

## TEACHERS' PERSPECTIVES, PRACTICES AND PROBLEMS FACED TOWARDS PEACE ORIENTED ENGLISH PEDAGOGY

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### ABSTRACT

Education helps people to solve difficulties utilizing skills and information. It is widely acknowledged that education promotes international peace. In order to determine the effectiveness of peace education in English pedagogy, the current study was designed to assess teachers' perspectives towards peace based English instructions in ESL classrooms. Descriptive statistics method was used to analyze the quantitative data. Secondary school teachers of district Bahawalpur were the population of the study. 100 secondary school teachers were selected as sample through simple convenient sampling technique from Tehsil Ahmad Pur East of district Bahawalpur for getting quantitative data. A validated questionnaire was used for achieving the research objectives. Adequate teacher training and resources were identified as essential for the effective implementation of peace literacy skills among students of all grades. It was recommended that curriculum developers should prioritize the creation of peace-integrated materials in English (PIME) that align with existing language learning objectives.

**Keywords:** Peace literacy skills; ESL instructional plans; Peace integrated material in English (PIME)

### INTRODUCTION

Language plays a pivotal role in the development of peace literacy, influencing how individuals perceive, communicate and resolve conflicts in society. Language serves as a fundamental tool for expressing ideas, emotions and perspectives related to peace and conflict. Through language, individuals articulate their understanding of peace concepts, convey empathy and negotiate solutions to conflicts peacefully. Effective communication in language education involves teaching learners not only linguistic skills but also the vocabulary and discourse patterns necessary for expressing peaceful intentions and resolving disputes (Galtung, 1996). Peace literacy development through language

education involves teaching specific communication strategies that promote non-violent dialogue and conflict resolution. This includes techniques such as active listening, using inclusive language and reframing conflicts in positive terms. By integrating these strategies into language curricula, educators can empower students to communicate effectively, understand differing viewpoints and engage in constructive dialogue aimed at mutual understanding and reconciliation (Rosenberg, 2003).

Language shapes cultural identities and perspectives, influencing how individuals perceive and interact with others. Multilingual education that

incorporates peace literacy principles allows learners to appreciate linguistic and cultural diversity, fostering respect and empathy across communities. Understanding different languages and cultural contexts enables individuals to navigate intercultural communication challenges more effectively, promoting peaceful coexistence and cooperation (Kramsch, 1998). In educational settings, language plays a crucial role in promoting critical thinking and reflective learning about peace. Language education can include discussions on peace-related topics, literature and media that explore themes of conflict resolution, social justice and human rights. By engaging with these materials in multiple languages, students gain a deeper understanding of global perspectives on peace and develop the analytical skills needed to address complex societal issues peacefully (Byram, 1997). Language also serves as a medium for promoting peace literacy through advocacy and public discourse. In societies affected by conflict or division, language can be used to disseminate peace messages, challenge stereotypes and promote tolerance. Through media, literature and public speeches, individuals and organizations can advocate for peaceful solutions to societal challenges, raising awareness and inspiring collective action towards reconciliation and social harmony (Galtung, 1996).

According to Qamar and Lodhi (2024), English is a language that is spoken in every region of the universe. It is used for communication between countries as a global language. In a globalized society, social contact occurs not only inside local networks, but increasingly throughout non-local networks as communication technology improves. Language becomes a practical difficulty when it comes to communicating efficiently within nonlocal networks. English has the power to transmit ideas, knowledge and good action campaigns. It has the potential to bridge the gap between language and society. There are no limitations since language has jumbled it and made it simpler to understand by individuals of different languages and cultures. In terms of harmony and peace, English has brought people from all over the world together. Spreading the word of peace to other people throughout the world would be simple. By incorporating English into peace education, students will be exposed to

fresh, insightful material. Pupils will gain authentic context to enhance their aptitude and proficiency. The fundamental aims of a value-oriented area of peace education are to cultivate peace-related understanding, talents and values among students in order to create a peaceful environment. A study conducted by Qamar & Lodhi (2024) has shown that students who receive peace education are more likely to demonstrate improved emotional regulation, better communication skills and a greater capacity for resolving conflicts nonviolently.

Pakistan is dealing with several issues, including violence, conflicts, terrorism, threats, instability, suicide attacks and target killings. The children are most impacted by this disruption and the parents of the pupils are perplexed by the acts of terrorism and the widespread violence. Everyone feels uneasy in this scenario. For that reason, in order to solve the issues listed above, planning and the formulation of peace models and plans are essential. Since children's thoughts are where violence originates, these techniques and role models might be useful in reorienting the young brains from negative to positive. The integration of peace literacy skills within the curriculum is increasingly recognized as essential for fostering a harmonious and inclusive society. When children actively learn how to resolve conflicts and practice peacemaking, as demonstrated by their educational environment at school, then peace education will be effective. And educators and administrators in schools can attain these ideals by accepting accountability (Baldo & Fumiss, 1998). Teachers need to build and maintain strong collaborative connections with families and the community in addition to increasing positive social interactions with kids in order to improve learning and students' overall well-being. Because of this, educators are imparting global values to their students, such as liberty, integrity, gender equality, human rights, patience and respect for one's right to life (Deveci, Yilmaz, Kardag, 2008).

However, there is limited research on how these skills are being taught in ESL (English as a Second Language) classrooms at the secondary level, the challenges teachers face in incorporating peace education and the impact of peace-integrated materials on students' language proficiency. This study aims to address these gaps by examining the current state of peace literacy instruction among

secondary-level ESL teachers, identifying the needs, challenges and opportunities associated with integrating a peace curriculum, developing effective instructional plans for peace-integrated education and assessing the impact of such integration on language proficiency among English language learners. By addressing these objectives, the study seeks to provide actionable insights and practical solutions for enhancing the integration of peace education in ESL programs, ultimately contributing to both improved language proficiency and the development of more peaceful, empathetic and culturally aware students.

## 1.2 Research Questions

This research aimed to explore the potential of integrating peace literacy through teaching English. It investigated the following questions:

1. To what extent peace literacy skills are being taught in the teaching practices of ESL teachers at secondary level?
2. What are the needs, challenges and opportunities of integrating peace curriculum in ESL teaching at secondary level?
3. What instructional plans are needed to develop peace integrated material in English (PIME)?

## 2. Literature Review

The term "silm," from which the name Islam is derived, means peace. Islam teaches Muslims to live in peace and forbids them from engaging in war with noncombatants (those who choose not to fight). Nonetheless, Islam permits Muslims to battle for the defense of their religion (Munir, 2011). Millions of individuals follow the Islamic faith. The most important evidence regarding the peaceful character of this ideology is found in the name of this religion (Islam). It seems pretty strange that a religion that claims to promote peace may end up inciting conflict and bloodshed among the people. According to the commandments of Allah who is the creator of this religion, nobody is permitted to cross the limits of gentle and pious behavior and always be peaceful and kind for all others. In Islam, wars are allowed only for defending and maintaining peace (Qamar and Lodhi 2024). According to Oyebamiji (2001), peace is a condition of quiet, contentment, communal serenity, freedom from conflict and mental concord amongst

people of different backgrounds. There isn't a conflict between the nations or domains in the planet. Well-being is the idea of peace (Waterkamp, 2006). Distinct languages and countries throughout the world might have distinct interpretations and illuminations of peace. The Roman concept of peace in Western culture often refers to the absence of ferocity while maintaining the rule of law. Eastern culture also has a variety of ideas on peace. Japanese definitions of peace call for quiet, harmony and ease. As per the perspective of the fifteen Indians, maintaining a peaceful atmosphere and deterring acts of homicide are essential components of peace (Morrison, 2008). Improving peace culture with the aid of education is essential for this input culture to thrive and for a culture of peace to predominate (Demir, 2011). Humanity as a whole is the primary mediator in creating a culture of peace since individual efforts can lead to the development of peaceful relationships and institutions. People should be raised with knowledge of and education about peace from an early age (Polat, 2015) and the effectiveness and tone of this teaching are closely related to the establishment of safe spaces free from harassment and peaceful ideologies in educational institutions. Teens can learn how to live in peace and find alternatives to rage (Harris & Morrison, 2003). According to Bar-Tal and Rosen (2009), the goals of peace education can be met by preparing the educational system for significant changes. Researchers also reported that instructors who participate in peace education programs find it easier to incorporate peace principles into their own personality.

Peace literacy education comprises a diverse set of cognitive, emotional and social skills crucial for promoting peaceful interactions and resolving conflicts effectively. This educational model focuses on nurturing empathy, critical thinking, emotional intelligence and proficient communication. It also includes aspects like intercultural competence, ethical reasoning and nonviolent conflict resolution techniques. By combining these skills, peace literacy education aims to empower individuals to create Education Psychology Sociology Conflict Resolution and maintain a culture of peace across various personal,

social and global environments (Qamar and Lodhi 2024).

Educators who engage students in their work on peace education play a key part of peace pedagogy. In their "peace education kit," Bretherton, Weston and Zbar (2003) emphasize the importance of child-centered, participatory and creative pedagogies. They put a lot of emphasis on integrating curricular materials and pedagogy. They also produce readily navigable teaching resources in plain English. While implementing peace education tactics in the classroom, teachers provide pupils the opportunity to participate actively in their education. There should be no pressure placed on students. Students should be able to freely voice their opinions and the instructor should act as a facilitator rather than a boss. According to Harris and Morrison (2003), the pedagogy of peace education should be a process that imparts several abilities, such as collaboration, listening, problem-solving, introspection and conflict resolution. Through improving people's abilities, attitudes and knowledge, this process will produce a society that is secure and sustainable. Students gain proficiency in language and become more adept at navigating social and emotional environments when peace literacy concepts—like empathy, critical thinking and effective communication—are included into language classes. Reading materials and having conversations on peace improves reading comprehension, vocabulary, grammar and speaking and listening abilities while encouraging more in-depth thought about social issues. In addition to enhancing language acquisition, this dual approach helps students develop a sense of global citizenship and responsibility, which equips them to act more compassionately and thoughtfully in a variety of situations. This combination develops a broad range of skills, readying children for success in the classroom as well as proactive, compassionate community involvement.

The impact of ESL instruction on peace literacy is significant, as effective language education can enhance students' ability to engage in constructive dialogue, understand diverse perspectives and resolve conflicts peacefully. Integrating peace literacy into ESL programs fosters skills such as empathy, critical thinking and intercultural communication, which are crucial for promoting a

culture of peace. However, the extent to which ESL instruction influences peace literacy depends on the quality of the curriculum, teaching methods and the alignment of educational policies with peace education goals. Lessons that incorporate peace education principles can teach learners to consider different perspectives, fostering a sense of empathy and understanding (Jones, 2019).

Teaching English as second language (ESL) in Pakistan is currently undergoing significant transformations, reflecting both global trends and local educational needs. The demand for English proficiency is driven by its status as a global lingua franca and its importance for academic and professional success. Balancing the promotion of English with the preservation of local languages and cultural identities and integration of peace skills remains a critical concern. However, the implementation of ESL programs faces several challenges, including insufficiently trained teachers, outdated curricula, limited resources and socio-economic disparities. Addressing these challenges is essential for enhancing the effectiveness of ESL instruction and ensuring equitable access to quality education across Pakistan. Despite efforts to modernize ESL instruction, many educators still rely on traditional, teacher-centered methods that emphasize memorization and grammar-translation techniques. These practices often fail to develop students' communicative +competence and critical thinking skills, which are crucial for practical language use (Shamim, 2017). In Pakistani secondary schools, current teaching practices for ESL instruction reflect a mix of traditional and modern approaches, aiming to enhance students' English language proficiency and to teach peace skills. Traditional methods often rely on rote learning and grammar-focused instruction, while newer approaches incorporate interactive and communicative techniques to engage students more effectively. Despite these efforts, challenges such as outdated textbooks, limited digital resources and a lack of professional development opportunities for teachers persist. The effectiveness of these methods is influenced by the availability of resources, training and the educational context, necessitating ongoing improvements to better meet the needs of learners.

ESL teachers in Pakistan encounter several challenges that impact the effectiveness of English language instruction. These challenges include inadequate training and professional development opportunities, outdated teaching materials and large class sizes that hinder personalized attention. Additionally, socio-economic factors, such as limited access to resources and varying levels of student motivation, further complicate the teaching process. Teachers also grapple with balancing the demands of language instruction with the need to address diverse student needs and regional disparities. Addressing these issues is crucial for improving the quality of ESL education in Pakistan.

### 3. Research Methodology

Methodology encompasses the research design, participant selection, data collection methods and analysis techniques. It acts as a guide that molds the entire research process and offers an open and understandable method for discovering fresh information or insights in a certain area of study. A research design is a detailed description of the study. It provides detailed information that how a study was conducted, which instrument was used for research, how the data were collected and how the data were analyzed (Mugenda, 2008). It is a descriptive study in nature. The design of this study was descriptive in nature. The survey based research technique was selected to gather data from teachers. The purposed study explored the techniques teachers can use in teaching English through PIME. Quantitative method was adopted for data collection and analysis. The population for study was teachers of public schools of district Bahawalpur, Punjab. The intended group of teachers of district Bahawalpur is responsible for implementing the peace oriented material in English. The sample size of 70 teachers from public high schools of district Bahawalpur was selected by using simple convenient method.

#### 3.1 Instrumentations

Questionnaire for teachers as research instrument for this study was developed with great care. Different ideas and statements were included in the questionnaire. In order to collect data for the study, the following six variables (Awareness of peace literacy. Existing practices of teachers, Challenges

in teaching peace literacy skills, Instructional plans to develop peace integrated material in English (PIME) ) based on 35 items pertaining to important areas divided among the variables for attaining quantitative data. These questionnaires were distributed separately to 70 Secondary School Teachers (SSTs') in order to collect the relevant information. Then the data were analyzed minutely by the researcher and five point scale was used to get the intensity of responses i.e. strongly agreed (SA=1), agreed (A=2), neutral (N=3), disagreed (DA=4) and strongly disagreed (SDA=5

To ensure validity, the research supervisors reviewed the instrument. The validity of the research instruments was sufficiently ensured. The experts studied all the items of research instrument and gave their opinions. The comments, views and suggestions of all experts incorporated before employing research instrument. Reliability of the research instrument is considered very important for a quality of the research study Miller (2008) said that in reliability process, the numerous researchers get same or similar results in conducting the same study, if they do not get same results, it is considered measurement error. According to Webb, Shavelson, & Haertel (2006), Cronbach's alpha is a common and proper measurement to be used as reliability coefficient. It presents an estimation of the significance of the research instrument items as a relationship among different items. It also works as an internal –consistency coefficient since it presents an estimation of significance. Kahn (1998) recommended that the basic requirement for a questionnaire to be valid is that it should ask the right questions, which should be clear, precise and properly worded. It is also advised that all the terms must be properly defined in the questionnaire so that all respondents are able to draw the same meaning from them. To determine reliability, the questionnaire was pre-tested on randomly selected participants. It proved the results were similar to those obtained from the sample; therefore, it proved that the questionnaire was a reliable instrument. After receiving back the filled questionnaires from those participants, the questionnaire was revised and enriched in the light of their remarks and recommendations. The prime objective of pilot testing was to identify the mistakes of the questionnaire and to determine the effectiveness of

instrument. The remarks, opinions, observations and proposals of the experts related to the statements of research instrument were merged before applying it. The collected data was entered in SPSS. Cronbach's Alpha was applied and internal consistency was calculated, which showed that all items were correlated with other.

#### 4. Analysis and Discussions

This chapter delves into a comprehensive examination of various statistical analyses,

including descriptive statistics, t-tests, ANOVA. The t-tests are utilized to compare the means between different groups, revealing significant differences based on academic qualifications and teaching experiences. ANOVA is employed to explore the variances among multiple groups, offering insights into how these factors influence awareness, skills, practices, challenges and the integration of peace materials in instruction.

#### Questionnaire Data Analysis for Teachers

**Table 4.1: Gender wise distribution of teachers**

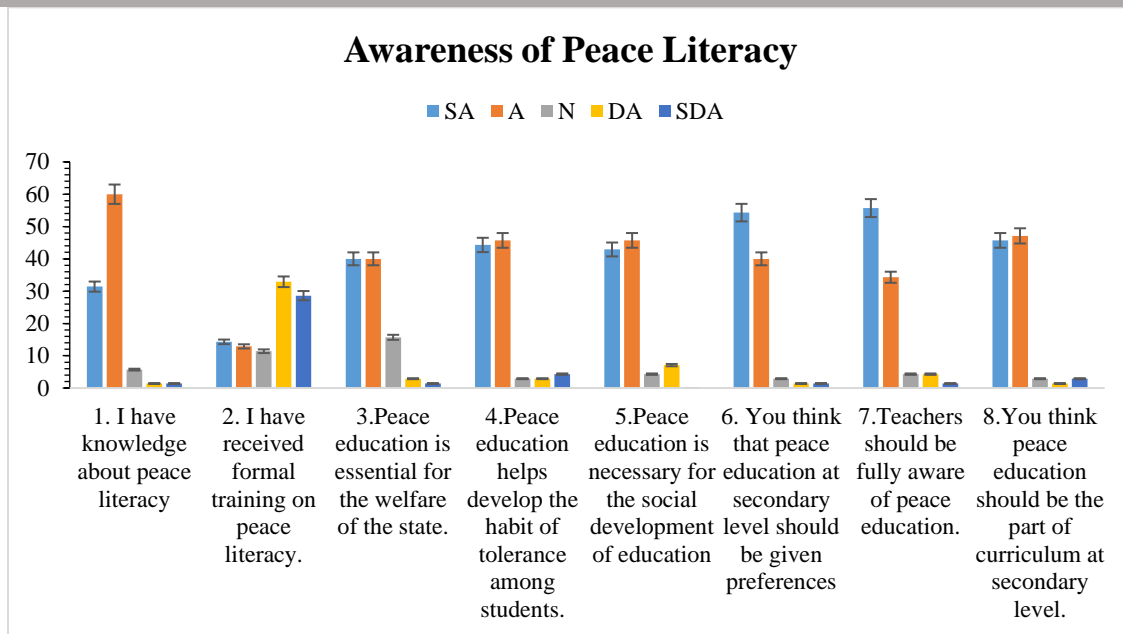
Gender	Frequency	Percentage
Male	30	42.9
Female	40	57.1
Total	70	100.0

The gender-wise distribution of teachers, as presented in Table 4.1, showed that out of a total of 70 participants, 30 were male, making up 42.9% of the group. Female teachers accounted for the

remaining 57.1% with a total of 40 participants. This data highlighted a slightly higher representation of female teachers in the sample compared to their male counterparts.

**Table 4.2: Teachers' opinions about Awareness of Peace Literacy**

Sr. No.	Statement	Option	SA	A	N	DA	SDA	Mean	SD
1	I have knowledge about peace literacy	f	22	42	4	1	1	4.19	.728
		%	31.4	60.0	5.7	1.4	1.4		
2	I have received formal training on peace literacy.	f	10	9	8	23	20	2.51	1.401
		%	14.3	12.9	11.4	32.9	28.6		
3	Peace education is essential for the welfare of the state.	f	28	28	11	2	1	4.14	.889
		%	40.0	40.0	15.7	2.9	1.4		
4	Peace education helps develop the habit of tolerance among students.	f	31	32	2	2	3	4.23	.966
		%	44.3	45.7	2.9	2.9	4.3		
5	Peace education is necessary for the social development of education	f	30	30	3	5	0	4.24	.842
		%	42.9	45.7	4.3	7.1	0.0		
6	You think that peace education at secondary level should be given preferences	f	38	28	2	1	1	4.44	.754
		%	54.3	40.0	2.9	1.4	1.4		
7	Teachers should be fully aware of peace education.	f	39	24	3	3	1	4.39	.873
		%	55.7	34.3	4.3	4.3	1.4		
8	You think peace education should be the part of curriculum at secondary level.	f	32	33	2	1	2	4.31	.843
		%	45.7	47.1	2.9	1.4	2.9		



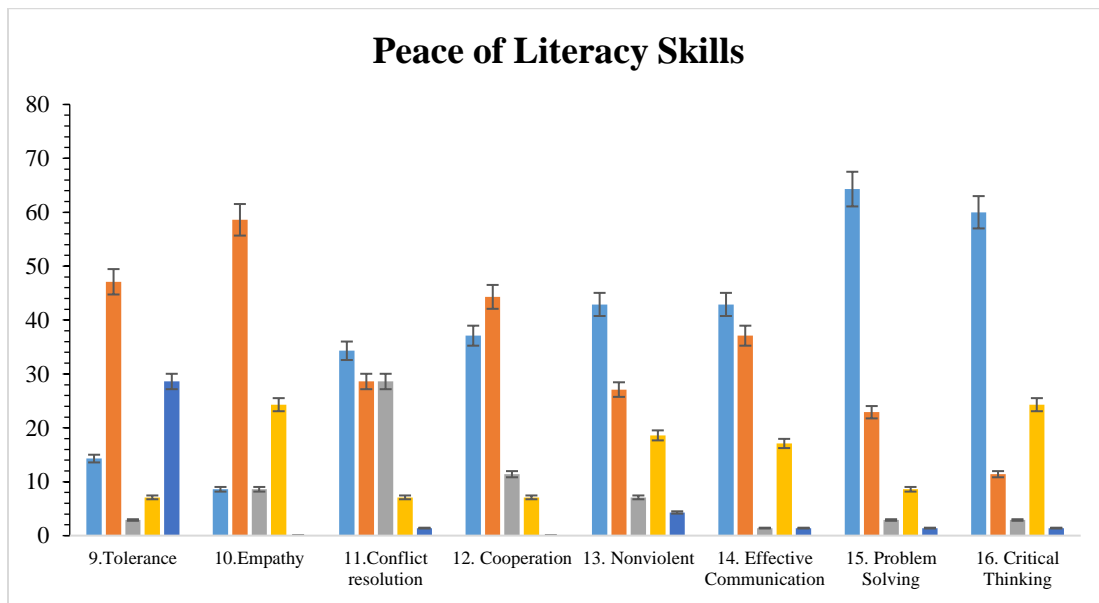
**Figure 1. Awareness of Peace Literacy**

The analysis of teachers' opinions regarding their awareness of peace literacy revealed several insights from a questionnaire administered to a group of respondents. The first statement indicated that 22 teachers (31.4%) strongly agreed that they had knowledge about peace literacy, while 42 teachers (60.0%) agreed, resulting in a high mean score of 4.19 and a standard deviation of 0.728. This suggested a general confidence among teachers in their knowledge of peace literacy. However, when asked if they had received formal training on peace literacy, the responses were less favorable. Only 10 teachers (14.3%) strongly agreed, while 9 (12.9%) agreed. A significant number of respondents—23 teachers (32.9%)—disagreed, leading to a mean score of 2.51 and a standard deviation of 1.401. This highlighted a gap in formal training in this area. Regarding the perceived necessity of peace education, 28 teachers (40.0%) strongly agreed and another 28 (40.0%) agreed that peace education is essential for the welfare of the state, yielding a mean score of 4.14 (SD = 0.889). Additionally, 31 teachers (44.3%) strongly agreed that peace education helps cultivate tolerance

among students with a mean score of 4.23 and a standard deviation of 0.966. The importance of peace education for social development was recognized with 30 teachers (42.9%) strongly agreeing, leading to a mean score of 4.24 (SD = 0.842). Furthermore, a significant number, 38 teachers (54.3%), strongly believed that peace education at the secondary level should be prioritized, reflected in a mean score of 4.44 (SD = 0.754). In terms of teacher awareness, 39 respondents (55.7%) strongly agreed that teachers should be fully informed about peace education, resulting in a mean score of 4.39 (SD = 0.873). Lastly, there was strong support for including peace education in the secondary school curriculum with 32 teachers (45.7%) strongly agreeing, reflected in a mean score of 4.31 (SD = 0.843). The results indicated that while teachers felt knowledgeable about peace literacy and its importance, they recognized significant shortcomings in formal training and advocated for peace education to be integrated into the curriculum.

**Table 4.3: Teachers' opinions about Peace of Literacy Skills**

Sr. No.	Statement	Option	SA	A	N	DA	SDA	Mean	SD
9	Tolerance	f	10	33	2	5	20	3.11	1.509
		%	14.3	47.1	2.9	7.1	28.6		
10	Empathy	f	6	41	6	17	0	3.51	.959
		%	8.6	58.6	8.6	24.3	0.0		
11	Conflict resolution	f	24	20	20	5	1	3.87	1.020
		%	34.3	28.6	28.6	7.1	1.4		
12	Cooperation	f	26	31	8	5	0	4.11	.877
		%	37.1	44.3	11.4	7.1	0.0		
13	Nonviolent	f	30	19	5	13	3	3.86	1.277
		%	42.9	27.1	7.1	18.6	4.3		
14	Effective Communication	f	30	26	1	12	1	4.03	1.129
		%	42.9	37.1	1.4	17.1	1.4		
15	Problem Solving	f	45	16	2	6	1	4.40	.999
		%	64.3	22.9	2.9	8.6	1.4		
16	Critical Thinking	f	42	8	2	17	1	4.04	1.324
		%	60.0	11.4	2.9	24.3	1.4		



**Figure 2. Peace of Literacy Skills**

The survey regarding teachers' opinions on peace literacy skills provided valuable insights into how teachers perceived various competencies essential for fostering a peaceful learning environment. The first statement related to tolerance revealed that only 10 teachers (14.3%) strongly agreed they possessed this skill, while 33 teachers (47.1%) agreed. However, a notable number of respondents (25 teachers, or 35.7%) either disagreed or strongly

disagreed, resulting in a mean score of 3.11 and a standard deviation of 1.509. This indicated that tolerance was perceived as an area needing improvement. In terms of empathy, 6 teachers (8.6%) strongly agreed that they had this skill with 41 (58.6%) agreeing. However, 17 teachers (24.3%) disagreed, leading to a mean score of 3.51 and a standard deviation of 0.959. This suggested a generally positive perception of empathy, albeit with some concerns regarding its development

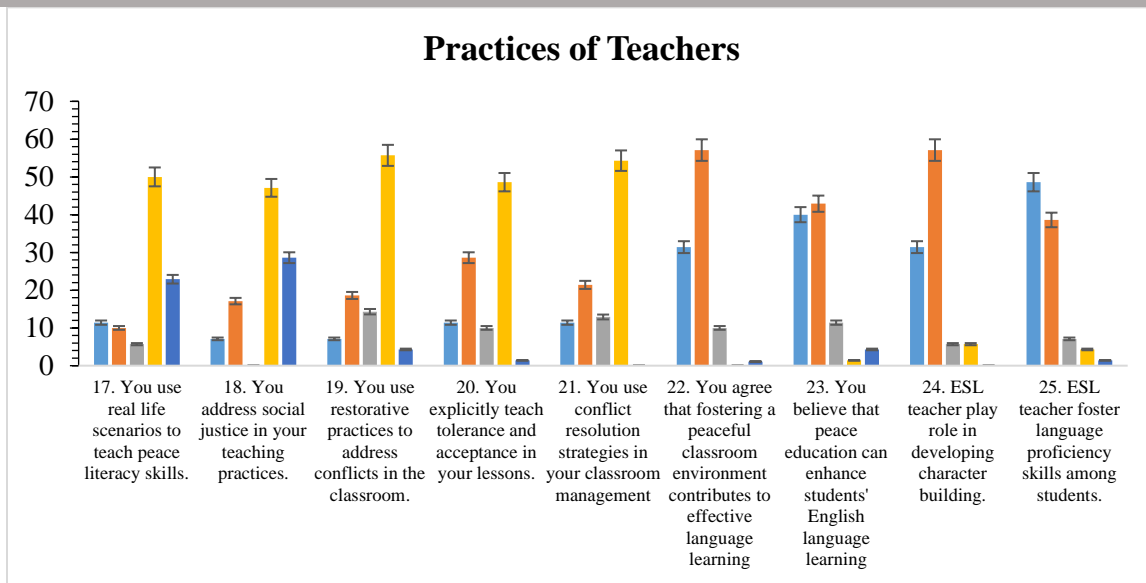


among teachers. Regarding conflict resolution, 24 teachers (34.3%) strongly agreed they were proficient and 20 (28.6%) agreed, resulting in a mean score of 3.87 (SD = 1.020). This indicated a relatively strong perception of this skill compared to tolerance and empathy. The statement on cooperation yielded strong results with 26 teachers (37.1%) strongly agreeing and 31 (44.3%) agreeing, producing a mean score of 4.11 and a standard deviation of 0.877. This emphasized teachers' belief in their ability to cooperate effectively. The competence of being nonviolent showed that 30 teachers (42.9%) strongly agreed with 19 (27.1%) agreeing, resulting in a mean score of 3.86 (SD = 1.277). This indicated a solid foundation in nonviolent practices among teachers. For effective communication, 30 teachers (42.9%) strongly agreed and 26 (37.1%) agreed, reflecting a mean score of 4.03 (SD = 1.129). This result suggested that teachers felt

equipped with effective communication skills which are vital for promoting peace. In assessing problem-solving skills, a significant 45 teachers (64.3%) strongly agreed, leading to a mean score of 4.40 (SD = 0.999). This highlighted that teachers had a strong confidence in their problem-solving abilities, essential for peace literacy. Lastly, on critical thinking, 42 teachers (60.0%) strongly agreed with a mean score of 4.04 (SD = 1.324). This indicated a strong belief among teachers that critical thinking skills were well developed, further contributing to their capabilities in peace literacy. The results indicated that while teachers expressed confidence in several key peace literacy skills such as problem-solving, cooperation and critical thinking, there was a recognition of the need for improvement in tolerance and empathy. Overall, the findings highlighted the importance of fostering these skills within educational settings to enhance peace literacy among teachers.

**Table 4.4**  
Practices of Teachers

Sr. No.	Statement	Option	SA	A	N	DA	SDA	Mean	SD
17	You use real life scenarios to teach peace literacy skills	f %	8 11.4	7 10.0	4 5.7	35 50.0	16 22.9	2.37	1.265
18	You address social justice in your teaching practices	f %	5 7.1	12 17.1	0 0.0	33 47.1	20 28.6	2.27	1.250
19	You use restorative practices to address conflicts in the classroom	f %	5 7.1	13 18.6	10 14.3	39 55.7	3 4.3	2.69	1.057
20	You explicitly teach tolerance and acceptance in your lessons	f %	8 11.4	20 28.6	7 10.0	34 48.6	1 1.4	3.00	1.142
21	You use conflict resolution strategies in your classroom management	f %	8 11.4	15 21.4	9 12.9	38 54.3	0 0.0	2.90	1.105
22	You agree that fostering a peaceful classroom environment contributes to effective language learning	f %	22 31.4	40 57.1	7 10.0	0 0.0	1 1.1	4.17	.722
23	You believe that peace education can enhance students' English language learning	f %	28 40.0	30 42.9	8 11.4	1 1.4	3 4.3	4.13	.977
24	ESL teacher play role in developing character building	f %	22 31.4	40 57.1	4 5.7	4 5.7	0 0.0	4.14	.767
25	ESL teacher foster language proficiency skills among students	f %	34 48.6	27 38.6	5 7.1	3 4.3	1 1.4	4.29	.887



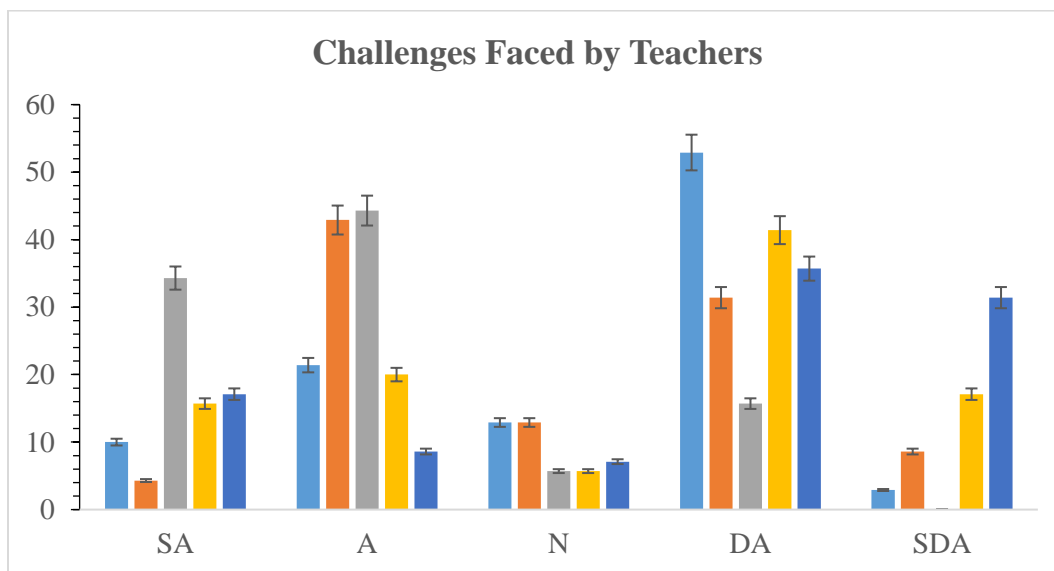
**Figure 3. Practices of Teachers**

Table 4.4 presents the practices of teachers regarding peace literacy skills and their integration into ESL instruction. Data showed that 11.4% of teachers strongly agreed, while 10% agreed. A 50% of teachers' response is disagreed and 22.9% strongly disagreed. The mean score was 2.37 with a standard deviation of 1.265 indicating overall disagreement with this practice. Only 7.1% of teachers strongly agreed and 17.1% agreed. Nearly half (47.1%) disagreed and 28.6% strongly disagreed. The mean was 2.27 (SD = 1.250), suggesting that social justice is not commonly emphasized in teaching practices. 7.1% strongly agreed and 18.6% agreed, while 55.7% disagreed. The mean of 2.69 (SD = 1.057) reflects some moderate disagreement with the use of restorative practices. 11.4% strongly agreed and 28.6% agreed, but 48.6% disagreed. The mean was 3.00 (SD = 1.142), indicating a balanced mix of agreement and disagreement on this practice. 11.4% strongly agreed and 21.4% agreed, while 54.3% disagreed. The mean of 2.90 (SD = 1.105) shows moderate

disagreement with conflict resolution strategies being used. 31.4% strongly agreed and 57.1% agreed with almost no disagreement. The mean of 4.17 (SD = 0.722) indicates strong agreement that a peaceful classroom enhances language learning. 40% strongly agreed and 42.9% agreed with only 1.4% disagreeing. The mean was 4.13 (SD = 0.977), showing strong support for peace education's role in improving English learning. 31.4% strongly agreed and 57.1% agreed with no strong disagreement. The mean of 4.14 (SD = 0.767) highlights a consensus that ESL teachers play a crucial role in character building. Nearly half (48.6%) strongly agreed and 38.6% agreed. The mean of 4.29 (SD = 0.887) reflects strong agreement that ESL teachers help develop language proficiency among students. Teachers largely support the idea that fostering peace and integrating peace education into ESL instruction can enhance learning, but many do not actively use practices like real-life scenarios or conflict resolution strategies in their classrooms.

**Table 4.5: Challenges Faced by Teachers**

Sr. No.	Statement	Option	SA	A	N	DA	SDA	Mean	SD
26	You have enough resources to teach about peace	f	7	15	9	37	2	2.83	1.116
		%	10.0	21.4	12.9	52.9	2.9		
27	You students ready to learn about peace	f	3	30	9	22	6	3.03	1.129
		%	4.3	42.9	12.9	31.4	8.6		
28	Teaching about peace help students to become better global citizens	f	24	31	4	11	0	3.97	1.021
		%	34.3	44.3	5.7	15.7	0.0		
29	You have enough time to teach about peace	f	11	14	4	29	12	2.76	1.377
		%	15.7	20.0	5.7	41.4	17.1		
30	You have the right materials to teach about peace	f	12	6	5	25	22	2.44	1.451
		%	17.1	8.6	7.1	35.7	31.4		



**Figure 4. Challenges Faced by Teachers**

Table 4.5 outlines the challenges faced by teachers in integrating peace education into their classrooms. Only 10% of teachers strongly agreed and 21.4% agreed that they had sufficient resources to teach about peace. More than half (52.9%) disagreed and 2.9% strongly disagreed with this statement. The mean score was 2.83 with a standard deviation of 1.116, indicating that the majority of teachers felt under-resourced when it came to teaching peace-related topics. A significant proportion, 42.9%, agreed that their students were ready to learn about peace, while 4.3% strongly agreed. However, 31.4% disagreed and 8.6% strongly disagreed. The mean score of 3.03 (SD = 1.129) reflects mixed views with many teachers feeling that student readiness

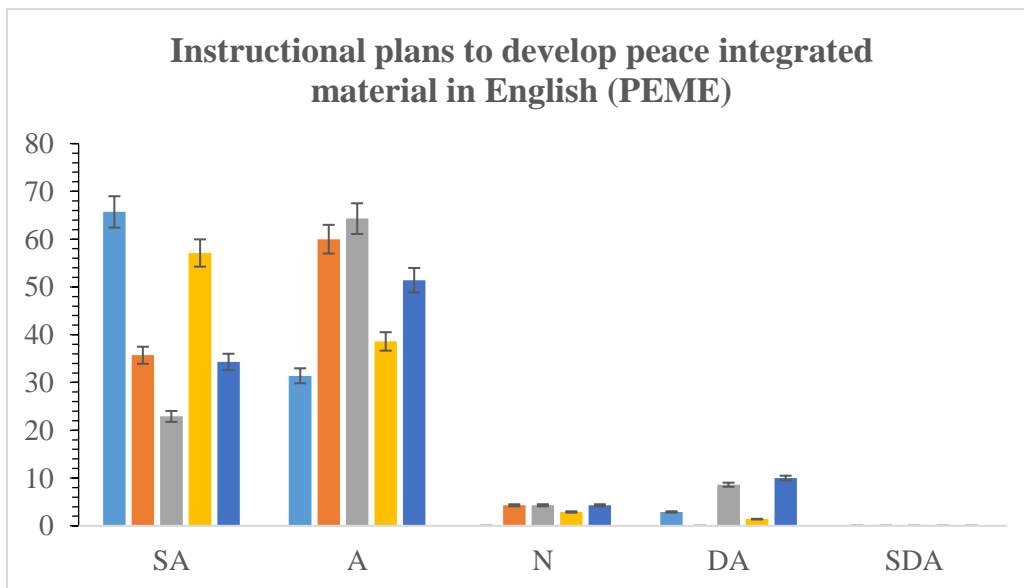
was a challenge, though a substantial number perceived their students as willing to engage with peace education. A strong majority of teachers (34.3% strongly agreed, 44.3% agreed) believed that teaching peace helped students become better global citizens. Only 15.7% disagreed with no strong disagreement. The mean score of 3.97 (SD = 1.021) suggests that most teachers were convinced of the positive impact peace education had on students' global citizenship, despite other challenges. Only 15.7% strongly agreed and 20% agreed that they had enough time to teach about peace. In contrast, 41.4% disagreed and 17.1% strongly disagreed. The mean score of 2.76 (SD = 1.377) indicates that a significant portion of teachers felt that time constraints were a major

challenge in incorporating peace education into their lessons. When it came to having the right materials to teach about peace, 17.1% strongly agreed and 8.6% agreed. However, 35.7% disagreed and 31.4% strongly disagreed. The mean score was 2.44 with a standard deviation of 1.451, reflecting

that the majority of teachers felt they lacked appropriate materials, further hindering their ability to effectively teach peace. Teachers recognized the value of peace education in shaping students as global citizens but faced significant challenges related to resources, materials and time.

**Table 4.6: Instructional plans to develop peace integrated material in English (PIME)**

Sr. No.	Statement	Option	SA	A	N	DA	SDA	Mean	SD
31	PIME should be aligned with national curriculum standards	f	46	22	0	2	0	4.60	.646
		%	65.7	31.4	0.0	2.9	0.0		
32	PIME should emphasize critical thinking and problem solving skills	f	25	42	3	0	0	4.31	.553
		%	35.7	60.0	4.3	0.0	0.0		
33	PIME should provide opportunities for collaborative learning and peer feedback	f	16	45	3	6	0	4.01	.789
		%	22.9	64.3	4.3	8.6	0.0		
34	PIME should integrate technology to enhance learning experience	f	40	27	2	1	0	4.51	.631
		%	57.1	38.6	2.9	1.4	0.0		
35	PIME should be culturally relevant and inclusive of diverse perspectives	f	24	36	3	7	0	4.10	.887
		%	34.3	51.4	4.3	10.0	0.0		



**Figure 5. Instructional plans to develop peace integrated material in English**

Table 4.6 presents the teachers' perspectives on how instructional plans to develop Peace Integrated Material in English (PIME) should be structured. A majority of teachers (65.7% strongly agreed and 31.4% agreed) believed that PIME should be aligned with national curriculum standards. Only 2.9% disagreed. The mean score was 4.60 (SD = 0.646), reflecting a clear consensus that adherence

to national standards is essential for effective peace integration in ESL instruction. 35.7% strongly agreed and 60% agreed that PIME should focus on developing critical thinking and problem-solving skills among students. The mean of 4.31 (SD = 0.553) shows strong support for these skills being integral to peace literacy instruction with no teachers disagreeing. 22.9% of teachers strongly

agreed and 64.3% agreed that PIME should include opportunities for collaborative learning and peer feedback. A small percentage (8.6%) disagreed and 4.3% were neutral. The mean score of 4.01 (SD = 0.789) suggests that while most teachers favored collaborative learning, a few expressed reservations. A majority (57.1% strongly agreed, 38.6% agreed) believed that PIME should integrate technology to enhance the learning experience, while only 1.4% disagreed. The mean of 4.51 (SD = 0.631) shows broad support for the use of technology in peace-integrated ESL teaching. 34.3% strongly agreed and 51.4% agreed that PIME should be culturally relevant and inclusive of diverse perspectives. However, 10% disagreed and 4.3% were neutral. The mean score of 4.10 (SD = 0.887) reflects a general agreement that cultural relevance and inclusivity are important, though there was some divergence in opinions. Teachers generally agreed on the importance of aligning PIME with curriculum standards, emphasizing critical thinking, using technology and promoting cultural inclusivity. However, there was slightly less consensus on collaborative learning and cultural relevance, suggesting areas where further discussion or support may be needed.

## 5. Justifications of the research questions

### **RQ1: To what extent peace literacy skills are being taught in the teaching practices of ESL teachers at secondary level?**

The first research question aimed to ascertain the extent to which peace literacy skills were being taught in the practices of ESL teachers at secondary level. This question was justified by the growing recognition of the importance of peace education in fostering socio-emotional development alongside academic skills. Effective language learning environments should not only focus on linguistic proficiency but also cultivate critical skills necessary for navigating complex social dynamics. The current practices of ESL educators concerning peace literacy were essential for identifying gaps in the curriculum and informing future instructional strategies. The research intended to highlight the potential for integrating peace education into existing ESL frameworks, thereby enriching the educational experience for learners.

### **RQ2: What are the needs, challenges and opportunities of integrating peace curriculum in ESL teaching at secondary level?**

The second research question addressed the needs, challenges and opportunities of integrating a peace curriculum in ESL teaching at secondary level. This inquiry was critical as it provided insight into the practical realities faced by educators when attempting to incorporate peace literacy into their instructional practices. The literature indicated that while there is a theoretical acknowledgment of the importance of peace education, many teachers' encountered barriers such as rigid curricula, lack of resources and insufficient training. The research aimed to uncover specific areas where support and development were necessary ultimately guiding stakeholders in creating a conducive environment for integrating peace education into ESL instruction. The opportunities would empower teachers to implement innovative strategies that align with peace literacy, thus enhancing the overall educational framework.

### **RQ3: What instructional plans are needed to develop peace integrated material in English (PIME)?**

The third research question focused on determining the instructional plans needed to develop peace-integrated materials in English (PIME). This question was justified by the necessity of providing educators with concrete strategies and resources to effectively teach peace literacy alongside language skills. A lack of structured instructional plans often hindered teachers' ability to integrate interdisciplinary themes like peace education. The research sought to propose practical, actionable plans that ESL educators could adopt to foster a more holistic learning environment. These plans would not only address the linguistic needs of learners but also encourage the development of essential life skills such as critical thinking and conflict resolution, which are integral to peace literacy.

## 6. Conclusion

The current state of peace education within English language teaching. Through the investigation of the four research questions, the study aimed to elucidate the extent of peace literacy integration in

teaching practices, identify needs and challenges faced by educators, outline necessary instructional plans.

The investigation into the extent of peace literacy skills being taught in ESL classrooms revealed a concerning gap in current practices. ESL teachers recognized the importance of fostering peace literacy among their students, the actual implementation of peace education within their lessons was limited. Teachers reported that they felt unprepared to teach these skills due to a lack of training and resources. Peace literacy was often relegated to a secondary consideration, overshadowed by the primary focus on language acquisition and grammatical proficiency. There was recognition of the relevance of peace skills in an increasingly globalized world, many teachers felt constrained by rigid curricula that prioritized language mechanics over broader educational themes. The potential for developing students' socio-emotional skills and critical thinking related to peace and conflict resolution was not fully realized. The exploration of the needs, challenges and opportunities associated with integrating a peace curriculum in ESL teaching underscored the complexities faced by educators in this endeavor. The study identified several key needs, including professional development and training that focused specifically on peace education. Teachers expressed a desire for workshops and resources that would provide them with practical strategies for incorporating peace literacy into their instructional practices.

The challenges faced by ESL teachers included limited access to relevant materials and a lack of administrative support for curriculum integration. Teachers often felt isolated in their efforts to teach peace literacy, which hindered collaboration and sharing of best practices. The research highlighted the importance of fostering a supportive school culture that encourages experimentation with innovative teaching methods, including the integration of peace education. The study also uncovered significant opportunities for integrating peace literacy into ESL teaching. Many educators expressed a willingness to adopt peace-focused instructional strategies if provided with appropriate resources and support. This openness presents an avenue for curriculum developers and educational

leaders to collaborate with teachers in creating meaningful peace-integrated materials and training programs. The need for instructional plans that facilitate the development of peace-integrated materials in English (PIME) emerged as a crucial finding of the research. The study proposed that instructional plans should be comprehensive and contextually relevant, encompassing thematic units that address real-world issues related to peace and conflict. For instance, units could focus on topics such as cultural understanding, empathy-building exercises and collaborative problem-solving activities. The research emphasized the importance of aligning PIME with existing language learning objectives. Instructional materials should not only enhance language proficiency but also engage learners in critical thinking and discussions surrounding peace-related topics. By incorporating authentic texts that address themes of peace and social justice, educators can create a more engaging and meaningful learning experience for students.

This study revealed significant gaps, needs and opportunities for enhancing language education through the lens of peace. The study highlighted the importance of revising existing curricula, providing targeted professional development for educators and developing instructional plans that promote peace literacy alongside language proficiency. One such study has conducted by Qamar & Lodhi (2024) substantially affirms the importance and utilization of peace-based English teaching practices in Pakistani institutions. Educators can foster a more holistic and meaningful learning experience that empowers students to engage with language in ways that promote understanding, empathy and social responsibility.

## 7. Recommendations

1. In light of the study findings, recommendations for future research and practice emerged. There is a need for more comprehensive professional development programs focused on peace literacy for ESL teachers. Such programs should not only provide practical strategies but also foster collaboration and networking opportunities among educators to share best practices and resources.
2. Curriculum developers and educational policymakers should prioritize the creation of

peace-integrated materials that are accessible and relevant to diverse learners. Engaging teachers in the development process can ensure that resources meet the needs of educators and resonate with students' experiences.

3. Educational institutions should design and implement comprehensive professional development programs that focus on peace education and literacy.
4. Educational policymakers should establish supportive frameworks that encourage the integration of peace education into ESL curricula.
5. Institutions should cultivate collaborative learning environments that promote sharing and networking among ESL teachers

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