

## **Tracing the Standards of Peace Education: Reflections from English language Curriculum**

\* Samra Bashir, Lecturer

\*\* Dr. Muhammad Amin, Assistant Professor (Corresponding Author)

\*\*\* Humera Amin, Lecturer

### **Abstract**

*Contemporary world, is facing serious issues of peace e.g. social injustice, gender discrimination and violation of human rights, narrow-mindedness towards other's cultures, religious conflicts, suppressing the women, inhumane handling of minorities and lack of interest in environmental sustainability. Consistency in this situation arises the need to address these issues through education to move forward towards peace and stability. This research analyzed the curriculum and textbooks of English of Punjab Textbook Board to determine whether this curriculum impending the standards of peace education or not. This qualitative study followed the curriculum analysis framework suggested by Levander & Mikkola, in 2009. The analysis of English language curriculum was conducted in two stages. First stage that is called Concept Map Framework (CFM) was performed to enlist features of peace education found in the objectives and textbooks of English curriculum. The second stage of analysis; Dimensional Description Framework (DDF) was conducted to determine the depth or quality of description that was enlisted at first stage. The findings of the study highlights that the objectives of curriculum of English give sufficient coverage to the features of peace. Text books of English for elementary grades elaborates some features of peace education i.e. "love for humanity, tolerance, brotherhood, human values, justice, gender equality". The depth or quality of description remained brief for most of features of peace education. This situation is not presenting a satisfactory picture of existence of features of peace education in the textbooks of English language. Curriculum of English language needs to incorporate all features of peace education in balance form at all grades of elementary.*

**Keywords:** English Curriculum, Elementary Education, Analysis, Peace Education.

### **Introduction**

Human beings wish to spend their lives without disturbance or anything they do not want. Peace precisely means human life and protecting life is a basic right of mankind. Peace is regarded as a necessary attribute for psychological comfort of human beings. Psychological discomfort give rise to stress and depression. In a state of peace human beings learns to give value and respect for other's point of views, religions, and freedom. Al-Zyoud, Brown and Morgan, (2013) stated that:

*"Peace education encourages the people to develop in themselves the values to adopt non-violence, appreciate human rights and justice. It focuses on accepting diversity of culture and religion. It educates the people about environmental protection and protect the fundamental freedoms". (p.33)*

Peace educators guide the students to think critically. They prepare the students to critically observe the social conditions (Haavelsrud, 2004; Kepenekci, 2005). Peace education prepares individuals to understand themselves and to live in harmony with their environment (Morrison, Austad, & Cota, 2011).

Language is a source of communication; however, it assigns the meaning to societal realities and communicate the beliefs and values. Attitude and behavior of individuals are shaped according to their language (Wodak, 2002; Karlsberg, 2005). English is a global language, and is used for communication among nations and countries. Kruger (2012,) stated that:

*"In this modern age when world has become global village people are interacting with national and international community. English as a global language has the potential to*

\* Division of Education, University of Education, Township, Lahore Email: [samrabashir.ue@gmail.com](mailto:samrabashir.ue@gmail.com)

\*\* Division of Education, University of Education, Township, Lahore Email: [amin@ue.edu.pk](mailto:amin@ue.edu.pk)

\*\*\* Division of Education, University of Education, Township, Lahore Email: [humera.amin@ue.edu.pk](mailto:humera.amin@ue.edu.pk)

*share positivity through knowledge and ideas. It has the potential to develop relationships among the people of world” (p. 18).*

Language books being descriptive in nature can add the topics that generate discussion on issues related to peace and harmony in classrooms. Language books can be a good source to promote peaceful living by encouraging positive attitudes. Text books of English language inculcate the idea of peace into the minds of learner by including the proverbs and other meaningful expressions in the text. Reading passages included in the books may emphasize the concept of peace as a need of people of the world. Being exposed to reading passages with such contents that focus on international collaboration in the time of difficulty e.g. earthquake, flood, famine conveying the message that the world is better when all people live together in peace and solidarity, students in all schools may be able to develop better understanding dedicated to peace from very early ages. (Tulgar, 2017)

Pakistan is a developing country and handling varied linguistic, ethnic, and religious groups. (Amartya Sen et al, 2007). After 9/11 Pakistan has witnessed dangerous forms of violence all over the country. Economic, social and political chaos has been started in the country due to terrorism and nearly 40,000 casualties have been reported in 320 suicide attacks in this wake of terrorism. The terrorism has left unfathomable emotional scars on the minds of people of Pakistan, particularly children. This hazardous situation demands an urgent intervention to build peace in the communities (Azhar, & Hassan, 2014). Education has the potential to eradicate conflicts and to nurture peace in society. Peace education is a remarkable way to achieve sustainable peace in society (Thompson, 2015). Current research is an effort to recognize the role of language curriculum in the promotion and sustainability of peace. The study is conducted to check the “impending standards of peace education; Reflections from English language curriculum.

### **Objectives of Study**

The study was conducted to attain the following objectives:

1. To analyze the objectives of National Curriculum of English Language (2006) to find out the features of peace education i.e. tolerance, respect for life, brotherhood, love for humanity, human rights, democracy, non-violence, justice, gender equality, cultural diversity, human values, and environmental education.
2. To analyze the text books of English Language for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade to find out the features of peace education i.e. tolerance, respect for life, brotherhood, love for humanity, human rights, democracy, non-violence, justice, gender equality, cultural diversity, human values, and environmental education.

### **Significance of the Study**

This study analyzes the curriculum to identified the features of peace education. This analysis will contribute to add in the literature by reporting the existing state of peace education in English language textbooks of elementary schools. The findings of the study will be helpful for teachers, policy makers, and other educational experts, so that they can work to make curriculum sensitive for contemporary needs of Pakistan. This study will set the guidelines for curriculum developers to add peace education into the curriculum. This study has made room for further researches to identify the peace education in curriculum of all grade levels.

### **Review of Related Literature**

Respecting and accepting each other is one example of peace in daily life. The liberty of worship and obliteration of conflict is the other way of pervasiveness of peace. Tolerance, empathy, cooperation and acceptance for differences are the basic requirements for peaceful coexistence on the earth. Galtung stated that (2007)

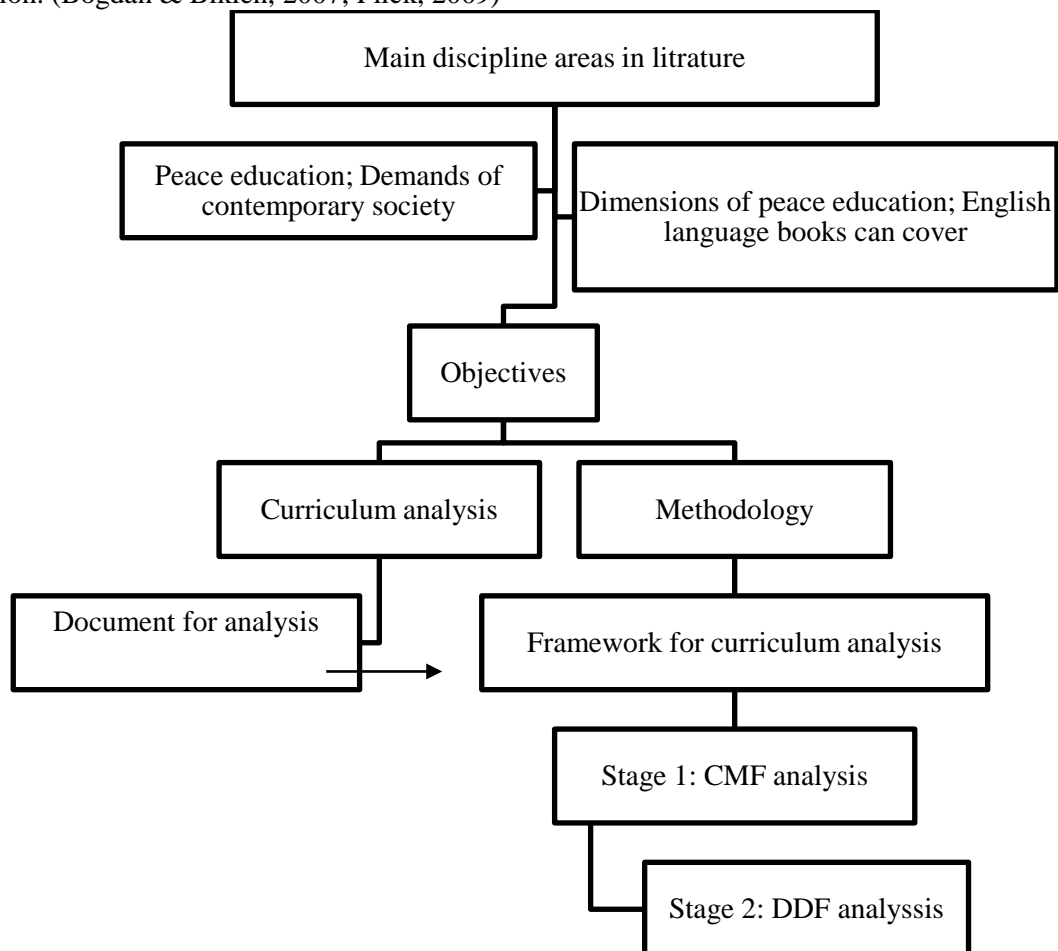
*Peace is usually explained in context of culture. Usually the concept of peace is elaborated in two ways negative peace and positive peace. Negative peace is state of affairs in which peace is established by force by using weapons. The state of positive peace is attained when people are satisfied wellbeing that they have their rights, respect of life, education and health facilities (p. 74).”*

The major aspects of peace education for schools’ curriculum as acknowledged by UNESCO (2010) are: Peace-orientation in individuals; nurturing in students the social skills desirable to live together in harmony; strengthening social justice; education for stimulating a democratic culture; promoting national integration; and peace as a lifestyle movement.

Language is a link between the eras of past, present and future, and prints the social identities of various groups of society that may fuel hatred among these groups. (Suleiman, 2004). Schools are responsible to teach children to live in peace. It is the role of schools to recognized and celebrate the religious, ethnic, linguistic and racial diversity (Thompson, 2015). Textbooks of English language includes stories, essays, poems for students. Stories in the textbooks may also include the accounts of overseas establishing friendly relations with the native settlers. Experiences of students studying abroad will also be ideal reading texts in the English language classroom. These accounts and experiences will help the learners to transform their attitude to reject a culture of war and develops their likeness for peace (Ashton, 2007). Many writers from national and international scenario write about the different aspects of peace. The writings of these authors can be good source to promote peace with the help of English textbooks. (Gur-Ze'ev, 2001, Hayden, 2015). Stories, poems and plays focusing on message of peace will help students to learner to shape the thoughts and behaviors that discourage violence, war conflict. They may create maxims to live in peace and solidarity in the whole world (Nagler, 2004, Zembylas, 2011). Stories including the idea of goodwill and friendship among people, dialogues reflecting how happy individuals become when their needs are met, topics pointing out the values of peace e.g. tolerance, environmental care, respect for human life, cultural diversity, love for humanity, democracy, gender equality, human rights, non-violence and human values strengthen the learner's belief on peace. Reading and listening these materials in the foreign language classroom, students will naturally feel that peace is a concept occupying the minds of the people all around the world and they will need to develop ideas accordingly. Such reading materials will leave healthy footprint on the minds of learners to live a peaceful life (Tulgar, 2017).

**Methodology**

It is a qualitative research and tend to analyze data inductively. Qualitative researchers analyzed data with all of its richness to form a picture as clear as possible (Bogdan & Biklen, 2007). Written results of analysis in a qualitative research may include quotations from the data to exemplify and validate the presentation. (Bogdan & Biklen, 2007; Flick, 2009)



*Figure1* Frame Work of the Study

**Documents for Analysis**

Analysis of following documents is conducted in this study:

- Naional Curriculum for English Language, 2006 (Grade I-XII)
- Textbooks of English for Grade 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>.

**Analysis of National Curriculum of English (Objectives and Textbooks)**

Experts suggest that curriculum analysis may be performed to explore the quality, dimensions e.g. explicit and implicit. extensive and implicit Description should be consider adequate and informative(Posner, 2009; Levander & Mikkola, 2009 )

Analysis of objectives and textbooks was performed by adopting a framework, suggested by Levander & Mikkola (2009), that was further explained and replicated in a study conducted by Bashir and Akbar in 2015 and 2019. Explanation that is made by Bashir and Akbar (2019) suggests two stages for analysis, these stages were given the names of; Concept Mapping Framework (CMF) and Dimensional Description Framework (DDF):

**Concept Mapping Framework (CMF):** In qualitative research concept maps are used as supporting strategy for data analysis. The maps are supporting devices to create coding and categorization systems for analysis (Daley, 2004; Ausubel ,2000; Van Zele, Lenaerts, & Wieme, 2004). Concept mapping is convenient to categorize and label important course concepts (Kagan, 1990; Amundsen, Saroyan, & Donald, 2004). In this study researchers used the concept mapping to identify the themes related to peace education. Concepts and thoughts relevant to the different features of peace education in objectives and text books of curriculum of English for elementary grades were enlisted in concept map. A list of different features of peace education was developed by reviewing the relevant literature. Each feature of peace education was defined by confining areas that it covers.

*Table 1 Concept Mapping Framework (CMF)*

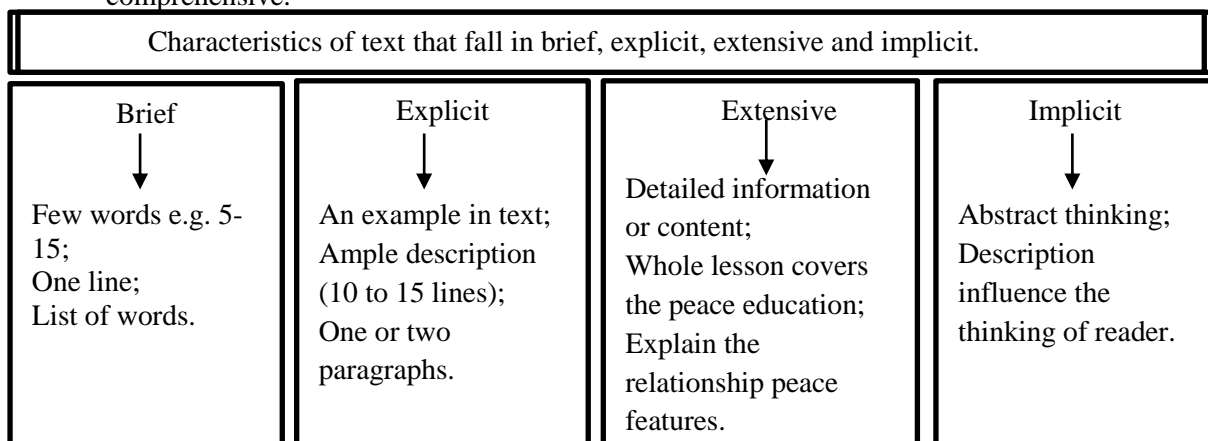
Sr.No	Features of peace education and areas covered by them	Objectives	Textbook
1	Tolerance: Patience, bear the hardship, respect for individual	The objectives in the curriculum related to these aspects will be written in this column along with page no.	The description in the textbooks related to these aspects will be written in this column along with page no.
2	Respect for human life: Promotes quality of life, treats the people with love, supports the family		
3	Brotherhood: Sharing, Caring Solving the problems of others		
4	Love for humanity: *deeds of social welfare, helping others, respect of life, live with harmony and peace, sympathy		
5	Human rights: Rights of Non-Muslims, women, and children, religious perspective of human rights: passengers, orphan, widows, children, parents, legal perspective of human rights.		
6	Democracy: Importance of democracy in society, promotion of democracy		
7	Non-violence: Control on one-self, social adjustment, forgiveness, harmony, polite attitude, conflict resolution skills		
8	Justice: Justice with relatives & family, do good with others		
9	Gender equality: Women contribution in society, importance of daughters, role of women in society,		
10	Human values: Kindness, sympathy, equality, respect, avoid hypocrisy and back biting, moderation, truth, equality, self-respect,		
11	Cultural diversity: Information about different culture, religious and cultural harmony		
12	Environmental education: Cleanliness, environmental problems and their solutions		

Reading of objectives of curriculum and textbooks were made by authors to form the CMF. Researchers read the each lesson/poem and objective with an intention to note/write the features related to peace. Authors of this research read the curriculum and textbooks independently to locate the objectives, text and activities appropriate for the categories created in CMF. For verification of text written in CMF interrater reliability technique was applied. Interrater reliability is usually applied to conform the reliability in quantitative studies, it is generally supposed a source of verifying consistency and rationality in the understanding of a topic (Marques, & McCall, 2005). For interrater reliability the two researchers read the curriculum and textbooks of English carefully and noted the concepts related to features of peace as outlined in CMF. Both the researchers after reading of the

objectives and textbooks, match the finding with each other. CMF findings were finalized when both researchers conformed.

**Dimensional Description Framework (DDF):** Text outlined in CMF according to the features of peace were further analyzed in DDF to determine the quality or depth of description. To explore the quality of narration four dimensions were enlisted i.e. brief, explicit, extensive and implicit.

- *Brief:* Elaboration any feature of peace in few words e.g. 5-15 or one line will be considered brief. It may be comprised on a list of words. Example of brief narration will be as: understanding others is good to create harmony in society, help the others. These sentences have few words and simple meaning.
- *Explicit:* Explaining an idea or feature of peace with adequate narration; that may narrate an example will be categorized as explicit. Explicit narration may contain one or two paragraphs or 10 to 15 lines, e.g. “an example of practicing good value; truth, empathy, forgiveness etc.
- *Extensive:* Extensive description gave detailed information about any feature of peace. The description will be considered extensive if the whole lesson covers the peace education. The lesson may explain one or more than one of peace education. Extensive description explicates the relationship of concepts. An example of extensive narration will be as; “If the whole lesson explains the environmental care; its importance and benefits for society.
- *Implicit:* Implicit category of description awarded on the basis of quality rather than the length of text. Implicit description has the quality to influence the thinking of individual. It is an abstract form of sentence i.e. person doing good with others will be rewarded at the day of judgement. The description that falls in extensive and implicit category will be considered comprehensive.



**Figure 2:** The dimensional description framework.

Researcher read the text, enlisted in the CMF and note the length of text of all features of peace education in CMF. Each aspect in CMF was categorize into i.e. brief, explicit, extensive and implicit to determine the dimension of description in DDF.

**Rigour of Research**

To ensure the rigour, qualitative researches uses different verification strategies to validate the findings of research (Rolfe, 2006). These verification strategies can be applied at various stages of research (Denscombe, 2010; Miller, 2008; Meyrick 2006). Researchers were aware with the importance of presenting data honestly. Rigour of the present study was ensured by adopting these measures:

- Researcher apply the interrater reliability technique (in which two or more judges verify the each other findings) to confirm the reliability of concept map description. Both researchers match the separately noted findings of CMF. The only those findings of CMF were finalized on which both researchers are agreed.
- In qualitative data analysis exact descriptions of participants’ accounts increase the truthfulness of recorded data (Whitehead, 2014). truthfulness of this analysis was increased by quoting exact text from the books.

### Analysis of Curriculum of English

#### Analysis of Objectives of National Curriculum for English Language on the Basis of CMF

National curriculum for English Language (2006) stated the objectives of teaching English language in terms of competencies, standards and benchmarks. The competencies, standards and benchmarks that has relevance with peace education are outlined in CMF:

- *Human values and cultural diversity:* It is stated in the curriculum document that:  
“The interaction among people is increasing at national and international levels in this global world. Narrations that address the various communities can create harmony and respect for diverse thoughts and ideas. It will develop social and ethical attributes for acceptance of different cultures among readers” (p.9).  
Benchmark 1 stress to address the social values e.g. patience, humanism, equity, empathy, honesty, etc. These values are necessary to promote peaceful co-existence among individuals and social groups (p.96). Benchmark 2 endorses to develop a sense to understand individual worth and respect for diversity and value of equality among people (p.96). Curriculum document suggested that topics related to ethics and values, peaceful coexistence and peace education should be included in the textbooks for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade.
- *Tolerance/ justice:* The importance of tolerance and justice is highlighted in the benchmark 1. Content related to these aspects should be included at all grade levels of elementary.
- *Gender equality:* Curriculum document suggest that the narrations/accounts related to the contribution of women in development of country should be added at all grade levels of elementary.
- *Environmental education:* Curriculum of English language suggested that the content of textbooks for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade should include the topics of environmental care and protection (p.145-146).

#### Analysis of Text Book of English (Grade 6<sup>th</sup>) on the Basis of CMF

Analysis of textbook of English for grade 6<sup>th</sup> was conducted to find out the feature of peace education. Content related to the features of peace education along with the detail of page numbers of text book is presented below.

*Love for humanity:* The value of human life is highlighting by describing the dangerous effects of drugs on health of human beings. The lesson “drugs are dangerous” discuss the side effects of drugs for human health and its dangers for society. Addiction of drugs make our surroundings insecure and unhappy. Drug addicts’ heart the world in which we are living (p.127). Services of happy prince for humanity was shared in the lesson “Happy Prince”. At the end the story it is concluded that:

“God was happy by the kindness and virtue of the prince and service of the little bird swallow. God rewarded them by keeping their bodies in heaven” (p.138).

- *Human values:* First lesson of textbook “Fair Dealings of Holy Prophet Hazrat Muhammad (SAW)” elaborates the values from the life of Prophet (SAW). It is described in the lesson that “followers of Holy Prophet (SAW), acting upon His teaching starts working to establish a welfare state” (p.1-3).
- *Environmental education:* The lesson “Surrounded by Trash” highlights the importance of environmental protection and sanitation. Explaining the dangers of trash for human health. the writer pointed out that people have lack of civic sense as they show less interest to keep their environment clean (p.15).
- *Cultural diversity:* The lesson “Chitral Valley” illustrates the beauty Chitral valley. The content gives a detailed overview of the valley by highlighting its dance, music, dresses, festivals and supports. (p.25).

#### Analysis of Text Book of English (Grade 7<sup>th</sup>) on the Basis of CMF

Analysis grade 7<sup>th</sup> textbook shows that content covers several features of peace education. The description of values of peace education along with the detail of page numbers of textbook are described below:

- *Brotherhood:* The first lesson titled “The Last Sermon of the Holy Prophet Hazrat Muhammad (SAW)” sheds light on different segments of last sermon of Holy Propet (SAW). It is stated that Muslims constitute one brotherhood. All Muslim are like brothers (p. 2-3). It is stated in the 3<sup>rd</sup> lesson of the book, titled as “The festival of Eid-UI-Azha”:

*“Occasion of Eid-Ul-Azha contribute to develop brotherhood. The meat (of qurbani) (Every person who can afford will slaughter an animal on the way of Allah at the Day Eid-Ul-Azha) is divided into three portions; one portion for home, second for people who cannot afford the meat and the third part of meat for neighbors and relatives” (p. 30).*

Moreover, there is an image in the lesson in which people are embracing each other, this image promotes the sense of brotherhood.

- *Human values (equality, forgiveness):*  
The value of equality is described in the lesson “The Last Sermon of the Holy Prophet Hazrat Muhammad (SAW)” it is stated that The Prophet (SAW) said that An Arab and Non-Arab and black and white are equal in front of Allah. Only standard of superiority in Islam is piousness. (p. 2) Prophet (SAW) stresses to forgive others, Prophet (SAW) announces to forgive all the murder revenge of the days before Islam (p. 3).
- *Gender equality:* Paragraph 7<sup>th</sup> of sermon shed light on women rights. It is stated that “deal women politely, since they are your collaborators..... fear from Allah regarding the matters of women” (p. 3).
- *Justice:* Paragraph 10<sup>th</sup> of sermon highlighted the value of justice i.e. “Be careful! No one is responsible for the crimes of others. Neither the father is accountable for the crime of his child, nor the child is answerable for the crime of his father (p. 3).
- *Cultural diversity:* To promote cultural understanding the introduction of “Kaghan valley” is presented in the 9th lesson of textbook. Lesson describe the geographical surroundings and beauty of weather of Chitral Valley in detail. However, the lesson does not write much about the lifestyle and traditional values of people.

**Analysis of Text Book of English (Grade 8<sup>th</sup>) on the Basis of CMF**

Analysis of textbook of English for grade 8<sup>th</sup> for peace education to form CMF. Text relevant to the peace values along with detail of page no. is presented below:

- *Love for humanity:* The lesson “Hazrat Umer” describe the kindness Caliph Hazrat Umer. It is stated that: A widow told Hazrat Umer that she has nothing to eat at home. She lost her husband. Her children are crying due to hunger. The Caliph Hazrat Umer helped the women with money and food” (p. 62).
- *Tolerance:* Importance of tolerance is described in the first lesson of textbook. Examples of tolerance from the life of Holy Prophet (SAW) are described. It is stated in the lesson: *“The Holy Prophet (SAW) has set great examples of tolerance for us. The dominant reason of violence and deterioration prevailing in society is lack of tolerance. This threat can only be overcome by following the noble acts of tolerance practiced by the Prophet Muhammad (SAW)” (p. 2).*
- *Human values:* A short description of the value of honesty is given in lesson “Hockey”. It is described that “participation in sports inculcates the positive values of teamwork, honesty, and mutal respect in students. It taught them faithfulness for rules (p. 61).

*Justice:* The lesson “Hazrat Umar” elaborated the value of justice. It is mentioned that: Calipha Umer always remained conscious about the welfare of people. He exercised the saying of Holy Prophet (SAW) behave with your servant as you like for yourself. He announced the protection and security for religious places of Non -Muslims. (p. 61)

**Analysis of Curriculum of English on the Basis of Dimensional Description Framework (DDF)**

This section will determine the quality and depth of description according to the four dimensions i.e. “brief, explicit, extensive and implicit”.

*Table 2 Dimensions of quality of description in the objectives of National Curriculum and textbooks of English for grade 6<sup>th</sup>, 7th and 8<sup>th</sup>*

Sr. No	Aspects of peace education	Quality of description			
		Objectives	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
1	Tolerance	Brief	NF	NF	Extensive, Implicit
2	Respect for human life	NF	NF	NF	NF
3	Brotherhood	NF	NF	Extensive, Implicit	NF

4	Love for humanity	NF	Extensive	NF	Explicit
5	Human rights	NF	NF	NF	NF
6	Democracy	NF	NF	NF	NF
7	Non-violence	NF	NF	NF	NF
8	Justice	Brief	NF	Explicit	Extensive
9	Gender equality	Brief	NF	Brief	NF
10	Human value	Extensive	Extensive, Implicit	Explicit, Implicit	Brief
11	Cultural diversity	Extensive	Extensive	Explicit	NF
12	Environmental education	Explicit	Extensive	NF	NF

Note. NF = Not Found

Table 2 reveals the DDF analysis of objectives and textbooks of English curriculum for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. The objectives of curriculum extensively describe the feature of cultural diversity and Human values. The feature of environmental education got explicit description in objectives. While the objectives elaborate the gender equality, tolerance and justice briefly. The Description of cultural diversity, love for humanity, environmental education, human values fall in extensive category of DDF in text book of English grade 6<sup>th</sup>. While the feature of human values also has implicit interpretation. DDF analysis of grade 7<sup>th</sup> textbook shows that the feature of brotherhood got extensive and implicit description that form a comprehensive category of description. The feature of human value got explicit and implicit description while cultural diversity and Justice fall in explicit category. The feature of gender equality remains brief in description. The textbook of English at grade 8<sup>th</sup> demonstrates that the value of tolerance explained extensively and implicitly. The feature of Justice got extensive narration while love for humanity and human values got explicit and brief description respectively.

**Findings**

- The findings of analysis reveal that the objectives of English language curriculum describe six features of peace i.e. cultural diversity, gender equality, tolerance, human values, justice, environmental education. Curriculum not only suggested peace related competencies but also put emphasis to achieve these competencies by adding content into the coursebooks.
- The analysis of the textbook of English language for grade 6<sup>th</sup> depicts that the values of peace education i.e. cultural diversity, love for humanity, environmental education and human values, are explained well that forms the extensive category of DDF. Human values are highlighted focusing on trust and truth. The value of love for humanity is elaborated extensively with focus on, care for human health and problems of human beings and falls in implicit dimension of description. Environmental education is elaborated the importance of civic sense in human life.
- The analysis of grade 7<sup>th</sup> textbook of English demonstrates that the values of peace education i.e. brotherhood, gender equality, justice, human values, are addressed in the book. The value of forgiveness and equality are highlighted in the category of human values. All the features of peace education expect cultural diversity are described in one lesson i.e. “The Last Sermon of the Holy Prophet Hazrat Muhammad (SAW)” and all these aspects are discussed in religious perspective. The DDF analysis shows that the value of brotherhood is elaborated extensively and implicitly. The value of equality describes explicitly and implicitly. The other aspects are discussed briefly.
- The analysis of grade 8<sup>th</sup> textbook of English discloses that only four features of peace education i.e. justice, human values, tolerance, and love for humanity are elaborated. The value of justice and tolerance narrate extensively, while the narration of tolerance was implicit simultaneously. The feature of love for humanity and human values described in explicit and brief manner respectively. However, textbook is not qualifying on parameters of peace education as it is not giving due weightage to many components of peace education i.e. cultural diversity, brotherhood, non-violence, human rights, democracy, gender equality, respect for human life and environmental education.

**Conclusion and Discussion**

Peace is a way that a person lives with himself and environment articulately. Peace is the sign of knowledge and virtue and is a need of human being and language is an effective tool to promote



peace. Peace education alters the thinking patterns of an individual's, so that they use nonviolent substitutions to live peacefully and to build harmonious relationships with others. Thinking that is developed at elementary level have very strong influence to guide the rest of life of students. The role of English language textbooks is central to develop in students the feelings of love and respect for each other. The language is a best source to teach tolerance and non-violence (Hashmi, 2014).

The curriculum of English seems addressing peace education at all levels but the text books are not consistent with the objective of curriculum to achieve peace education. Textbooks are not in tune with the recommendations of National Curriculum of English. Textbooks are not addressing many features of peace i.e. non-violence, human rights, democracy, and respect for life. The violation of human rights is very high at the crime index of Pakistan. Treating human life with respect is fundamental for the sustainability and peace in every state. The English language as a compulsory subject could be the best source to educate people against these violations.

Being descriptive in nature textbooks are most suitable to promote these features of peace education. Stories poems and other material in textbooks of English should cover all features of peace education. The role of government agencies responsible for curriculum development and review is important in this regard.

### References

- Al-Zyoud, M. Brown, E., & Morgan, W. (2013) Peace Education in English and Jordanian Schools: A Comparative Study. *Education Research and Perspective an International Journal*, Volume 40, 211-235.
- Amartya Sen et al (2007). *Civil Paths to Peace: Report of the Commonwealth Commission on Respect and Understanding*. London: Common Wealth Secretariat.
- Amundsen, C., Saroyan, A. & Donald, J. (2004) Analysis of Course Content. In: Saroyan, A. & Amundsen, C. (Eds.), *Rethinking Teaching in Higher Education. From a Course Design Workshop to a Faculty Development Framework*. Sterling, VA: Stylus, pp. 33-51.
- Ashton, C. V. (2007). Using theory of change to enhance peace education evaluation. *Conflict Resolution Quarterly*, 25(1), 39-53.
- Ausubel, D. P. (2000). *The acquisition and retention of knowledge: A cognitive view*. Dordrecht, Netherlands: Kluwer.
- Azhar, S., & Hassan, T. (2014). Educating Peace in Pakistan. *significance*, 5(17).
- Bashir, S., & Akbar, R. (2019) Readiness of Curriculum for Peace Education; Analysis of Urdu Curriculum at Elementary Level. *Journal of Elementary Education*. 29 (1) pp. 1-16
- Bogdan, R., & Biklen, S. K. (2007). *Pearson Qualitative Research for Education: An Introduction to Theories and Methods*. New York: Pearson.
- Daley, B. (2004). Concept Maps: Theory, Methodology, Technology Proc. of the First Int.
- Denscombe, M. (2010). *The good research guide for small social research projects*. Glasgow: McGraw-Hill House
- Flick, U. (2009). *An Introduction to Qualitative Research*. (4<sup>th</sup> ed.) India: Sage publication Pvt Ltd.
- Gur-Ze'ev, I. (2001). Philosophy of peace education in a postmodern era. *Educational Theory*, 51(3), 315-336.
- Haavelsrud, M. (2004). Target: disarmament education. *Journal of Peace Education*, 1(1), 37-58.
- Hashmi, A. (2014) The Role of Language in Peace Education. *Asian Journal of Multidisciplinary Studies*, 2(6)
- Hayden, P. (2015). From political friendship to befriending the world. *The European Legacy*, 20 (7), 745-764.
- Hunter, J & Morgan, B. (2001). *Language and Public Life: Teaching Multiliteracies in ESL, in Academic Writing Programs*. Iona Leki: Alexandria. pp 99-109.
- Kagan, M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. *Review of Educational Research*, 60, 419-469.
- Karlsberg, M. (2005). The power of discourse and the discourse of power: Pursuing peace through discourse intervention. *International Journal of Peace Studies*, 10(1), 1-25.
- Kepenekci, Y. K. (2005) A study of effectiveness of human right education in Turkey. *Journal of Peace Education*, 2(1), 53-68.
- Kruger, F. (2012). The role of TESOL in educating for peace. *Journal of Peace Education*, 9(1), 17-30.

- Levander, L. M. & Mikkola, M. (2009). Core Curriculum Analysis: A Tool for Educational Design. *The Journal of Agricultural Education and Extension*, 15(3), 275-286, DOI: 10.1080/13892240903069785.
- Marques, J. F., & McCall, C. (2005). The application of interrater reliability as a solidification instrument in a phenomenological study. *The Qualitative Report*, 10(3), 439-462.
- Meyrick, J. (2006). What is good qualitative research? A first step towards a comprehensive approach to judging rigour/quality. *Journal of health psychology*, 11(5), 799-808.
- Miller, William, J. (2013). Show Me, Tell Me: Social Media and the Political Awareness of American Youth. *Afro-Americans In New York Life & History* 37(1): 75-118.
- Ministry of Education. (2006). National Curriculum for English language Grade I-XII-2006. Islamabad: Government of Pakistan.
- Morrison, M. L., Austad, C. S., & Cota, K. (2011). Help increase the peace, a youth-focused program in peace education. *Journal of Peace Education*, 8(2), 177-191.
- Nagler, M. N. (2004). The Search for a Nonviolent Future: A Promise of Peace for Ourselves, Our Families, and Our World. Makawao, HI: Inner Ocean.
- Onishi, N. (2005). Ugly images of Asian rivals become best sellers in Japan, New York Times, pp. A1, A6.
- Page, J. (2008). *Peace Education: Exploring Ethical and Philosophical Foundations*. Charlotte, NC: Information Age.
- Punjab Curriculum and Textbook Board (2015). *English Grade-8*. Lahore: Lasani Copy House.
- Punjab Curriculum and Textbook Board. (2014). *English Grade-7*. Lahore: Ch. Ghulam Rasul & Sons Urdu Bazar.
- Punjab Curriculum and Textbook Board. (2014). *History Grade-6*. Lahore: Kitabistan Publishing Company Urdu Bazar.
- Rolfe, G. (2006). Validity, trustworthiness and rigour: quality and the idea of qualitative research. *Journal of advanced nursing*, 53(3), 304-310.
- Smith A. (2010). *The influence of education on conflict and peacebuilding*. Paper prepared for the Education for All Global Monitoring Report 2011, The Hidden Crisis: Armed conflict and education, Paris: UNESCO. <http://unesdoc.unesco.org/images/0019/001913/191341e.pdf>
- Suleiman, Y. (2004) A war of words: language and conflict in the Middle East. Cambridge: Cambridge University Press.
- Thompson, S. (2015). *Links between education and peace*. GSDRC Helpdesk Research Report.
- Tishkov, V. A. (2004) Conflicts start with words: fighting categories in the Chechen conflict, in: A. Wimmer, R. Goldstone, D. Horowitz, U. Joras & C Schetter (Eds) *Facing ethnic conflicts: toward a new realism*. New York, Rowman & Littlefield, pp,78-95.
- Tulgar, A. T. (2017) Peace Education in Foreign Language Classroom. *Journal of Education and Practice*, Vol.8,
- UNESCO (2010). Culture of Peace: What is it? Retrieved 25th May, 2019 from <http://www3.unesco.org>.
- Van Zele, E., Lenaerts, J., & Wieme, W. (2004). Improving the usefulness of concept maps as a research tool for science education. *International Journal of Science Education*, 26, 1043-1064.
- Whitehead, L. (2014). Enhancing the quality of hermeneutic research: Decision trail. *Journal of advanced nursing*, 45(5), 512-518.
- Wodak, R. (2002) Fragmented identities: Redefining and recontextualizing national identity, in: P. Chilton & C. Schaffner (Eds) *Politics as text and talk: Analytic approaches to political discourse*. Amsterdam, John Benjamin, 143-169.
- Zembylas, M. (2011). Peace and human rights education: Dilemmas of compatibility and prospects for moving forward. *Prospects*, 4, 567-579.