languages). In conclusion, an improved translation quality of the language pairs was observed significantly. However, a large vocabulary tricks can be ensembled and applied by this multilingual model for further improvements.

An end-to-end sequence modeling was presented by Sutskever et al. based on multi-layered LSTM that encodes the input sequence into a fixed dimensional vector, in turn another LSTM decodes the output sequence from this vector. The approach was applied on English to French translation with 34.8 BLUE score, compared to phrase-based SMT system with 33.3 BLUE score. LSTM has no difficulty to handle long sentences and it further achieved 36.5 BLUE score. Phrases and sentences that are sensitive to word order can be learned by LSTM, therapy the reverse order of the words of the source sentence can improve its performance during translation and transition from source and target sentence with regard of short-term dependencies among them. More improvement to the approach are available for research even though it achieved success in sequence learning problems. However, due to limited memory, LSTM could report poor

performance on long sentences. It is straightforward, simple model but it is a challenging task in sequence to sequence problems [13].

The success of RNN model and its recent encouraging results in many fields of natural language processing, motivated Greenstein and Daniel to propose an RNN model for machine translation from Japanese to English. The proposed model performs well to a given small vocabulary and small parallel corpus to adapt complexities of grammar. The training of translation model on large corpus is not possible within a limited time since these experiments need intensive time. A subset of the corpora was selected to train RNNsearch on variant sentence vocabulary and structure to obtain good model. Different datasets were modeled by the trained model that can extrapolate the sample sentences with similar vocabulary and structure to get high accuracy with the exact translation [6].

The properties of NMT, including standard RNN Encoder-Decoder model and gated hidden RNN, were discussed in the paper of Cho et al., 2014 NMT performs well on unknown words and short sentences, but it does not perform well when the number of unknown words and the length of the sentence are increasing. The analysis of two evaluated models showed that the performance of translation is affected by the vocabulary size. Moreover, two models can generate the correct translation mostly. Similarly, it can learn without supervision of the source language syntactic structure. However, the training of a neural network can be scaled up in both memory and computation to support larger vocabularies and the length of sentences (source and target). The model was established to mimic input sentence in terms of grammatical structure with no supervision of language syntactic structure that make the model apt for natural language processing more than machine translation [3].

IV. MEHTODOLOGY

The contribution of this paper falls into two sections: first is to use neural networks in MT applications, and the second is to evaluate the results of RNN using GRU in translation from DA to English. Using RNN Encoder-Decoder, the words are converted into 2-D embedding of words based on embedding matrix. In RNN Encoder-Decoder, a continuous representation of words is generated. In addition, the scores of RNN Encoder-Decoder approach can improve the overall performance of translation according to BLUE measure.

The trained model can realize the linguistic regularities at several levels of language: phrase level and word level (sequences). More natural language related applications can benefit from this approach in improvement and analysis of machine translation approaches.

A. Experiment settings

The proposed approach in this paper is interested in estimation of the performance of GRU sequence modelling in Machine Translation. The source code was obtained from the GitHub website that is developed based on TensorFlow. We made some changes to the code such as

reducing some default parameters. All experiments were done on Ubuntu 16.04 machine with 8 RAM and core i7 processor.

B. Data set

The evaluation focuses on sequence to sequence modeling on a dialect Arabic dataset taken from [1]. It contains 1200 tweets in Syrian dialect. We divided it into three segments: training set (800 tweets), development set (200 tweets), and testing set (200 tweets), the data provided by Dr.Mohamad al-Smadi in Jordan university of science and technology.

Because our dataset (1200 tweets) is not big enough to implement enhanced sequence-to-sequence modeling with TensorFlow source code. the following changes help us to be more flexible in dealing with training time and development. For this reason, the number of units has been reduced to 512 rather than 1024, the batch size was reduced to 32 instead of 64, and the number of layers was cut down to 2 rather than 3. Further, the vocabulary size was reduced from 40000 to 30000. By default, GRU is implemented by the source code and we can change it to LSTM if the argument is changed.

V. RESULTS AND DISCUSSION

The evaluation of the proposed model was based on the task of dialect Arabic to English translation. The performance of the NMT is assessed by Blue test which was 44.7% as shown in below table

Perplexity	GRU		
	Step 800	Step 1000	Step 1200
73.4	0.09564 2	0.10903 1	0.2144 56
25.9	0.16039 7	0.29634 5	0. 32724 1
13.06	0.18111 5	0.34536 7	0.4475 23

VI. CONCLUSION

This paper proposed a novel approach in machine translation and evaluates the performance of sequence to sequence modeling to translate dialect Arabic to English. We make in evaluating models based on encoder–decoder performance and sentence-to-sentence labeling. The performance analyses of BLEU scores that work more efficiently when apply GRU type.



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This paper motivates to make comparison between recurrent neural traditional networks that are recursive based (RNN), enhanced once long short-term memory unit (LSTM) and sub type of LSTM that gated recurrent unit (GRU). The process sequence-to-sequence labeling, check recurrent unit types to make translating between language pairs, for our study from Arabic Levantine to English. The perplexity measure used to score effect the trained model was 13.06%, while BLEU scores used to measure quality translation was 44.75%.

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Methods of treating and restoration of building cracks

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Abstract

Preserving architectural heritage and highlighting its value has become an important factor in the development of civilization, creating long-term ties between successive generations and preserving the spirit of the place. Today, there is a tendency to protect heritage originating from local heritage as well as to show value sites in order to convey the expertise and social customs they represent. The current research aimed to study the cracks of buildings and the methods used for treatment and restoration, in addition, to focus on methods of stone maintenance. The researcher has used the descriptive approach to achieve the objectives of the study, by reviewing several studies, articles and books that related to the current subject. The research concluded that in order to maintain sustainability, the buildings must be re-exploited and used as their non-use is damaged again. Fortunately, there are contemporary techniques used these days in the restoration of building cracks, which contributes greatly to the preservation of heritage and repair the damaged monuments. These techniques have been discussed in the current paper.

Keywords: Treating, Restoration, Building cracks, Stone

1.0 Introduction

Restoration is the rehabilitation of old buildings that have been exposed to damage and cracks due to natural and abnormal factors, resulting in the loss of a large part of the aesthetic values that contain them. The purpose of the restoration is to preserve the structural structure of the buildings to be repaired, to reinforce these buildings through a geometric upgrade and to renovate the construction of the urban areas that require emergency intervention to stop the deterioration of the building (Nemati, 2007). In addition, to activating tourism to these sites using some buildings as tourist service centers.

The restoration usually involves renovating the building's exterior structure, roofing, improving insulation, treating floor tiles, extending a sewerage system, preparing water cycles, and establishing an electrical grid as well as treating the cracks (Dandona, 2006).

Preserving architectural heritage and highlighting its value has become an important factor in the development of civilization, creating long-term ties between successive generations and preserving the spirit of the place (Narwaria and Tiwari, 2016). Today, there is a tendency to protect heritage originating from local heritage as well as to show value sites in order to convey the expertise and social customs they represent. The current research aims to study the cracks of buildings and the methods used to treatment and restoration, in addition to focus on methods of stone maintenance.

2.0 Research problem

Since humans knew the concrete material and were able to connect between them and the reinforcing steel in the forms of their design and implementation, the buildings and installations expanded in patterns of shapes and heights in a manner not seen in previous eras, as a result, there were many cracks and more collapses. Sudhakumar (2001) pointed out that buildings are exposed to many defects, which affect the validity of the building to be used for the desired purpose.

Narwaria and Tiwari (2016) clarified that there are defects related to the validity of the use, and these defects begin with the emergence of cracks in the sloping walls, followed by the emergence of cracks

in the structural elements carrier. There are also defects related to the safety of origin, which are the defects resulting from ignoring the signs of defects in the validity of use, followed by increasing the loads and floors without treating defects until it reaches the state of imbalance or partial collapse of the origin.

3.0 Research methodology

The researcher will use the descriptive approach to achieve the objectives of the study. This approach is based on reviewing several studies, articles and books related to the current subject

4.0 Literature review

4.1 Building cracks

The cracks are the method by which the building tries to tell the engineer that there is a defect or that it needs reinforcement and restoration. To be successful in repairing the installations it is necessary to know the reasons for the failure of the concrete performance. When these reasons are known, we can choose the most appropriate method and thus reach the desired goals and achieve success.. Therefore, the engineer should distinguish between the views on the forms of cracks and the causes of these cracks. And after identifying the real reason, the solutions can be developed while ensuring that the reasons are not repeated. However, there are number of steps should be followed for a successful restoration of building cracks, as the follows: (Khader, 2011):

First: Evaluation

The first step is to evaluate the condition of the concrete. This assessment may include a review of the design drawings and structural design note, the examination of concrete by looking and testing the concrete samples in the laboratory using the unbreakable inspection method (Dandona, 2006). After the completion of this assessment, the team will have the complete knowledge of the condition of the concrete and the causes of cracks.

Second: Linking the result to the reason

After the end of the assessment stage, the observations and the results of the tests must be linked to the mechanism of the cracks. Since many cracks can be caused by more than one reason, the engineer must try to find out the actual reason in order to provide the appropriate solutions.

Third: Choosing the method of restoration

After the cause or causes of cracks have been identified, the best method of repair and the materials used are selected.

Fourth: The preparation of plans and specifications

The next step in the repair process is to prepare the structural plans to reinforce the elements that need to be reinforced and the specifications of the materials used for this work. Since some things are not quite clear before the start of the repair work, these plans must be flexible.

Fifth: The implementation of the restoration

The success of the repair process depends on the extent of adherence to the drawings and specifications, which should be higher than the work of constructing new buildings. A structural design engineer who can give full attention to detail must do carrying out the evaluation and designing work.

4.2 Modification of installations

Restoration is not required to treat cases of plant failure but is also required as a solution to modify the origin when increasing vertical loads and increasing the number of floors (Kazuhiro et al., 1987). After examining the structural plans and the state of the building, the structural engineer can find that the structural elements bearing the contract (bridges, bridges, pillars and foundations) do not bear the required increase to protect the origin from seismic hazards (increase horizontal loads) (Harrison and O’Ney, 2002).

4.3 Methods of restoration

After completing the required studies to determine the structural elements to be repaired, the method of restoration is determined and can be summarized for each element as follows (Khader, 2011):

1. **Foundations** achieved by increasing the loading area on the ground. This can be done by making a block of reinforced or ordinary concrete under the foundation. The base area can be increased by drilling below it. It is a less expensive and less dangerous method (Pablo, 1979). The base area can increase by attaching the separate foundations with wide link bridges to

form a continuous foundation, treating iron rust and adding a layer of acid-resistant concrete to protect the iron in the future.

2. **Columns:** the restoration can be done through:
 - A. Dressing the columns with a reinforced concrete layer of not less than 10 cm after roughing the concrete surface.
 - B. Covering the concrete columns with a metal layer (jacket) while ensuring that the metal jacket is connected with the old concrete by grinding the concrete surface and injecting the concrete slabs between them. The connecting can be done using (Fiber Reinforced Plastics).
 - C. Coating the columns using appropriate epoxy.

3. **Bridges and knots:** The thickness of the concrete can be increased from the top or bottom to increase the depth of the concrete section and increase the load capacity by adding iron mesh, using epoxy.

4.4 Repairing, cleaning and maintaining Stone

The renovation and maintenance of the external structure is an important element in the process of restoration. Stone is a natural material that has been used by humans since prehistoric times and to this day in various uses such as building houses, temples and gates. This section addresses the most important factors affecting the stone is how to maintain, preserve and strengthen it.

1. The most important factors affecting stone:

Many factors negatively affect stone, including chemical agents and mechanical factors such as heat, humidity, freezing, wind, sea spray, plants and animals. Chemical volatilities are the formation of acids through acid rain. The polluted air makes the rainwater more acidic, and the acid rain attacks the calcareous stone and turns it into calcium sulphate; a fragile black stone (Sofia et al., 2016). Add to this permanent moisture that causes the release of salts dissolved from rock to the surface of the stone when evaporation. It also shows the mechanical effect through the cracks of stone resulting from the change of temperature and humidity and increases the size of the roots of plants and insects, in addition to the environmental pollution resulting from factory waste and car smoke, which

negatively affects the stone and help to damage it (Sofia et al., 2016). Therefore, it was necessary to find the appropriate methods, tools and materials necessary for the maintenance and preservation of stone in all its forms. The following picture shows how external factors are shaped on the stone.

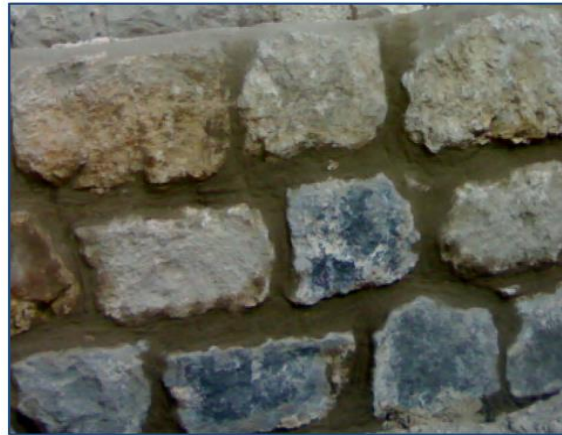


Figure 2: The effect of the external factors on the stone (Khader, 2011)

2. Restoration materials and tools

The materials used in the restoration vary according to the problems of the antiquities, such as the use of compresses, distilled water, alcohol and epoxy, as well as the use of chemicals such as sodium fluoride (Aldoasri et al., 2017). The tools used in the laboratory of the stone considered variety, such as brushes of various types and sizes, gears, gaskets of different measurements, cotton, gauze, cloth, iron coolers, turbo air, individual perforation and screwdrivers in different measurements.

3. Maintenance and conservation of stone

The treatment and protection of stone from the various influences that occur includes cleaning, maintenance, reinforcement and completion of archaeological pieces, whether used to build castles and fortresses or making statues.

- A. Cleaning: It is necessary to clean the stone technically to strengthen, treat and remove dirt that deforms the stone and lead to the formation of layers that hurt the stone, but excessive cleaning should be avoid in addition to avoid the destruction of the surface or cracks during the cleaning process and should not remove the original material from the stone.

- B. Maintenance: It includes the monitoring of the sites and stone statues periodically to know the status and treatment in the event of any damage and must create a special restoration card for each effect includes the following parameters (Khader, 2011):
- The type of stone and its cover.
 - The data relating to environmental conditions surrounding it.
 - The causes are damaged.
 - The purpose of its maintenance.
 - The history of maintenance.
 - The materials and tools used in maintenance.
- C. Tendency and consolidation: The reinforcement and reinforcement of the stone are done by adding the supporting material to prolong the survival of the impact structure and maintain its original state. The methods used in the reinforcement vary according to the material of the stone and its size by either injection or immersion (Aldoasri et al., 2017). It must be ascertained when using the solutions that it does not cause any change in the color or the gloss of the stone.

4.5 Modern technologies for restoration

The process used for the restoration is different according to the material of the effect and the percentage of damage. The common name is known as the spray carved with hard water, which is the lime water, and the solid water is preferred to pure water or mineral-free water. The latter can analyze the salts in the stone and helps to clean the spray on the stone for a few days and does not harm the water damage, but removes dirt from the stone (Khader, 2011).

Another method is more gentle with stone by using a chemical formula based on ammonium soda, where the restorer mixes this substance with water to become a dough and then supplies it to a piece of fabric placed on the stone surface to absorb the dirt without affecting the stone. Madima (2009) added that the repair teams are now using a more efficient and more precise cleaning mechanism called ultrasound that used also by dentists. The restorer uses this technique to treat the cement-covered area. These reservoirs are often rough marble, but the waves are the reservoirs of fossilized salts or Gravel and acoustic can turn it into dust and have proved highly accurate in this field.

It is worth mentioning, that there are other modern techniques used in the restoration, including the use of laser beams. Where the laser used in the restoration of very short flashes, prevents the shortness of these flashes without heating the material under which the laser collides with the stone and the impact of the shock reach to a point that leads to reducing the degree of calcification and turned into dust. This process achieves a high level of accuracy that also contributes to the speed of implementation. It is also an appropriate method for cleaning glass windows and rusting parts of metals as in the pieces of art and statues (Khader, 2011). However, when stones are severely damaged they must be replaced.

5.0 Conclusion

The buildings of archaeological, memorials, monuments and statues are considered evidence of human history and a bridge which moves experiences and social habits between generations and compassion to those buildings that represent the past, people had to be revived past and move the pulse which through the restoration and re-rehabilitation of buildings So that we return to those buildings glamor .

In order to maintain sustainable, the buildings must be re-exploited and used as their non-use is damaged again. Fortunately, there are contemporary techniques used these days in the restoration and contribute greatly to the preservation of heritage and repair the damaged monuments.

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The Effect of Group Work on the Students Achievement

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Abstract

Group Work strategy has become one of the important methods used recently in classrooms, therefore, this study was done. The aim of this study is to know the relationship between high scores of students and learning by group work strategy. In this study, we will know the effect of group work on student performance, skills and behaviors. This study used a descriptive approach Methodology. The study concluded that group work improves the learning, performance of students and thereby improve their, achievements, skills and behavior. Regarding these results, we recommend some points such as it's important to develop the content to accomplish the objective of this strategy and conduct training courses for teachers so they can use and apply this strategy in an effective way.

Keywords; Group Work, Scores, Students' Achievement, Student Performance.

1. Introduction

The students' achievement becomes more important day by day for their future and it creates a lot of stress on them and their parents. In modern strategies, the instructors adapt new strategy to enhance the learning process; such as they used group work strategy and it appeared its effect through over the world. (Beatrice A. Ward, 1987).

Nowadays a lot of teachers change their traditional teaching way and use a new modern strategies of teaching and one of the most important strategies is group work which has a noticeable effect on students' performance. (Bello, 2011).

Group work can be applied to small and large classes. Many recent studies show the important use of this strategy. (Bello, 2011). And we aim in this paper to show the real high achievement gained by students who learn by using workgroup strategy and its effect on their performance, skills and behavior. This paper also seeking to show some of the problems that face group work strategy when teachers applied it to their students in classrooms.

1.1 Objectives of the Study

This study aims to achieve some significant objectives:

This study aims to show the relationship between high achievement records in schools and apply group work strategy in classes by teachers on their students. And to show the effect of this strategy on the students' performance, skills and behavior within a class or outside like with their colleagues, teachers, manager and their families.

1.2 The Study Problem

The Education Process these days suffers from many of the problems caused by changes in the community and have a significant impact on the achievement, skills and behaviors acquired by students.

This study has come to discuss a new strategy in education which called group work strategy and try to answer the following questions which may help us to achieve a valuable outcome in the educational process:

1. Is there any effect of using group work on high scores achievements of students?
2. How does the group work affects the student performance, skills and behaviors?

1.2 Methodology

We use in this study the descriptive approach based on reviewing a lot of researches, educational literature and theoretical studies which related to the same topic; in purpose to show the relationship between high scores of students and learning by group work strategy. And also, the effect of group work on student performance, skills and behaviors.

2. The Definition of Group Work Strategy

Working in groups or working on a team, is one of the most important and most effective modern working patterns. It's a learning strategy in which the big groups are divided into small groups (with different levels of knowledge), each group consisting of between 4 – 6 individuals and members of the same group cooperate, interact and help each other in order to achieve a common goal, it requires to have a desire and passion to work within the groups in which everyone feels responsible for learning and teaching each other in order to achieve required goals. (Beatrice A. Ward, 1987).

3. The Advantages of Group Work Strategy

Group work strategy has a lot of advantages according to many researches around the world which affect achievements, performance, skills and behavior of the students. And the following is the most significant advantages of using group work strategy (Linda Martine, 2011):

1. Setting the students in the center of the educational learning process.
2. Developing individual and group responsibility.
3. Developing a spirit of cooperation and teamwork among students.

4. Giving the teacher an opportunity to follow and know the needs of students.
5. Exchanging ideas among students.
6. Respecting the views of others and accept their views.
7. Developing students self-learning.
8. Training students to solve the problem or participate in solving it.
9. Increasing the student's ability to make a decision.
10. Developing the skill of expressing feelings and perspectives.
11. Developing self-confidence.
12. Training students to adhere to the ethics of listening and speaking.

4. The Disadvantages of Group Work Strategy

Even there are a lot of advantages for using this strategy, there are also some negative points related to group work. And the following is the most disadvantages points of using group work strategy (Linda Martine, 2011):

1. The need for qualified teachers to guide student activity and define roles.
2. Most of the time it will be suffering from not bearing of large numbers and have narrow classes.
3. Need multiple and different ways to help cooperative learning.
4. It could not deepen with the scientific content.
5. It could be the reason for wasting time because the students may ask more questions.
6. It could be the reason for wasting and messing the information because more than one would answer.
7. It could be a reason for not achieving the goals of the lesson because the teacher sometimes would have a long time to answer.

5. Group Work Strategy Objectives

Group Work strategy is very important and there are a lot of objectives for using it, so we will present the most significant objectives. Group work strategy aims to achieve the following objectives (Beatrice A. Ward, 1987):

1. Inserting the spirit of cooperation among students.
2. Developing students' skills and improving them to a better level.
3. Blowing up the students' mental potential.
4. Taking responsibility.
5. Making the right decision.
6. Mastering the art of listening and responding directly.
7. The conclusion of information.
8. The fair competition that generates energy at the student.
9. Giving the student an opportunity to highlight his talents and mental abilities.
10. The power of concentration, attention and meditation.
11. Helping others and climbing to the top.

6. The Reasons for Using Group Work Strategy

First of all, Group Work Strategy guarantees that all members could be learned and it's a way to enhance all the members to participate in learning. Then it will teach the members how to work, cooperate, interact and help each other and all of that will affect their behavior and performance inside or outside the class. After that, group work will improve the members' perspectives and skills for themselves and for the environment around them. Furthermore, this strategy will encourage members to learn in different aspects which will fulfil their different required needs. (Beatrice A. Ward, 1987).

Research, studies and educational literature in the field of teaching have proved that group work is effective for achieving many goals in the cognitive aspects, skills and higher levels of thinking. It leads to create harmony between the group members regardless of the difference in type or class because everyone works together. The work brings them together and drives them to achieve their goals so that will achieve human social value. It focuses on group activities which need to be built and planned before they are implemented and the using of group work strategy needs to plan tools for follow-up and evaluation. Here we find that students not only learn how to learn but also learn how to think and cooperate. (Zaitoun, 1995).



7. How to Form Group Work and Make it More Effectively

Group work forming its not hard process however you should be aware and careful when you start shaping the groups and the following is the most significant steps you have to know. (Beatrice A. Ward, 1987):

1. In the beginning, it is necessary to determine the number of individuals to be entered into the group, based on several criteria; including works size, time to accomplish each goal, and the required number in order to accomplish each goal accurately and quickly.
2. Individuals must be carefully chosen to achieve the desired harmony in the work and there must be a diversity of expertise, skills and knowledge to ensure that all members of the group benefit from each other.
3. It is important to establish clear and specific rules for groups work to avoid any differences of opinion and any possible conflicts. Furthermore, organizing working hours in terms of start and finish to avoid chaos, waste of time and loss of money.
4. You should distribute roles and tasks to all members of the group and specify the responsibility of each member.
5. Hold periodic meetings to discuss important issues and renew coordination among group members in order to avoid any future chaos.

In order to make your group work more effectively you can follow these steps: Firstly, preparation; prepare your objectives for the group work which consist of both the academic goals and the social skills that you desire from the team to develop and also, use an appropriate tool to evaluate the work. After that, give your assistant to every member; discuss your tasks with the members including your objectives and how you will evaluate them then define the role for each group and the way that you will enhance them. Furthermore, monitor the whole groups; be aware and watch their interactions and progress. Finally, make a feedback for the whole process. (Johnson et al, 2006).

8. Related Works

Regarding this study, there are some studies and researches which deal with the group work strategy and its relation with high scores achievements, performance, skills and behaviors of students:

We will mention some of the important behaviors that students have to gain in group work, such as the process of communicating effectively with the members of the group with respect to mutual opinions and not to annoy others, provide commitment, work with the group to the end, accept assistance to those who request it and stay away from selfishness (Mr. Biheiri, 2004; Mohammad Al Balushi, 2004; Mohammad Abdel Rahman, 2001).

Interaction in teamwork makes education better for children and that is not available in old teaching methods, teamwork enables children to express their opinions, find solutions, give explanations, and build conceptual thinking and help them to develop communication and social also enable them to interaction. So that will reduce the extreme shyness of children (Shamasna, 2003).

Penic & Foster study aimed to investigate the way in which cooperative groups learn to innovate in science as compared to individual learning, for the students of fourth and fifth grades. The results of the study showed that students who had studied in cooperative group way were more creative than students who had studied in the individual learning process. (Penic & Foster, 1985).

Okupomola study aimed to compare the impact of the cooperative learning method and the competitive learning on the performance of students in science. Study results showed that the collection of students who studied in cooperative group manner is better than who learned in a competitive manner. (Okebokola, 1986).

Berge study aimed to investigate the impact of each group size and gender on the achievement and efficiency of the group and its ability to learn the science skills by using a computer, the study sample was composed of 245 students from grades 7 and 8 who were randomly selected from 12 classrooms



in three schools in different provinces. The results of the study showed statistically significant differences in achievement and efficiency for smaller-sized groups (2-4) (Berge, 1990).

lonning study aimed to investigate the impact of the learning method in small groups on verbal interaction and achievement by altering concepts in the science material for the tenth grade. The results of the study showed that students who had studied in a small cooperative group way were more likely to receive higher achievement than students who had studied through large groups. And also, the cooperative learning helps to verbal interaction and promotes conceptual change among students. (lonning, 1993).

Lazarowitz study aimed to investigate the impact of the use of cooperative learning on academic achievement, emotional aspects and student trends towards Earth Sciences material. The sample of the study was made up of 120 students from the 11th and 12th grades who studied Earth Sciences, and one teacher taught all groups using the group work method in the case of experimental groups and the individual learning method in the case of the other groups. The results of the study showed statistically significant differences in trends, achievement and emotional aspects in experimental groups. (Lazarowitz, 1994).

Tradewell study aimed to explore the impact of social interactions among undergraduate students who learn in a cooperative group way. The study sample was made up of students enrolled in the Nursing section program, who were divided into five groups. The results of the study showed that social interactions among students working in groups have an impact on medium-to high-level to learn the content of the course and have a moderate impact on professional development. The study attributed this positive impact to the exchange of experiences among students, teamwork in addition to communication skills between the members of the group. (Tradewell, 2003).

9. Conclusions & Recommendations

This study found that group work strategy is so important these days and there are a lot of schools which apply it to their students. Even it takes a lot of time, however, the results gained is very useful



and important for both teachers and students. Group work improves the learning, performance of students and thereby improves their achievements, skills and behavior.

Regarding these findings, the following recommendations are set:

- Developing and preparing a content which accomplish the objective of this strategy.
- Group Work strategy could be used for teaching different subjects because it provides excellent results and solutions to some problems in teaching and learning environment and also, social interaction.
- Making further studies on the impact of using small groups and its relation to the achievements scores, social and emotional life of students.
- Conducting training courses for teachers in relation to learning in small groups, and how to use that strategy in the different educational situation.

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The relationship between domestic violence towards children and psychological loneliness

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Abstract

Domestic violence towards children is a serious societal problem because of its negative impact on the individual and society. Domestic violence directed at children has negative reactions on the environment and individuals around them, such as violence against others, theft, crime, lawlessness, drug and alcohol abuse. In view of the seriousness of the phenomenon of domestic violence, which has negative effects on the adolescent and his/her psychological health, and the devastating effects it has on society, the researcher felt the need to study the phenomenon of family violence directed at children and its impact on their sense of psychological loneliness. The researcher has used the descriptive approach to achieve the objectives of the study. This approach is based on reference such as studies, articles and books related to the current subject to achieve the objectives of the study. The study concluded that there is an inverse correlation between the sense of security and the forms of domestic violence. Through the results of the current study, the researcher recommends conducting further studies on domestic violence against other age groups and inviting governmental and non-governmental institutions to promote the social culture that is a source of domestic violence.

Key words: Domestic violence, children, psychological loneliness

1. Introduction

The family is the first brick in building human beings and society. It plays a fundamental role in shaping the personality of human beings and in shaping their behavior in various stages of life. The family is a social institution that performs social, educational and psychological functions. Through the family, children acquire the general standards imposed by the prevailing culture patterns in society. This emphasizes the importance role of parents in shaping the personality of children, as they have a key role in the early socialization process, leaving clear fingerprints on the personality of children.

A teenager needs a family that does not only provide him with physiological needs, but also his psychological, social, cultural and economic needs through human communication with them. And not by dealing with abuse, humiliation, beatings, neglect, and isolation that lead to loss the family will lose its importance as a place of love, peace and emotional support, and will be a source of many problems for adolescents (Jeevasutha and Hatta, 2013). Family in this situation can be more dangerous for children and adolescents than anything else.

Although domestic violence directed at children is not an old subject, it has only recently been given proper attention. The whole world is living a historic stage of global concern at the level of countries and people with children. This phenomenon emphasized that domestic violence directed at children is a recent term used to refer to direct and indirect acts directed by parents or guardians towards a child with the aim of causing psychological, verbal, physical or sexual harm (Alderson and Morrow, 2004). Family-oriented domestic violence involves many consequences and effects that take many forms, including physical, health and psychological. The most important of these consequences are the most serious psychological consequences of domestic violence directed at children, since they may not be manifest and their effects extend to the rest of the individual's life (Turner and Finkelhor, 2006). The current research is concerned with studying a topic of great importance and touching one of the most important categories of society, which is examining the relationship between domestic violence towards children and psychological loneliness.

2. Study Problem

Domestic violence towards children is a serious societal problem because of its negative impact on the individual and society. Domestic violence directed at children has negative reactions on the environment and individuals around them, such as violence against others, theft, crime, lawlessness, drug and alcohol abuse.

This violence can extend to the psychological construction of a teenager where adolescents who are exposed to domestic violence have many problems and mental disorders such as anxiety disorders, depression, sleep and eating disorders, and speech disorders such as stuttering. Children may also lose the sense of security, and may be incapacitated, frustrated and failure to be able to communicate and build relationships with others (**Kanchiputu and Mwale, 2016**). Thus, family violence toward children can lead to increase their sense of psychological loneliness. The sense of psychological loneliness expresses the feeling of the existence of a psychological gap separating the child from people to the extent that the a child feels the lack of acceptance and love on the part of others or the consequent inability to form fruitful relationships and saturated with others (Cater and Overlien, 2013).

In view of the seriousness of the phenomenon of domestic violence, which has negative effects on the adolescent and his/her psychological health, and the devastating effects it has on society, the researcher felt the need to study the phenomenon of family violence directed at children and its impact on their sense of psychological loneliness.

3. Methodology

The researcher will use the descriptive approach to achieve the objectives of the study. This approach is based on reference to studies, articles and books related to the current subject to achieve the objectives of the study.

4. Literature review

4.1 Domestic violence

4.1.1 The definitions of domestic violence

The concept of domestic violence is one of the concepts that are not agreed upon. It is difficult to define it theoretically because it is related to the social, cultural and temporal context of the

violence behavior. The behavior of domestic violence is related to custom, consensus, and the social acceptance of a group within a social context. Thus, the frame of reference for judging these behaviors is variable and culturally governed, making it socially different, and the concept itself has multiple meanings. What is committed by parents for the purpose of education is different from?. what is committed by parents for satisfactory purposes; to satisfy sexual deviations?. And what is committed in a culture and considered as a violence is not necessarily to be like that in another culture or in another society or even within the same society between the subculture and the mother culture (Alho, 2015).

Berry (1995) defined domestic violence as the unlawful use of force by an adult family member against another member of the family, who is the victim of domestic violence. Family violence is also defined as physical or psychological abuse of persons, which has a material or moral effect and is contrary to the law and punishable by it (Katby, 2012).

4.1.2 Forms of domestic violence directed towards children

There are several types of domestic violence directed towards children, including (Garbarino, 1980; English, 1998; Katby, 2012):

1. **Physical violence:** is the behavior that is characterized by physical abuse, such as punching, biting, burning, or any other method that harms the child. The father or guardian may not intend to harm the child, and the injury may be through overstatement or inappropriate corporal punishment of the child's age. Physical abuse includes the use of force Inappropriately and detrimental to growth.
2. **Psychological and emotional violence:** it is difficult to define emotional abuse in theory and practice. Emotional abuse ranges from refusing to smile at a child, to respond to his words by negligence, and to punish normal behavior, especially with regard to self-esteem in the child. Also it means preventing the child from becoming effective socially and psychologically. This type can lead to the concept of self-low and format the concept of negative self.
3. **Neglect:** the excessive neglect associated with physical and psychological violence may lead to death. Child neglect means failure to meet the basic needs of him/her

4. **Sexual violence:** is the exploitation of the child by the adult, and the acts of this type of violence range from insult to non-touch, such as pornography and infidelity and urging them to the actual sex practice.

4.2 Psychological loneliness

4.2.1 The concept of psychological loneliness

The concept of psychological loneliness is a relatively modern concept. In 1973, the book Weiss had the greatest psychological impact, and most researchers were later influenced by Weiss's writings on psychological loneliness (Seepersad, 1997). Psychological loneliness has been defined as painful personal experience the an individual due to his/her lack of acceptance, love and attention on the part of others, resulting in the inability to establish social relations saturated with intimacy, affection and intimate friendship (Rokach, 2004).

Psychological loneliness is also defined as a psychologically static state of painful feelings arising from the individual's sense of alienation, lack of understanding and rejection of others, or the loss of an appropriate partner for a loved one (Zysberg, 2015). These activities include the establishment of social relationships saturated with intimacy, affection and intimate friendship. Rook (1984) defined psychological loneliness; as the individual's feeling of a psychological gap that distinguishes him/her from the individuals around him/her. As a result of his/her lack of the possibility of engaging or entering into meaningful saturated relationships, which leads to his/her feeling of non-acceptance and rejection and neglect of others even though he/her is surrounded by them (Rook, 1984).

It is clear from the above; the sense of psychological loneliness is a situation that mainly arises from a deficiency in the social relations of the individual with others, which makes the individual feel pain and suffering because of his/her sense of non-acceptance and neglect of others. It also shows that the meaning of psychological loneliness does not corresponds with the objective isolation that compels, such as incommunicado detention, and other cases in which a person loses his/her freedom and is isolated from others despite his/her will.

4.2.2 Reasons of feeling psychological loneliness

Psychological loneliness has multiple causes, some of which are due to the nature of the people themselves and others to quantitative or qualitative disturbances in the form of social relations. The

views of scientists differ from the factors responsible for psychological loneliness, whether they belong to the individual himself or to the surrounding social environment or both. Katby (2012) referred to two sets of reasons behind the individual's sense of loneliness:

1. Painful social attitudes.
2. Gender differences in different stages of life.

Rubinstein and Schaeffer hypothesized that the psychological loneliness of adolescents is related to their childhood. If a child experiences in his early years separation case from parents because of divorce or loss of one of them, he or she will have the highest level of psychological loneliness (Peach, 2002). And if the a child is exposed to abandon, neglect and cruelty of parents, her/she will have an average level of feeling of psychological loneliness, but if children lived with their parents and knew that they are a source of security and confidence, they would not have any sense of psychological loneliness (Rokach and Neto, 2005). Peach (2002) noted that one of the most important reasons for loneliness is the loss caused by death to for an important person. The experience of losing a child for a parent in childhood with death or divorce, makes him a target of psychological loneliness.

The modern technological has weakened the social ties among the members of society, which has reduced the importance of the family role eliminated its format. The individual has lost many of the elements of normal personality, which makes the individual acquire values that may violate the habits of his family (Abdel Hamid, 1998).

4.3 Domestic violence towards children and psychological loneliness

The researchers noted that adolescents with domestic violence often impede their growth and psychological development in one form or another. Many of the negative effects of these behaviors on adolescents have been observed in all aspects of development, such as psychological, physical, cognitive, emotional and social development. These changes have been exacerbated over time, while there is an evidence that these negative effects can be modified. However, this amendment requires time and effort, particularly early detection and intervention, and may not be available in many cases.

Psychological, emotional and physical harm resulting from the child's vulnerability to violence depend on the nature and type of violence suffered by the child.

A series of studies were conducted to find the relationship between family violence against children and psychological loneliness. Al-Faraya (2006) conducted a study aimed at testing the definition of family violence directed towards children and its relation to the sense of security on a sample of 1248 students from the tenth grade in the governorate of Karak, Jordan. The study concluded that there is an inverse correlation between the sense of security and the forms of domestic violence .

Al-Dulaim (2008) conducted a study aimed at revealing the nature of the relationship between the sense of psychological reassurance and psychological loneliness among students of King Saud University in Riyadh. The study concluded that there is a significant correlation between psychological feeling and psychological loneliness. Katby (2012) also conducted a study aimed at revealing the nature of the relationship between family violence directed towards children and the sense of psychological loneliness among the members of the research sample. The study found a statistically significant correlation between the levels of family violence directed at children and the degrees of psychological loneliness.

5. Conclusion

The results showed that individuals with a high sense of psychological loneliness acknowledged that their parents did not spend enough time with them, or understand their problems, or try to help them when needed. And that adolescents who felt lonely felt that they lived in families that were emotionally cold in relations with parents severe cruelty, neglect, and the raising of psychological pain and parental domination. The results of the current research have found a correlation between the levels of family violence directed at children and the degrees of psychological loneliness. This means that the increase in the volume of domestic violence directed at children leads to the creation of a state of psychological loneliness in children.

Through the results of the current study, the researcher recommends the following:

1. Conduct further studies on domestic violence against other age groups.
2. Inviting governmental and non-governmental institutions promote the social culture that is a source of domestic violence.



3. Increase family counseling centers and work to activate and develop their role in line with the changes in society.
4. Activating dialogue and discussion among the family members give the children an opportunity to express their opinions and work to meet their physical and psychological needs.

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The Role of Families in Avoiding Terrorist and Violence Activities

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Email: Research50@hotmail.com**Abstract**

A rising wave of violence and terrorism have been seen all over the world, many governments and other authorities pursue different approaches to deal with such activities. The major role played by families has been a contributing factor that has helped to reduce cases of violence and terror especially by young extremists. One of the approaches adopted by many governments has been the use for a family based model of dealing with radicalization at the onset of extremism among the youth. Families have played a vital role in this process which is explored in the paper. Through the analysis of the causes of violence and terrorism it is evident that parents play a very major role in influencing their children. The influence that families have on the lives of youth is what accounts for such youth engaging in violent and terrorist activities. Moreover, the same families that may be dysfunctional and cause violence in the youths may as well provide essential solutions in dealing with this particular societal issue. Since families are the core units of the society, they should be the front line of programs and initiatives that are aimed in prevention and control of violence and terrorist activities.

Key Words: Extremism, Violent Extremism, Violence, Families, Youths

Introduction

The 21st Century has seen a wave of violent extremism rising all over the world. The contemporary American society is now so used to violence that they have in fact accepted Evidence of the acceptance of violence and extremism is available in the movies, films and visual media that the USA is renowned for the world over. It is important to note however that violence and terrorism is not limited to the United States of America only. Many Countries on the globe are grappling with terrorism and violent extremism that has been corrupting their societies for close to a century now .

Attributes of Terrorism

Not to say that violence never existed before, but the form of barbarism that was witnessed in earlier forms of civilizations were different compared to the violence that is witnessed today. While the violence and extremism experienced and propagated by earlier civilizations was due to reasons based on necessity, the violence of today is pervasive and with no genuine causes behind them (McDermid, 2010). Terrorism, the most dominant cause of death and suffering all over the world apart from diseases and calamities is a societal evil propagated by perverted individuals. The proponents of such violence justify their violent and extremist action using religion or other traditional beliefs. However, the true and pure believers of such religions have argued otherwise terming such extremist groups as a pervasion of otherwise pure and peaceful religious teachings (Martin, 2017).

While some violent and terrorist activities are solely founded on personal or group vendettas, some of the major cases have been due to radicalization through religion. Moreover, some scholars also argue that the rise of media depiction and acceptance of graphic and violent scene in video media is responsible for cases of violence in otherwise peaceful neighbor hoods. Violence in films,



video games and print media has made the society numb to the adverse possibilities of the youth being exposed to such media (Cronin, 2003). Therefore, after exposure to such graphic depictions of violence, the youth grow up accepting and even emulating violent characters who are depicted in such media. Having violent role models in the form of movie characters, the youth thus doesn't find it hard to engage in violence and even extremist activities.

To curb this rising wave of violence and terrorist activities, a collective effort is necessary. It is important for the governments, parents, families and the whole society in general to contribute collectively and end the spread of this wave. Governments can come up with antiterrorism programs that are aimed at killing extremism at its root hence therefore, stopping its development and spread altogether (Butler, 2015). According to Dhabi (2014) the USA patriotic act has every citizen even parents responsible for ensuring that terrorism is avoided at all costs especially in American soil. In America, the government has taken a stand to deal with terrorism at its roots (Dhabi, 2014). USA declared war on terrorism in the year 2001, after the September bombings of the New York trade centre by an extremist group called Al Qaeda. Since then, the government through its military and defense apparatus have been carrying out the missions in the Middle East where most of the terrorist and extremist groups are based.

Apart from the USA, many other countries have contributed to the fight against violence and terrorism. In Europe, the UK, France, Belgium and several other forces carry out joint operations in the Middle East against terrorist cells. Most of the modern approaches against terrorism have included the affected parties dealing with terrorism by taking the war to the terrorists at their own turf. By waging war on terrorism, such governments have been able to save lives and livelihoods of their citizens (Brenna-Galvin, 2002).



However, some scholars have argued that the war on terrorism has had counterproductive effects and led to the rise of many extremist groups. Such scholars argue that the identification and targeting of extremist groups by big governments such as USA has given relevance to even the smallest extremist groups. The publicity attention given to such groups has given such groups the relevance and significance that contribute to the high number of recruits wanting to join their ranks (Abadie, 2006). When dealing with violent activities especially associated with crime, especially robbery, drug trafficking and even human trafficking, the role of governments has been paramount. Through special police departments and regular police governments have been able to deal with and control the violent activities within the neighborhoods in their countries (Abadie, 2006).

Apart from the government, the role of families especially the nuclear family, has played a vital role in the avoidance of terrorism and violence activities. Evidence of the relevance of family guidance has been especially vital in steering many youths clear of crime which is the main factor and contributor of violence and terrorism (Bott et al., 2009). By guiding and monitoring their children, especially male youths, many families have been able to identify elements of radicalism. Early realization of the activities that children, especially adolescents have helped many families save their children from radicalism that leads to violent extremism.

In recent years, many governments have acknowledged the need of encouraging families to monitor their own as an effective way of dealing with terrorism. Families are vital in the prevention and controlling of violence (Newman, 2006). Through the shaping of attitudes towards non-violence and also acting as a front line in identification of radicalization, families have helped stopping violence and terrorism at its onset. Families are the key players in dealing with violent extremism at an early stage, especially by intervening against the radicalization process.

At times, families have even been proved to be major causes of the problem. Parent-child relationships are major contributory factors to violent expressions for children. Most often difficult parent-child relationships have been proven to be a contributory factor for the tendency for violence a child may have. In such circumstances, a credible community figure may play a major role in providing guidance and the necessary support system that will help steer such children away from violence (Spalek, 2014).

Causes of Violence and Terrorist Activities

Recruitment and exploitation of children by extremist groups are the major causes of violence and extremist behaviors among the youth. Recruitment of children by terrorist and violent extremist groups is taking place in countries throughout the world in situations of armed conflict and in the absence of it (Spalek, 2014). Regardless of the conditions in which it takes place, the recruitment usually leads to exploitation and victimization of children. While the recruitment of children by armed groups has a long history, the recruitment of children by terrorist and violent extremist groups is a more recent phenomenon and has undergone notable developments in the past decade. In recent times, recruitment of children or youths has majorly been through social media in stable countries like the USA and England while using forced recruitment in politically unstable countries like Afghanistan, Somalia and Iraq just to mention a few (Martin, 2017).

Violence on social media and other forms of visual media influences the perception of violence by children and youths. Children growing up watching or mimicking violent media are more susceptible to engage in such activities in the future. Moreover, terrorist groups through their media propagated propaganda, are able to radicalize such children through videos depicting violence. Public



or videotaped decapitations, for example, are some of the many methods of media violence used by extremist groups (Straus, 2017).

Bad family relationships lead to many children engaging in violence later once they become adults. Children who grew up being abused, are the most vulnerable of all being radicalized easily to take part in violent extremism by recruiters who take advantage of their emotional and psychological instability. Another contributing factor to violent tendencies of children and youth is racial or ethnical profiling (Bott et al., 2009). Bullying in school because of one's race, ethnicity or heritage may lead the bullied to despise the race or ethnicity of the perpetrators and sometimes even react in violent ways. Extremists prey on such individuals who are so easy to manipulate because of their initial hate for other cultures or ethnicities.

Another cause of violence and terrorist activities is unhealthy societies. Such societies are infested with economic, social and even political problems. The Middle East for example, is the most affected by activities of violence and terrorism because of the underlying societal problems that contribute to people's tendencies towards violence. Unresolved conflicts and oppression are among the major causes of violence and extremism in the Middle East. Societies and communities of people feel deprived of their freedom and rights and therefore often have to fight to get them. Another underpinning issue is the significance of poverty in the propagation of violence in such communities. When resources are scarce, people have to do anything possible to survive. This explains the large number of suicide extremists who commit bombings knowing that their families will be compensated for their deaths with economic provisions that will help to them survive (Waraich, 2010)

Preventive Measures against Violence

Strengthening family based relations are the first measures in curbing violence and terrorism.

Family, as a conduit of culture and belief, can play a central role in shaping attitudes toward non-violence. Social networks and peer groups in general, play a profound role in facilitating, or undermining, processes of radicalization of violence. Positive social networks are important in reinforcing non-violent norms and resilience to violent extremism. Some research has found family to be more important than other kinds of social networks in shaping individual perspectives on non-violence. Parental influence appears to be particularly important. Where parents have less impact on their children's decision-making, they have a less ability to guard against radicalization to violence (Spalek, 2014). In many contexts, "parent-son" relationships represents a particularly important gap. Where programming can strengthen family influence on youth, and increase links between individuals and the broader community, this may reduce the appeal of violent extremism.

The second measure is the support and empowering of women. Since the women are the major home makers, their support is paramount in this context. Children, especially the youth who are more susceptible to violence and terrorism are more comfortable with their mothers and sisters than they are with the male members of their families (Dhabi, 2014). Due to this fact it is important to empower the women and give them the necessary support that they may need to deal with youth and hence intervene in possible cases of radicalisation or violence. Moreover, the mothers who are situated at the heart of families, are more able to detect any changes in behaviour compared to fathers or other male members of the family. The women are the most often best-placed to identify, predict and respond to potential vulnerabilities.

In many cases also the women are well able to provide counter-narratives that may be useful for this cause. Women can humanize the possible hardships and the negative impact that terrorism can have on the family, when a recruit leaves to join a terrorist group. Compared to the male members of the family, the women are the best able to inspire feelings of remorse and guilt that will help in stopping youth from engaging in such activities. Therefore, the empowerment and support of women will act as an amplification of their efforts therefore contributing positively to the prevention of radicalisation processes in the society (McDermid, 2010). Furthermore, it will enable the woman to act just instead of watching since they will be empowered with the necessary tools to stop the children from engaging in violence and extremism.

Another measure is the engagement of the male members of the community in order to give the opportunity for authorities to gain access to vulnerable communities and prevent radicalisation processes. In many cultures, men act as the chief of the family and community leaders, and their cooperation is necessary for a family-based program to succeed (Butler, 2015). Fathers and males in the family are also central in shaping notions of masculinity that extremists have proven adept at manipulating and militarizing. Fathers, brothers, and other men in the community can work to blunt such narratives – including calling attention to the falseness of violence and terrorism propaganda, or by emphasizing culturally relevant, non-violent values of protection, and provision for family. While there are some programs to support mothers as violence prevention actors, fathers are a missing link. The same tools and programs that help them to support mothers should be extended to fathers to help to build their capacity and skills – including how to communicate with children (Straus, 2017).

One more recommendation that may help to propagate of violence and terrorism is the building of family awareness of violent radicalisation signs and prevention techniques. Families that are in vulnerable communities can be trained on how to detect signs of radicalisation of their youth at



an early stage and therefore, prevent such youth from eventually engaging in violent extremism.

Families are often insufficiently armed with the knowledge or tools to prevent violence and terrorist radicalization, and face the risk of being stigmatized, blamed, judged, shamed, job losses, and taboo when engaging in a dialogue.

While in some cases parents are the first to recognize the early signs of radicalization to violence, they are not always equipped with the skills to address the political, psychological, sociological, and ideological issues. Meaningful education efforts to support parents might address issues such as the warning signs of radicalization to violence through child development, particularly how the onset of adolescence makes young people more susceptible to violence (Martin, 2017).

Another issue addressed by meaningful education is the use of technology, particularly social media by violence proponents. Education will also address the relevance of active and fruitful community debate and the role it plays in stopping violent extremism. Finally, there are also needs to have safe channels for parents to report early signs of radicalization to violence, and an infrastructure of experts who are able to deal with vulnerable youth before they become a security risk (Cronin, 2003).

An additional proposal to how families can better help in avoiding violence is rehabilitation of former violent individuals or terrorists. Families are the main pull factors that can help influence the actions of violent extremists or terrorists. Through families or the actions of loved ones violent extremists can be able to give up violence and even seek rehabilitation or asylum from the government.

Commitment to family, or a desire to start a new one, can be an important motive in disengage from violent extremism. While disengagement is a process, not a static event, family connections appear to be an important factor in shaping outcomes and creating “cognitive openings”

through which former violent individuals or extremists can reassess their commitments. Some disengagement programs emphasize binding former extremists to their families and larger communities. Those who lack close family ties are encouraged to build them. In some cases, upon release, former prisoners have been assisted in finding a wife, as well as identifying and being provided housing and employment. Domestic and communal attachments that promote non-violence appear to be among the more effective buffers against participation in violent and terrorist activities.

Apart from the recommendations and mitigations discussed above, families also play a major role in the avoidance of terrorism by not isolating their children. Isolation from other members and cultures of the community is a known method that is used by many proponents of violent extremism. Therefore, parent or the guardian members of families should let the children interact with other cultures and acknowledge and appreciate such cultures (Brennan-Galvin, 2002). When appreciation of other culture is ingrained in an individual at an early age, future corruption or radicalization is minimal in such an individual. The ability to resist violence and terrorist activities is a multilevel aspect that individual and societal or communal networks work for it.

It is a property not only of individuals, but of families and communities, requiring common values, strong social networks, and shared problem-solving mechanisms. Yet, in many communities, women and children's access to the public sphere is limited. This social isolation limits interactions with authorities, including law enforcement, and reduces opportunities for families, particularly mothers, to share information with other families outside the home (Butler, 2015). This undermines constructive identification of radicalization and therefore prevention efforts. Where such isolation dynamics prevail, extremists enjoy greater flexibility to move and the means and opportunity to reach potential recruits without detection.



Conclusion

In conclusion, through the measures discussed above, parents and families in general can help avoid violence and terrorist activities. Apart from just being the measures that can be used to prevent such violent extremist activities, the measures discussed above are the basis and the foundation of the major role played by families in prevention of violence. The measures are basically a high light of the important and significant role that families have played in the avoidance of violent extremism.

Through the analysis of the causes of violence and terrorism it is evident that parents play a very major role in influencing their children. The influence that families have on the lives of youth is what accounts for such youth engaging in violent and terrorist activities. Moreover, the same families that may be dysfunctional and cause violence in the youths may as well provide essential solutions in dealing with this particular societal issue. Since families are the core units of the society, they should be the front line of programs and initiatives that are aimed in prevention and control of violence and terrorist activities. Families indeed play a very big role one which to date is more significant compared to military or law enforcement methods of dealing with violent extremism.



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