

# Peace Linguistics in the Academic Community Through the Lens of English Language Teachers: A Multiple Case Study

DOI: <https://doi.org/10.47175/rielsj.v5i1.903>

| Baisoraya Sampiano Parcon<sup>1</sup> | Teresita Q. Adriano<sup>2</sup> |

<sup>1</sup> English Department,  
Mindanao State University,  
Maguindanao del Norte,  
Philippines

<sup>2</sup> Graduate School  
Department, University of  
Immaculate Conception,  
Davao City, Philippines

<sup>1</sup>[basampiano@msumaguindanao.edu.ph](mailto:basampiano@msumaguindanao.edu.ph)

<sup>2</sup>[tadriano@uic.edu.ph](mailto:tadriano@uic.edu.ph)



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

## ABSTRACT

*This qualitative multiple case study delves into the English Language Teachers' integration and assessment of peace linguistics in various pedagogical practices, focusing on the exploration of both violent and nonviolent terminologies expressed by students in classroom setting. Data collection involved in-depth interviews with five ELTs, triangulated to two additional teachers and five students. The data were thematically analyzed, revealing five essential themes for violent and nonviolent phraseologies and terminologies expressed by students such as: Moralistic Judgement expressions, cultural and religious expressions, positive and encouraging language, promotion of peaceful communication and teamwork, and the use of courteous language. Second, it uncovers five emergent themes in the incorporation of peace linguistics: promoting inclusive and peaceful language, cultivating a culture of peace through interactive pedagogy, incorporating culturally inclusive teaching materials, sustaining peace linguistics across the subject, collaborating efforts with peer teachers or experts. Third, it highlights four essential themes in gauging success in ELTS pedagogy: assessment of peaceful efficacy, peace pedagogy feedback methods, changes in students' behavior positively, and engagement in peace awareness professional development opportunities. The cases imply both similarities and differences in how ELTs incorporate peace linguistics into their classes and gauge their success, despite encountering both violent and nonviolent expressions among students.*

## KEYWORDS

*applied linguistics; education; peace linguistics; violent; nonviolent*

## INTRODUCTION

Peace Linguistics (PL) is an interdisciplinary approach that promotes peaceful language use in a conflict-ridden world (Friedrich and Matos (2012). Unfortunately, it's relatively unknown, especially in education, where the importance of communication for peace is often overlooked (Curtis, 2017). One solution is to integrate peace education into language training, emphasizing empathy and politeness (Zamalieva, 2020). However, this is challenging due to the complexity of using language for peace. Initiatives like the Peace Linguistics program at Brigham Young University-Hawaii are working to align language education with conflict resolution goals (Matos, 2014). Gomes de Matos (2005) introduced an educational dimension to Peace Linguistics, defining it as an approach to support educational systems in cultivating individuals to use language for peaceful purposes. In today's confrontational climate, Peace Linguistics has the potential to reshape language education and foster understanding and harmony.

In the increasingly unsafe global context in certain countries, particularly in Russia as highlighted by Zamalieva (2020), and globally as noted by UNESCO (2018), violence and bullying in schools are prevalent issues. Furthermore, the mass media exacerbates these concerns by constantly portraying inter-religious conflict, terrorism, and warfare, as stated by Cates (Pratama & Yuliati, 2016). Recent literature, such as that by Maksimovic et al. (2022), emphasizes the urgent need to address violent communication among students. Moreover, Wahyuningsih (2018) underscores the immense impact of language on either preserving or undermining peace, emphasizing the responsibility of language users to mitigate conflicts. Peace Linguistics, as described by Gomes de Matos (2005), offers an interdisciplinary approach to prepare individuals as peaceful language users. Suleiman (2004) suggests that sensitively addressing linguistic issues can contribute to building and maintaining peaceful relations within and between different ethnic groups.

In the Philippines, challenges related to language use and conflict management have emerged, including an increased risk of school violence among students exposed to conflict Floresta (2021), the responsibility of educators to manage conflicts Panolong (2020), the significant issue of cyberbullying Asio (2019), and the overlooked phenomenon of student bullying of teachers (Mabunga, 2016). Addressing these challenges requires integrating peace principles into education, as highlighted by Rahim (2018) study at the International Peace Leadership College, who emphasizes the pivotal role of English language teachers in promoting peace education. However, there remains a gap in exploring peace linguistics within academic contexts, identified by Mabunga (2016) as the absence of a comprehensive framework for teacher education institutions. Bridging this gap and equipping educators with the necessary tools can foster a culture of peace within classrooms and address the challenges of conflict and violence in Philippine schools.

In Mindanao, studies conducted were in the context of Peace and Development not more on the violent use of language. Salazar (2018) study which aimed to contribute to peace and development in Mindanao through character enhancement and violence prevention, found that the implementation of the peace education program largely aligned with the institution's vision, mission, and core values of MSU-Maguindanao. However, it was frequently actualized through peacebuilding initiatives and activities. On the other hand, Bagumbaya (2021) reported on the purposeful inclusion of Peace Education in the MSU-System curriculum, while a collaborative effort between the Mindanao State University Institute of Peace and Development in Mindanao (IPDM) and the United Nations Development Programme (UNDP) conducted a workshop in 2022 to effectively integrate peace into the MSU-Maguindanao curriculum, particularly in crafting of course modules, course syllabi, classroom activities, and assessment mechanisms related to peace education.

Peace Linguistics has the potential to improve peaceful communication and conflict resolution in educational environments. However, there's a research gap regarding its application and impact in regional contexts like Maguindanao, Philippines. Prior studies in the Philippines have focused on broader peace and conflict studies, neglecting the nuances of language and communication strategies. For instance, research has been conducted on hate speech in social media Mamayabay and Baradillo (2024), conversational topic preferences, the use of taboo words, euphemisms, and cathartic expressions (Batang et al., 2018; Domingo et al., 2019), cuss words among Kankanaey young people, pre-service teachers' language choices, and the prevalence of swearing and foul language (Mangad et al., 2022). Furthermore, studies have explored abusive language within the Philippine film and television industry (Glo et al., 2023). Consequently, there is a pressing need for comprehensive research that specifically investigates the practical implementation and

effectiveness of Peace Linguistics in the classroom setting, particularly from the perspective of English Language Teachers in Maguindanao.

## RESEARCH METHODS

The study utilized a qualitative multiple-case study design to investigate how ELTs incorporated peace linguistics concepts into their classrooms. Five ELTs from various departments participated, ensuring diverse teaching contexts. Ethical approval was obtained, confidentiality and voluntary participation were maintained. Semi-structured interviews were conducted, transcribed verbatim, and analyzed thematically following Braun and Clarke's (2006) approach. The analysis identified themes such as student terminologies, ELT methodologies, and assessment practices related to peace linguistics integration. Triangulation was employed for data validation through input from other teachers and students.

## RESULTS AND DISCUSSION

In result of the study emerged five common themes.

*Moralistic Judgement Expressions.* In the context of violent terminologies and phraseologies only this one theme emerged with five core phrases contributing to subtle emotional violence in educational settings: *baboy ka* (you're a pig), *busit ka* (you're annoying), *buneg ka* (you're insane), *tanga* (stupid), and *nakakaantok naman* (it's so boring). Cases 2 and 3 perceived these expressions as harmful despite possible lack of intent to harm. Such moralistic judgments, as noted by Rosenberg (2015), can create disconnect by implying wrongdoing for not aligning with others' values.

*Cultural and religious expressions.* This first theme in the context of violent terminologies and phraseologies encompasses expressions rooted in cultural and religious beliefs, which serve to convey gratitude, goodwill, and acknowledgment of divine will such as the use of *Alhamdulillah* (All praise is due to Allah), *Mashaa Allah* (What Allah has willed), and *Inna lillahi wa inna ilayhi raji'un* (Surely, we belong to Allah, and to Him, we shall return). The following phrases were experienced by two ELTs. This is similar to Ali et al., (2020) work on how Islamic values promote ethical learning environments.

*Positive and Encouraging Language.* For the second theme, it focuses on uplifting and motivating communication. It involves offering feedback that acknowledges the value of ideas, praising impressive contributions, expressing appreciation for explanations or lessons, and showing gratitude for positive learning experiences. The terms are: Very good, you're good, excellent idea, and brilliant idea, nice explanation and thank you, Ma'am, for the learning. This language as encountered by one ELT fosters a supportive and encouraging atmosphere conducive to growth and development. This uplifting communication style cultivates an environment where students feel motivated and valued, thus promoting their growth and development aligning with Fredrich et al., (2012) research on how a positive classroom climate boosts student engagement and success.

***Dominant Terminologies and Phraseologies in the Peace Linguistics Context of Violence and Nonviolence expressed by the students in the school setting***

**Table 1.** Students' Dominant Terminologies and Phraseologies in Peace Linguistics Context of Violence and Nonviolence

Essential Themes	Violent Terminologies and Phraseologies
Moralistic Judgement Expressions	<ul style="list-style-type: none"> <li>• Baboy ka</li> <li>• Busit ka</li> <li>• Buneg ka</li> <li>• Nakakaantok naman</li> <li>• Tanga</li> </ul>
Essential Themes	Non-Violent Terminologies and Phraseologies
Cultural and Religious Expressions	<ul style="list-style-type: none"> <li>• Alhamdulillah</li> <li>• Mashaa Allah</li> <li>• Inna lillahi wa inna ilayhi raji'un</li> <li>• Greetings and Prayer</li> </ul>
Positive and Encouraging language	<ul style="list-style-type: none"> <li>• Very Good</li> <li>• Excellent Idea</li> <li>• Brilliant Idea</li> <li>• That's a nice explanation, ma'am.</li> <li>• We've learned something.</li> <li>• Thank you, Ma'am, for the nice learning example</li> </ul>
Promotion of Peaceful Communication and Teamwork	<ul style="list-style-type: none"> <li>• Students applying conflict resolution strategies.</li> <li>• Demonstrating teamwork and empathy</li> </ul>
The use of courteous language	<ul style="list-style-type: none"> <li>• Po, opo, please, and sorry</li> <li>• Appropriate emojis</li> </ul>

*Promotion of Peaceful Communication and Teamwork.* This theme highlights the importance of peaceful communication and teamwork in fostering a harmonious learning environment. Based on the identified ELT's experiences, it involves describing instances where students use peaceful language to resolve disagreements, collaborate effectively, and demonstrate empathy towards one another. Emphasizing peaceful communication and teamwork encourages mutual understanding, cooperation, and a sense of community among students. Akindele (2012) discovered comparable outcomes, demonstrating that collaboration among students facilitated the development of self-assurance, interpersonal skills, conflict resolution abilities, and leadership qualities.

*The use of Courteous Language.* As for another one ELT's encountered, this theme involves the use of respectful terms and gestures to signify politeness and esteem in communication such as please, Sorry, yes *po*, *ampun bu* (Sorry) classmates, and the use of appropriate Emojis (happy, smiling, sad, crying) by incorporating courteous language into interactions, individuals demonstrate consideration and regard for others, contributing to positive social dynamics and mutual respect. This connects with Yano et al., (2017) research on how nonverbal communication, politeness markers, and emotional expression create positive teacher-student relationships.

***Incorporation of Peace Linguistics in the Class***

Table 2 explores ELTs experiences in incorporating peace linguistics into their respective classrooms. There are five (5) essential themes emerged in the study.

**Table 2.** Experiences of ELTS in Incorporating Peace Linguistics in Classes

Essential Theme	Core Ideas
Promoting Inclusive and Peaceful Language	<ul style="list-style-type: none"> <li>• Regular reinforcement of non-hurtful language</li> <li>• Consistent reminders to use unbiased language.</li> <li>• Consistent effort to incorporate peaceful language into lessons.</li> <li>• Prioritize a positive and respectful atmosphere</li> <li>• Seldom reminders due to generally well-mannered students.</li> </ul>
Cultivating a Culture of Peace through Interactive Pedagogy	<ul style="list-style-type: none"> <li>• Proactively embedding peace-focused language in the curriculum, including its use in greetings, prayers, and interactions that highlight overall wellness.</li> <li>• Classroom dialogues using peaceful words or biased free language, and group activities using role-play highlight terms associated with peace.</li> <li>• Comprehensive approach with lesson integration, Collaborative teaching, and occasional film showings.</li> <li>• Employs role-play, debates on societal issues, and exercises in active listening.</li> <li>• Setting class norms.</li> </ul>
Incorporating Culturally Inclusive Teaching Materials	<ul style="list-style-type: none"> <li>• Experiential learning with modules</li> <li>• Modules incorporating peace concepts, handouts, resources with real world examples.</li> <li>• Utilizes a diverse blend of multimedia and traditional resources such as film viewing and reading of books.</li> <li>• Module, Novels, short stories, technology resources, and creative writing related to peace themes.</li> <li>• Don't have specific material.</li> </ul>
Sustaining Peace Linguistics Across the Subject	<ul style="list-style-type: none"> <li>• Lessons on communication, cultural sensitivity, and bias-free language with reminders.</li> <li>• Continual reminders with a focus on audible cues such as students' verbal expressions.</li> <li>• Constant reinforcement of principles through lessons.</li> <li>• Clear communication expectations, collaborative norm development, and positive language modeling.</li> <li>• Importance of constant reminders, acknowledging the challenge in asynchronous classes.</li> </ul>
Collaborating Efforts with Peer Teachers or Experts	<ul style="list-style-type: none"> <li>• Actively collaborates with other educators</li> <li>• Collaborates with other teachers and departments, particularly during the creation of modules.</li> <li>• Affirms active engagement with fellow teachers, especially senior faculty members in the English department.</li> <li>• Collaborates with teachers to integrate peace linguistics, particularly with senior faculty members.</li> <li>• Express willingness to collaborate with professors</li> </ul>

*Promoting Inclusive and Peaceful Language.* The theme emphasizes English language teachers' dedication to promoting inclusive and peaceful language, with a focus on cultural sensitivity. Educators across cases prioritize fostering a classroom culture based on respect, empathy, and nonviolent communication. They recognized the importance of cultural sensitivity and bias-free communication, monitoring students' language adoption through constant reminders, integrated peaceful language regularly, gauging its success by reduced inappropriate language use, emphasizes principles fostering peace, understanding, and cooperation, and noted the importance of occasional reminders despite generally well-mannered students. Overall, all cases highlight the necessity of consistently reinforcing peaceful language. This aligns with Durlak et al., (2011) findings, which demonstrate the

long-term benefits of positive learning environments on academic achievement and social-emotional learning.

*Cultivating a Culture of Peace through Interactive Pedagogy.* The theme highlights the integration of peace concepts into classroom teaching to foster respect, empathy, and nonviolent communication. All the Cases demonstrate a commitment to interactive pedagogy for cultivating a peaceful environment. They emphasized personal connections and holistic well-being alongside traditional methods, employed group activities and role-playing to impart nonviolent ideologies practically, utilized collaborative teaching and occasional film showings, used role-playing, debates, and active listening and ensured structure and respect through class orientations and guidelines, even during online classes. These cases showcase educators' adaptability and creativity in integrating peace linguistics into English language teaching, catering to diverse learning styles and classroom dynamics. Their efforts highlight the pivotal role of educators in shaping future generations' mindset and attitudes, as emphasized by (Kumaravadivelu, 2001).

*Incorporating Culturally Inclusive Teaching Materials.* The theme emphasizes English language teachers' utilization of diverse teaching materials to convey peace concepts, including both modern and traditional resources. This aligns with Onyilagha et al., (2016) findings on technology's influence on education. The approach advocates for flexibility in adapting teaching methods and materials to learners' needs, as highlighted by Kumaravadivelu (200). ELTs consider the following: experiential learning materials, structured modules and handouts, multimedia and traditional resources, novels, articles, and creative writing.

*Sustaining Peace Linguistics Across the Subject.* This theme reveals how ELTs focused on sustaining the use of peaceful language in the classroom. All the cases emphasized the importance of constant reminders. They recognized that reinforcing the principles of peace linguistics is an ongoing process, requiring repeated reminders to students. This resonates with research on social-emotional learning, which emphasizes the importance of teaching and practicing skills for managing emotions and promoting positive social interactions, (Elias et al., 1997).

*Collaborating Efforts with Peer Teachers or Experts.* This theme highlights the collaborative efforts among English language teachers, it demonstrates a willingness to work with other teachers, professors, and departments. Four out of five ELTs provided insights into the collaborative efforts undertaken by educators to integrate peace linguistics into their teaching while the remaining one didn't experience it yet looking forward to do it.

Regardless of the specific approach, collaboration with other teachers or departments is a recurring theme, highlighting a shared commitment to enhancing the incorporation of peace linguistics within academic settings. According to Robert et al., (2022), collaboration efforts with teachers are important for teacher development, improving student achievement, and building school culture. Additionally, Michael (2020) noted that teachers often work in teams and collaboration can enhance their effectiveness.

### **The Gauge of Pedagogical Success of Peace Linguistics**

Based on the responses from the C1, C2, C3, C4, and C5 regarding their pedagogy of peace linguistics, four (f) themes are identified.

**Table 3.** ELTs Experiences Gauging Success of Peace Linguistics Pedagogy

Essential Themes	Core Ideas
Assessment of Peaceful Efficacy	<ul style="list-style-type: none"> <li>• Lack criteria yet, but hopeful to create them to sustain teaching effectiveness</li> </ul>

	<ul style="list-style-type: none"> <li>• Utilization of Role-playing, and scoring rubrics.</li> <li>• Teaching efficiency rating</li> <li>• Utilization of criteria, Student engagement, conflict resolution activities, language use, real-world application, integration into other subjects</li> <li>• Observational insights, no specific standard criteria</li> </ul>
Peace Pedagogy Feedback Methods	<ul style="list-style-type: none"> <li>• Google Forms for Student Insights</li> <li>• Emphasizes using direct questions, assessment results, and continuous feedback for effective teaching.</li> <li>• Quantitative Measures through Teaching efficiency rating</li> <li>• Using Reflection papers, discussions, one-on-one conversations</li> <li>• No feedback gathering so far</li> </ul>
Changes on Students Behavior Positively	<ul style="list-style-type: none"> <li>• Positive changes in behavior and attitudes</li> <li>• Positive changes, Communication without violent language; Emotional upliftment</li> <li>• Positive changes in students' behavior</li> <li>• Positive attitudes, awareness of language impact</li> <li>• Unsure if her peaceful and friendly teaching approach directly influences students' peaceful behavior and communication.</li> </ul>
Engagement in Peace Awareness towards Professional Development	<ul style="list-style-type: none"> <li>• Participating in a program on English language skills from the US Embassy</li> <li>• Improves teaching through reading, seminars, sharing with peers, and online resources, emphasizing collaboration for peace concept instruction.</li> <li>• Attending seminars and workshops</li> <li>• Reading, online courses mandated by institutional heads, MNLF Transformation Program, webinars on intercultural and nonviolent communication</li> <li>• No experience yet due to class set up</li> </ul>

*Assessment of Peaceful Efficacy.* This involves evaluating teaching methods for inclusivity in educational settings, using techniques like role-playing, rubrics, and conflict resolution criteria to measure effectiveness. Educators refine their approaches based on consistent feedback obtained through reflection papers and discussions, ensuring alignment with the goal of nurturing peace-oriented behaviors among students. Popham (2001) advocates for diverse assessment methods focusing on measurable skills like teamwork and organization of ideas. Conversely, while one ELT prioritizes teaching efficiency ratings, another lacks specific standard criteria and relies on observational insights, citing misalignment with the current semester's course subject. Wiggins and McTighe (2005) highlight the importance of diverse assessment methods, including student feedback, for a comprehensive understanding of student learning across different domains, including peace linguistics. These varied responses underscore the complexity of evaluating the effectiveness of peace linguistics pedagogy.

*Peace Pedagogy Feedback Methods.* For this theme, it involves shedding light on the various tools and mechanisms employed to evaluate not only the outcomes but also the ongoing process of their peace-focused linguistic teaching methods. Utilizing tools such as Google Forms and teaching efficiency ratings, educators gauge effectiveness, maintaining alignment with the objective of cultivating peace-oriented behaviors among students. Continuous feedback mechanisms allow for the refinement of teaching approaches and the enhancement of instructional practices. The research on Peace Linguistics for Language Teachers provides guidelines that mirror the varied feedback methods mentioned, emphasizing the role of language in peacebuilding and the importance of communicative

peace in classroom practices (SciELO, 2023). Furthermore, a comprehensive meta-analysis on the effects of feedback in education aligns with these findings, offering a quantitative integration of how feedback influences student learning outcomes, thus substantiating the use of diverse feedback mechanisms (Frontiers, 2023).

*Changes in Students' Behavior Positively.* Focusing on the lasting impact of their teaching, this theme explores teachers' observations of positive changes in students' behavior and attitudes towards peace and nonviolence. Observations of positive shifts in communication, demeanor, and conflict resolution skills highlight the transformative impact of peace-oriented teaching practices. Matos (2014) emphasizes the role of peace linguistics pedagogy in fostering constructive interactions and character development. All educators recognize the positive changes in students resulting from this approach, noting improvements in communication, emotional well-being, and motivation. They also observe enhancements in demeanor and the active application of conflict resolution strategies, particularly among initially challenging students. Matos's research supports these findings, emphasizing the importance of peaceful communication in educational settings and its positive effects on behavior and awareness.

*Engagement in Peace Awareness towards Professional Development.* This theme delves into the various avenues teachers explore for professional development to enhance their proficiency in teaching peace linguistics. Teachers discuss the resources, programs, and activities they engage in to stay informed and continually improve their teaching practices. In exploring the professional development approaches of educators in the context of peace linguistics, a diverse range of strategies is employed by five distinct cases. Each case exhibits unique initiatives to enhance their proficiency in teaching this specialized field. Research underscores their commitment to lifelong learning. This resonates LeBlanc (2010) study which advocates integrating communicative peace into education, echoed by Luke & Park (2020) promoting socially responsible teaching. Despite varied professional development efforts, some educators lack explicit focus on peace linguistics.

### **Similarities and Differences between Cases**

Table 4 underscores both similarities and differences between the five cases.

It could be clearly seen in Table 4 the shared absence of reported violence in Cases 1, 4, and 5 in the theme Moralistic Judgement Expressions, it suggests that fostering a positive educational climate is a key factor in mitigating the potential negative effects of certain expressions. This implies that educational institutions should prioritize and actively promote values aligned with creating a supportive and respectful atmosphere. Institutions could consider incorporating such values into their mission statements, recognizing the potential influence on individual perceptions of language. On the other hand, Cases 2 and 3 present similarities in their encounters with violent terminologies and phraseologies. It shed light on unique instances where such language negatively impacts classroom morale.

These phrases were interpreted as not just expressions of boredom or disinterest but as direct moralistic judgments and insults, contributing to a negative atmosphere within the classroom. Zainurridlo (2018) suggests that in specific situations and conditions, the identification of elements within communication and language function should be contextually driven. Furthermore, according to Poterat et al. (2010), language can be utilized within instances of bullying, which holds various implications for professionals working in educational settings. The study underlines that casual remarks or banter, even if perceived as playful, can contribute to a negative climate for learning.

**Table 4.** Similarities and Differences of Violent and Non-violent Terminologies, Incorporation of Peace Linguistics, and Gauge of Success in Peace Linguistics Pedagogy of Cases.

Essential Themes	Case Unit		Remarks
	Similar	Different	
<b>Violent Terminologies and Phraseologies</b>			
Moralistic Judgement Expressions	C2, C3	C1, C4, C5	Expressions leading to class demotivation were encountered in both case 2 and case 3, whereas no instances of violent linguistic were reported in cases 1, 4, and 5.
<b>Non-Violent Terminologies and Phraseologies</b>			
Cultural and Religious Expressions	C1, C5	C2, C3, C4	Case 1 and case 5 encountered nonviolent terminologies related to cultural and religious sensitivity, while cases 2, 3, and 4 did not.
Positive and Encouraging language	C2, C3, C5	C1, C4	Cases C2, C3, and C5 experienced nonviolent terms fostering an uplifting and supportive atmosphere, while case 1 and case 4 did not encounter such terms
Promotion of Peaceful Communication and Teamwork	C1, C2, C3, C5	C4	Only C4 mentions effective teamwork and communication, while the other cases encountered terms unrelated to the promotion of peaceful communication and teamwork.
The use of Courteous Language	C1, C2, C3, C5	C5	Only C5 mentions Courteous Language, while the other cases encountered other themes of non-violent phrases and terms.
<b>Incorporation of Peace Linguistics in the Class</b>			
Promoting Inclusive and Peaceful Language	C1, C2, C3, C4,	C5	All cases promote peaceful language except C5 highlights seldom reminders due to well-mannered students
Cultivating a Culture of Peace through Interactive Pedagogy	C1, C2, C3, C4, C5		All the cases embed peace throughout the curriculum or teaching process
Incorporating Culturally Inclusive Teaching Materials	C1, C2, C3, C4,	C5	The four cases utilize diverse traditional and modern teaching materials that promote culturally inclusive teaching, whereas only C5 does not have specific materials mentioned.
Sustaining Peace Linguistics Across the Subject	C1, C2, C3, C4	C5	All cases emphasize continual reminders and lesson integration, yet C5 also emphasizes the challenge posed by asynchronous classes.
Collaborating Efforts with Peer Teachers or Experts	C1, C2, C3, C4	C5	C5 is the only one lacking experience in collaborating with peers because of her work-from-home arrangement.
<b>Gauge of Success in Peace Linguistics Pedagogy</b>			
Assessment of Peaceful Efficacy	C2, C3, C4	C1, C5	Cases 2, 3, and 4 used varied assessment tools while Cases 1 and 5 don't have criteria yet.
Peace Pedagogy Feedback Methods	C1, C2, C3, C4	C5	Cases 1, 2, 3 and 4 utilize feedback methods during or after teaching practices, while only C5 does not incorporate feedback.
Changes in Students' Behavior Positively	C1, C2, C3, C4	C5	All cases noted positive developments, yet C5 is uncertain whether these changes stem from her teaching methods.
Engagement in Professional	C1, C2,	C5	The cases 1, 2, 3, and 4 participate in seminars, webinars, workshops, readings, engage in programs that develop peace awareness and peace pedagogy.

Development Opportunities	C3, C4,		
---------------------------	------------	--	--

In the context of Nonviolent Terminologies and Phraseologies, Case 1 and Case 5 share similarities in integrating cultural and religious expressions. Case 1 stands out for incorporating Islamic-rooted phrases, offering a unique perspective deeply rooted in religious and cultural traditions, symbolizing gratitude and reverence for divine will. Similarly, Case 5 adopts deferential language, reflecting cultural values of respect akin to Case 1's religious emphasis. Both cases underscore the importance of greetings as nonviolent communication, culturally and religiously. Conversely, Cases 2, 3, and 4 exhibit differences in phraseology and terminology. Siti et al. (2023) stress the significance of Islamic cultural expressions in educational settings, highlighting language as a potent tool for effective communication and teaching, as echoed by Siti (2022).

It terms of Positive and Encouraging Language, Cases 2, 3, and 5 presents similarities prioritize fostering positive interactions in the classroom through language choices, promoting a supportive learning environment. Regular use of praise and immediate positive feedback boosts student confidence and contributes to a nurturing atmosphere. Case 3 highlights reciprocal gratitude exchanges, strengthening respect between educators and students. In contrast, Case 4 uniquely focuses on students' active participation in promoting peaceful communication within teamwork. This supports Na and Oh (2011) study, indicating that teachers' use of encouraging language positively impacts students' adaptation to school life. Similarly, Guilloteaux and Dörnyei (2008) suggest that language teachers' motivational approaches are associated with heightened levels of learner motivation and engagement in learning activities.

Table 4 also presents the theme Promotion of Peaceful Communication in Teamwork where in cases 1, 2, 3, and 5 share similarities in their lack of encountering identical phraseologies and terminologies, while Case 4 uniquely emphasizes how students contribute to a positive learning environment through non-violent communication strategies, particularly in teamwork. The teacher observed students' dedication to conflict resolution, cooperative learning, and mutual respect, crediting effective communication for group achievements. For instance, students cited embracing cooperative learning and resolving conflicts without hard feelings as winning strategies and conflict resolution techniques, respectively. This is related to result of study conducted by McVeigh (2023) which underscored the significance of integrating conflict resolution abilities into English as an Additional Language (EAL) classrooms within academic settings.

Furthermore, the theme the use of Courteous Language exemplified uniquely in Case 5 while not seen in other cases. By integrating courteous language into their interactions, students demonstrate consideration and regard for others, fostering positive social dynamics and mutual respect within the classroom. According to Pradita et al. (2024), the use of polite language serves as a significant marker for the effectiveness of character education, which should be instilled across various spheres of life, including schools, families, and society.

In conclusion, the diverse expressions found in all cases of non-violent terminologies and phraseologies highlight the myriad ways students in school settings engage in positive and respectful interactions. These expressions, spanning cultural, linguistic, and behavioral dimensions, contribute to fostering a positive educational atmosphere.

### ***Incorporation of Peace Linguistics in the Class***

As presented in the Table 4 for the theme Promoting Inclusive and Peaceful Language, C1, C2, C3, and C4 share a commitment to promoting inclusive and peaceful language in the

classroom, emphasizing cultural sensitivity and fostering respect, empathy, and nonviolent communication. Educators play a crucial role in shaping these values. Additionally, promoting peace linguistics is highlighted across all cases, supported by McVeigh (2023) who emphasizes the importance of suitable language for peaceful communication. However, Case 5 labelled as different for the infrequent need for reminders to use peaceful language, attributed to the students' generally well-mannered nature. Although reminders are still important, Case 5 rarely needs them due to the students' behavior, reflecting unique classroom dynamics. Teachers and students engage in shared learning, empowering students to take responsibility for their growth and achievement, as discussed by Phunu (2013). Overall, these cases underscore the significance of consistently reinforcing nonviolent language, with each offering unique insights and strategies within this common theme, highlighting educators' critical role in shaping a culture of respect, empathy, and nonviolent communication.

Conversely, in the theme cultivating a culture of peace through interactive pedagogy. Cases 1 to 5 exemplify a collective dedication to integrating peace concepts into their teaching practices, demonstrating a similarity in embedding peace throughout the curriculum or teaching process particularly Alshuraiaan (2023) specifically emphasized the significance of fostering interactive and stimulating classroom environments, emphasizing the impact of cultural elements, classroom interactions, and teaching methods on the quality and efficacy of teacher-student engagement.

Moreover, for the theme incorporating culturally inclusive teaching materials. It is shown in Table 4 particularly in this theme is the similarities of Cases 1, 2, 3, and 4 exemplify a concerted effort to utilize a diverse range of resources to convey peace concepts effectively. Their approaches showcase a blend of traditional teaching materials alongside modern resources, aiming for comprehensive and culturally inclusive pedagogy this resonates with the research conducted by Bozkurt and Aydin (2023) offers valuable empirical insights demonstrating the benefits of integrating technology and efficient instructional models to achieve favorable learning results within a digitally enriched educational setting.

Conversely, Case 5 does not employ specific teaching materials, highlighting a difference in approach to resource utilization. This variation underscores the importance of flexibility in adapting teaching materials to suit the unique needs and contexts of each classroom.

Furthermore, in the theme sustaining peace linguistics across the subject. Cases 1, 2, 3, and 4 emphasize the consistent reinforcement of peaceful language in the classroom through reminders and proactive teaching strategies. They recognize the ongoing nature of sustaining nonviolent communication and prioritize the integration of peace linguistics into the curriculum. However, Case 5 faces challenges in maintaining regular reminders due to asynchronous classes, highlighting a difference in the classroom dynamics compared to the other cases. This disparity underscores the need for innovative strategies to promote peaceful communication in virtual learning environments. Consistent reinforcement is vital for preserving peaceful communication methods, aligning with Lally et al., (2013) notion that habits are automatic behavioral reactions to environmental triggers, believed to evolve through the repetition of actions in stable situations.

Finally, it is evident in the theme collaborating efforts with peer teachers or experts that Cases 1, 2, 3, and 4 exhibit a shared commitment to collaborative endeavors aimed at integrating peace linguistics into their teaching practices. Conversely, Case 5 represents a departure from this pattern, as collaborative initiatives with peer teachers or experts have yet to be realized. This difference suggests varying levels of institutional support and opportunities for collaboration among the cases, highlighting the importance of organizational structures in facilitating interdisciplinary cooperation. Tareq et al., (2021)

mentioned that collaborative efforts among English language teachers are important for improving students' language skills and enhancing the teaching process. Similarly, Duralia (2022) emphasizes the significance of collaborative teaching between universities and industries in higher education, necessitating equal expertise from both sides to meet course learning objectives.

### ***Gauge of Success in Peace Linguistics Pedagogy***

In the theme assessment of peaceful efficacy which is also presented in Table 4, Cases 2, 3, and 4 use varied assessment tools like role-playing and rubrics to evaluate teaching effectiveness, emphasizing student engagement and peace concept integration. Wiggins and McTighe (2005) advocate for diverse assessment formats. In contrast, Cases 1 and 5 rely on observational insights without specific criteria. Case 5, particularly in online classes, should analyze factors affecting student well-being. Collaboratively developing assessment criteria, as suggested by Jahan and Davison (2023), improves assessment quality. This underscores the importance for language tutors to construct assessment criteria within specific contexts.

In relation to this theme, peace pedagogy feedback methods, Cases 1 to 4 employ structured feedback mechanisms tailored to their teaching methods, gathering feedback systematically from students using specific tools. However, Case 5 stands out for not utilizing formal feedback channels, indicating a need for further development in enhancing pedagogical effectiveness. Kasman and Lubis (2022) utilized teachers' performance evaluation designs from the Merdeka Curriculum to conduct evaluations, aiding in gauging teachers' competencies and addressing learning challenges. Syakhrani et al. (2023) found that students prefer diverse assessment approaches, including projects, observations, questioning, quizzes, and examinations, highlighting the importance of feedback from instructors. These findings underscore the significance of employing varied assessment methods and providing constructive feedback in educational settings.

Moreover, for the theme changes in students' behavior positively, Cases 1 through 4 perceive positive changes in students' behavior as advantageous outcomes of their teaching efforts, making them similar in their observations. Meanwhile, Case 5 expresses uncertainty about the direct impact of her pedagogy on observed changes, marking a difference in perspective. This nuanced difference highlights the need for further reflection to discern the extent of teaching practices' influence on student behavior. According to Šiljak and Šahinović (2023), teaching is a multifaceted and context-dependent endeavor that requires responsiveness to the unique needs of individuals and communities. It should move beyond rigid and prescriptive theoretical and pedagogical methods. In addition to this, Kahveci (2023) highlights that teachers' attitudes and behaviors play a significant role in shaping students' cognitive, affective, and social development, with potential long-lasting effects.

Table 4 also revealed diverse strategies employed by educators for the theme engagement in peace awareness towards professional development, Cases 1 to 4 perceive positive changes in students' behavior as beneficial outcomes of their teaching efforts, while Case 5 expresses uncertainty about the direct impact of her pedagogy on observed changes, highlighting a difference in perspective. This emphasizes the need for further reflection on teaching practices' influence on student behavior. According to Šiljak and Šahinović (2023), teaching should be responsive to the unique needs of individuals and communities, moving beyond rigid methods. Kahveci (2023) underscores the significant role of teachers' attitudes and behaviors in shaping student development.

## REFERENCES

- Akindele, D. O. (2012). Enhancing teamwork and communication skills among first year students at the University of Botswana. *TESOL Journal*, 6(1), 2-15.
- Ali, A. H., & Abu-Saad, I. (2020). Islamic work ethics in an ethnically and culturally diverse context: The case of Arab high school teachers in Israel. *Journal of Educational Research and Reviews*, 8(5), 81-90.
- Alshuraiaan, A. (2023). Exploring the relationship between teacher-student interaction patterns and language learning outcomes in TESOL classrooms. *Journal of English Language Teaching and Applied Linguistics*, 5(3), 25-34.
- Asio, J. M. R. (2019). Students bullying teachers: Understanding and behavior of college students from a higher education institution. Asio, JMR (2019). Students Bullying Teachers: Understanding and Behavior of College Students from a Higher Education Institution. *Journal of Pedagogical Research*, 3(2), 11-20.
- Bagumbaya, A. (2021). MSU fosters culture of peace through PeaceEd. PIA News. <https://pia.gov.ph/news/2021/10/28/msu-fosters-culture-of-peace-through-peaceed>
- Batang, B. L., Dayag-Vecaldo, V. J., & Medriano Jr, R. S. (2018). Conversational Topic Preferences, Taboo Words and Euphemisms Used by ESL Philippine Male and Female Students. *The Asian ESP Journal*, 14(7), 317-335.
- Bozkurt, B. N., & Aydin, S. (2023). The Impact of Collaborative Learning on Speaking Anxiety Among Foreign Language Learners in Online and Face-to-Face Environments. *International Journal of Virtual & Personal Learning Environments*, 13(1).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101
- Curtis, A. (2017). What Happened to Peace Linguistics?. *The English Connection*. Autumn. Vol. 21 (3). 23-25
- Daniela, Duralia. (2022). Collaborative Teaching – A Bridge Building Towards Students’ Social and Academic Benefits. *International Conference Knowledge Based Organization*, doi: 10.2478/kbo-2022-0065
- Domingo, E., Caroy, A., Carambas, J., Dizon, E. G., & Po-or, K. (2019). *Cussing Among The Kankanaey Youth*. *Cadernos de Linguagem e Sociedade*, 20(2), 254-269.
- Domingo, E., Caroy, A., Carambas, J., Dizon, E. G., & Po-or, K. (2019). CUSSING AMONG THE KANKANAHEY YOUTH. *Cadernos de Linguagem e Sociedade*, 20(2), 254-269.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.
- Elias, M. J., Branden, R., & Hill, P. (1997). *Building emotional intelligence: Social learning and school success*. ASCD.
- Floresta, J. K. (2021). Undoing a culture of violence in schools by hearing the subalterned students who experience war in Mindanao. *Journal of Peace Education*, 18(3), 260-281.
- Friedrich, P. and Gomes De Matos, F. (2012). Towards a Nonkilling Linguistics”, In Patricia Fredreich (Ed.). *Nonkilling Linguistics: Practical Applications*. Centre for Global Nonkilling
- Frontiers. (2023). The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. Retrieved from <https://www.frontiersin.org/>
- Glo, J. A., Abejo, A., Domingo, B. K., & Mojica, R. (2023). Industriya ng “PI”: Phenomenology of cursing and bad mouthing in the Philippine film and television industry. *Advanced Journal of Theatre and Film Studies*, 1(1), 6-13.



- Glo, J. A., Abejo, A., Domingo, B. K., & Mojica, R. (2023). Industriya ng “PI”: Phenomenology of cursing and bad mouthing in the Philippine film and television industry. *Advanced Journal of Theatre and Film Studies*, 1(1), 6-13.
- Gomes de Matos, F. (2014). Language, peace, and conflict resolution. In P. T. Coleman, M. Deutsch, & E. C. Marcus (Eds.), *The handbook of conflict resolution: Theory and practice* (182–202). San Francisco: Jossey-Bass.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL quarterly*, 42(1), 55-77.
- Jahan, Israt; Davison, Chris (2023). Science Teachers' Views and Uses of Assessment Criteria: Australian Perspectives. Springer Nature. One New York Plaza. Journal Articles; Reports – Research
- Kahveci, H. (2023). The Positive and Negative Effects of Teacher Attitudes and Behaviors on Student Progress. *Journal of Pedagogical Research*, 7(1), 290-306.
- Kahveci, H. (2023). The Positive and Negative Effects of Teacher Attitudes and Behaviors on Student Progress. *Journal of Pedagogical Research*, 7(1), 290-306.
- Kasman, K., & Lubis, S. K. (2022). Teachers’ Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(3), 760-775.
- Kumaravivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35(4), 541-574.
- Lally, P., & Gardner, B. (2013). Promoting habit formation. *Health psychology review*, 7(sup1), S137-S158.
- LeBlanc, J. (2010). How ESOL Teachers Become Aware of Communicative Peace. MA TESOL Collection. Retrieved from digitalcollections.sit.edu
- Luke, J., & Park, Y. (2020). Transformative professional development for language educators: Cultivating critical reflection and social responsibility. *TESOL Quarterly*, 54(3), 529-552. doi:10.1080/00341899.2020.1780511
- Mabunga, R.A, S., (2016) Peace Education Among Unesco AsPnet schools And Teacher Education Institutions In The Philippines: A Peace Education Framework, *The Normal Lights*, 10(1), 78-108
- Maksimovic, J., Milanovic, N. M., & Zajic, J. O. (2022). The role of action research in the prevention of violent communication of students. *Research in Pedagogy*, 12(1), 216-225.
- Mamayabay, K., & Baradillo, D. G. (2024). An Automatic Hate Speech Detection in Social Media Through Computational Linguistics: Infidelity Videos In Focus. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 10(1), 14-26.
- Mangad, J. V., Lumines, B. B., & Paguel, G. M. A. (2022). Swear Words among the Pre-service Teachers of Kalinga State University. *International Journal of English Literature and Social Sciences (IJELS)*, 7(6).
- McVeigh, N. (2023, April). Building Peace through Communication in an English Language Classroom at a Higher Education Institution. In RAIS Conference Proceedings 2022-2023 (No. 0253). Research Association for Interdisciplinary Studies.
- Michael, Hayler., Judy, Williams. (2020). Collaboration and the Work of Teacher Educators. doi: 10.1007/978-981-15-3848-3\_6
- Na, M. Y., & Oh, I. S. (2011). The Effects of Teacher's Encouraging Language on Adjustment to School Life of Children. *The Korean Journal of Elementary Counseling*, 10(2), 137-150.

- Na, M. Y., & Oh, I. S. (2011). The Effects of Teacher's Encouraging Language on Adjustment to School Life of Children. *The Korean Journal of Elementary Counseling*, 10(2), 137-150.
- Onyilagha, Joseph, Chuks., Nnajoifor, Francisca, Nebechi. (2016). Comparative Study of the Impact of Instructional Materials and Technology on Traditional and Distance Education Systems. *International journal for innovation education and research*, doi: 10.31686/IJIER.VOL4.ISS2.519
- Panolong, K. S. (2020). Managing conflict talk in language classrooms. *Social Sciences & Humanities Open*, 2(1), 100012.
- Phunu, Das, Sarma. (2013). Teachers' attitude in creating non-violent atmosphere in the classroom by providing peace education : an analytical study. *The Clarion- International Multidisciplinary Journal*,
- Popham, W. J. (2001). The truth about testing: An educator's call to action. Alexandria, VA: ASCD
- Poteat, V. P., & Rivers, I. (2010). The use of homophobic language across bullying roles during adolescence. *Journal of Applied Developmental Psychology*, 31(2), 166-172.
- Pradita, L. E., Rachmawati, U., Widyanto, D., & Hananto, I. (2024). Language Politeness in Elementary School Students Learning Activities. *Journal of Language and Literature Studies*, 4(1), 61-70.
- Pradita, L. E., Rachmawati, U., Widyanto, D., & Hananto, I. (2024). Language Politeness in Elementary School Students Learning Activities. *Journal of Language and Literature Studies*, 4(1), 61-70.
- Rahim, Mirshahi. (2018). Peace Leadership Education Within Conflict Resolution and Peacebuilding Approach in International Peace Leadership College – Philippines. doi: 10.4018/978-1-5225-4993-2.CH008
- Robert, Shand., Jacqui, Batts. (2022). Toward More Inclusive Professional Learning Communities. *Journal of education human resources*, doi: 10.3138/jehr-2021-0058
- Rosenberg, M. B., (2015) Nonviolent Communication: A Language of Life, PuddleDancer Press, A Puddle Dancer Press Book, 2015011660
- Salazar, A. B. S. (2018, August). Evaluation on the Implementation of Peace Education Program of Mindanao State University–Maguindanao. In Proceedings of the International Conference on Responsive Education & Socio-Economic Transformation (ICRESET).
- SciELO. (2023). Peace linguistics for language teachers. Retrieved from <https://www.scielo.br/>
- Šiljak, Z. S., & Šahinović, M. (2023). Peace Pedagogy in Intercultural and Interreligious Learning: Insights from the ETOS Initiative and SAPERE BiH Program (2014–2020). In *Peace Pedagogies in Bosnia and Herzegovina: Theory and Practice in Formal Education* (pp. 247-265). Cham: Springer International Publishing.
- Siti, Amalia, Rachmawati. (2022). Critical Discourse Analysis of Language and Power in EFL Classroom Interaction. *Journal of English Teaching*, doi: 10.33541/jet.v8i2.3633
- Siti, Suhaila, Ihwani., Muhammad, Talhah, Ajmain, Jima'ain., Zetty, Nurzuliana, Rashed. (2023). The Role Of Teachers In Embedding Islamic Values And Ethics In Education: A Literature Review. *Al-Wijdán: journal of islamic education studies*, doi: 10.58788/alwijdn.v8i3.246.
- Suleiman, Y. (2004). A war of words: Language and conflict in the Middle East (Vol. 19). Cambridge University Press.
- Syakhrani, A. W., et al., (2023). Digital Learning Analytics: Enhancing Educational Assessment Strategies and Analyzing Their Multifaceted Influence on Student Achievement. *International Journal of Teaching and Learning*, 1(4), 319-328.

- Tareq, M. M., Sakhnin, Y. G., Jamal, A. (2021). The Effect of Teachers' Attitudes Towards Collaborative Instruction on Students' Writing and Speaking. <https://jltr.academypublication.com/index.php/jltr/article/view/880>
- UNESCO. (2019). Behind the numbers: Ending school violence and bullying. Paris, France: UNESCO.
- Wahyuningsih, Sri., (2018). The Use of Language of Peace in Social Media as a Way to Promote a Peaceful Life. Stain Kudus 2016.
- Wiggins, G. P., & McTighe, J. (2005). Understanding by design (2nd ed.) ASCD
- Yano et al. (2017). Nonverbal communication in the classroom: Teacher and student behavior. In The Routledge handbook of nonverbal communication (304-316). Routledge.
- Zainurridlo, M. (2018). Language functions performed by Nick Vujicic in his videos themed " Against Bullying" (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Zamalieva, A. I. (2020). Promoting peace education via language teaching. ARPHA Proceedings, 3, 2885-2893.