

Possible Impossibilities of Peace Construction in ELT: Profiling the Field

Las imposibilidades posibles de la construcción de paz en la enseñanza del inglés: Perfiles del campo

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Abstract

When referring to peace, peacebuilding, and peace education, among others, some similarities and differences among them appear. Although some consider ELT as a peripheral field regarding peace construction, diverse enunciation modalities profile this interest. Inquiring into *what, where, when and who*, I analyzed 55 articles and 36 presentation abstracts for this qualitative study to unveil what is understood as peace construction in ELT. This revision presents six tendencies. Gaps and opportunities of research action for teachers are synthesized. Time/space coordinates of enunciation modalities in peace construction are displayed. I describe who the teachers behind some studies might be, regarding their locus of enunciation. Conclusion remarks around the diverse nature of peace construction are discussed, as representing those links between imagined separated fields.

Keywords: ELT, English teachers, peace construction, profiling research

Resumen

Cuando hablamos de paz, su construcción o educación, algunas similitudes y diferencias aparecen. Aunque algunos académicos ubican la enseñanza del inglés en la periferia frente a la construcción de paz, este manuscrito explora los enunciados referentes a la paz que reflejan sus perfiles en la enseñanza del inglés. Específicamente, se indaga sobre *qué, dónde, cuándo y quién* construye paz en 55 artículos y

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36 resúmenes de ponencias dentro de un estudio cualitativo sobre el estado del tema. Reporto seis tendencias, vacíos u oportunidades de acción investigativa. Las coordenadas espaciotemporales de los enunciados sobre construcción de paz en la enseñanza del inglés se especifican, así como los roles de los profesores allí. Finalizo con algunas conclusiones respecto a la naturaleza diversa de la construcción de paz, que representa aquellos vínculos entre campos imaginados como separados.

Palabras clave: construcción de paz, enseñanza del inglés, profesores de inglés, perfiles de investigación

Introduction

Educating humans entails diverse manners to signify and refer to that complex process. This article of revision reports profiling research on peace construction in language teaching, particularly from English language classes. This dialogue of peace construction with English language teaching and learning corresponds to an interdisciplinary interest that is manifested in studies visibilized in academic formats, such as events and journals. As an English language teacher educator, understanding peace construction in ELT becomes my research interest, not only because of individual and personal life experiences, but also for other English language teachers' proposals on this phenomenon. Indeed, they constitute local alternatives to educate subjects in particular settings and life conditions. This paper attempts to explore what has been inquired into peace construction in ELT as an educational possibility. Thus, I acknowledge what the English language teacher community is doing about it, and especially, I expect to understand how these works are shaping the Applied Linguistics field.

Along these lines, peace construction and Applied Linguistics seem related one another. This is because language constitutes a mediator of both peace-driven and conflict-oriented relationships. Both fields mentioned may complement each other, as long as Applied Linguistics to ELT appears as an interdisciplinary field, which is concerned with not just the linguistic form. In fact, humans' realities seem to be linguistically and discursively constituted; therefore, peace construction, as part of daily life, can become a consistent phenomenon with language use as a resource.

Before continuing, I would like to discuss key *experiences* from my locus of enunciation as an English language teacher educator that relate to this study topic: peace construction in English language teaching. Although people's *experiences* seem disregarded by positivist ways of approaching reality (Reagan, 2004), they constitute a key component in this study. It is because experiences could also influence our world understandings and interpersonal relationships as sociocultural constructivists support this (Sharma & Gupta, 2016). Personally, armed conflict-related situations such as forced displacement and disappearance were present in my family background. This is actually one of the factors that urged me to wonder about peace construction and ELT in a Colombian context where violence and conflict have

remained for more than 50 years. Conflict and violence have permeated humans' daily lives to the extent that we have normalized and naturalized them (Padilla & Bermúdez, 2016).

Throughout 2017-2018, I developed a study with pre-service English language teachers about peace construction in ELT. My already-existing interest started gaining some concreteness and relevance for my students and me when interacting with victims of the Colombian armed conflict in a repair setting. This encounter between victims and us shed light on the idea of studying peace construction from ELT scenarios. This was further important for me when the ASOCOPI 52nd Congress (2017) gathered diverse English Language teachers to share their proposals on peace construction. These life experiences and my PhD studies led me to pose the following questions to guide this review article:

- What has been approached or studied as regards/concerning peace construction in ELT?
- Where does research on peace construction in ELT take place?
- When has research on peace construction in ELT been developed?
- Who has researched peace construction in ELT?

These questions aim at displaying tendencies and gaps within peace construction in ELT. This article is developed in four parts. Firstly, I present theoretical foundations as key concepts informing this profiling. Secondly, I discuss methodological strategies that guided the research. Next, findings of the profiling are discussed in four subsections. Lastly, I reflect upon conclusions.

Theoretical Remarks: Peace Construction in ELT

Generally, peace standing alone in ELT literature is etymologically defined from the Latin word *pax* (Miller, 2005, as cited in Gebregeorgis, 2017), which means “a subtle panoramic concept that connotes ideal social, cultural, economic and ecological relationships among all life forms in nature” (p. 57). From a critical perspective, Ortega (2019), as an English language teacher, connects *peace* with “a powerful means of critically questioning [of] the status quo” (p. 65). Calle (2017) overlaps Ortega when asserting that peace is key to challenging the status quo. Kruger (2012) approaches the definition of peace founded on violence concepts. In this manner, peace can be negative or positive as violence can be direct (physical) or structural (symbolic), according to Kruger (2012). However, other authors suggest that peace (re)construction in ELT is attained through positive peace rooted in “a culture of love and respect” (Wang, 2014, p. 92) together with “equality and social justice” (Ortega, 2019, p. 85).

Wang (2014) and Ortega (2019) refer to peace construction in ELT, an acronym that I consider important to specify in terms of its implications. The English Language Teaching

field is dynamic and interdisciplinary, insofar as it has experienced instrumental, critical emancipationist and transformative processes in its interests (Kumaravadivelu, 2003). In other terms, English language has played the role of the linguistic structure and the chief end, but also of the means or resource (Baker, 2011) to achieve something else in the class, such as peace construction. At this point, we are talking about an alternative manner to conceptualize both English language and its teaching. Indeed, ELT seems to go beyond transmissionist communication processes and practices. Constructivism and the sociocultural turn (Johnson, 2006) suggest teaching as more bidirectional and heterarchical, rather than unidirectional and hierarchical.

Methodological Strategies for Exploration and Analysis

As research methodology, this study mixed both qualitative and quantitative strategies (Cohen, Manion, & Morrison, 2007). Search results were registered within a Microsoft Excel table, including labels to classify article features such as title, author, abstract, problem, question, objective, and findings. After collecting these data from 55 articles, I applied open coding, axial coding, and a finding-relationships process in which selective coding was conducted. In order to obtain emerging categories, color coding was also a supporting strategy, along with lexicometry. Wodak (2013) expresses that this strategy analyzes word occurrence (*frequency*) throughout texts that reflect ideological interests behind them. This author suggests that lexicon meaning varies when used in diverse discursive formations. Here, I applied this strategy to both abstracts and initial pattern labels. Generally, Microsoft Excel tools facilitated data systematization and quantification in the different grounded analysis stages.

The abovementioned methodology was applied to 55 articles selected out of 615 in the first results list and from a filtered group of 79 contributions coming from Ebscohost (All databases: 238), Scopus (125), Dialnet (15), Redalyc (32), Jstor (8), Proquest (197), and two Colombian academic events where presenters shared experiences around peace construction in ELT: ASOCOPI 52nd Congress in 2017 and the III International and IX National Foreign Languages Research Congress in 2018. Databases and universities' academic journals (issued by Universidad de Antioquia, Universidad del Norte, Universidad Distrital Francisco José de Caldas, and Universidad Nacional) were explored. To get search results, a dynamic algorithm was created with Boolean and key terms. Filters in each database were selected to reduce initial broad results as much as possible. These filters included: periods of time, resource type, thesaurus term, knowledge area, and language. Both the algorithm and filters were constantly readjusted to retrieve relevant results. Subsequently, 55 articles were chosen by considering their relation to the topic of the present research: peace construction in ELT.

The quantity of results in each database is presented in Figure 1 below. The number of results in each database was achieved once resources were filtered and narrowed down, according to criteria available. Furthermore, various articles appeared in more than one database and they were counted only once. For example, publications by Martínez (2016, 2017) appeared in Redalyc and Dialnet.

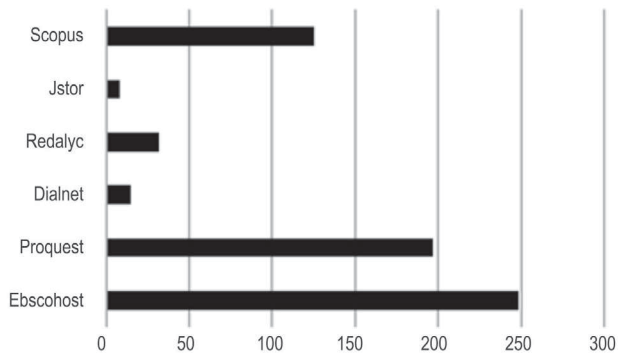


Figure 1. Databases and Filtered Results

Within *Scopus*, the first article retrieved was published in 1982; however, it was in 2009 when I found an increase from 9 articles to 19 in 2017, as the highest number of published articles reported. Since then, there has been a decrease of articles to merely 4 publications in 2019. From 2009 to 2019, 125 articles were produced. In contrast, Jstor, Redalyc, and Dialnet results were fewer with 8, 15, and 32 manuscripts, correspondingly.

Similar to *Scopus*, Proquest provided 197 results, but Ebscohost exceeded all previous databases, since 238 articles were retrieved after filters. Overall, I gathered 615 results whose titles and abstracts were pasted on a Microsoft Word file to apply a secondhand discrimination filter from relevance to my research topic: peace construction in ELT. Subsequently, 253 articles resulted in this search within the Microsoft Word file.

Another strategy to reduce that textual sample was to read the abstracts to select the most relevant studies, in terms of their closeness to South and critical epistemologies², together with geographical contexts, such as Colombian ones. Once this filter was applied,

² Critical epistemologies refer to an approach to the world in which power (use and abuse) is the core of analysis. In the case of South epistemologies, the purpose is to re-locate and re-invent ways of knowing the world from an emancipatory attitude. In this one, perspectives of those who have experienced domination, oppression, or injustice are welcome.

55 papers resulted. Thereby, perspectives and overall research processes of this specific document sample were explored.

Additionally, two academic events were included after tracing 2017 and 2018 Colombian events around languages education -including English-, teaching and learning processes, pedagogical innovations, and Applied Linguistics (AL) research. The *ASOCOPI 52nd Congress* in 2017 concentrated on *ELT Classroom Practices and the Construction of Peace and Social Justice*. Once exploring its contributors and their proposals, I concluded 31 abstracts were connected to this profiling topic. Similarly, the *III International and IX National Foreign Languages Research Congress* in 2018 covered diverse themes including this research interest. I revised this event's abstracts and plenaries published in the proceedings that synthesized all presentations from which I identified 5 proposals relevant to this profiling. Based on the information extracted from both of these academic events (see Figure 2 below), a possible interpretation points to the interest *English language teachers* displayed towards peace construction. In effect, the ASCOCOPI proposals selected for this study represent the highest percentage, in relation to the III International and IX National Foreign Languages Research Congress.

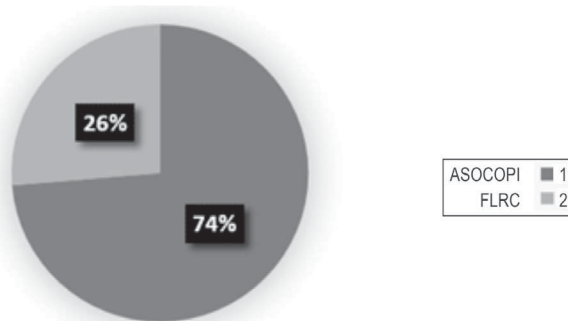


Figure 2. Events Sample

Findings

In this section, I present profiling results, considering questions posed at the beginning to guide the discussion.

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What Has Been Approached or Researched concerning Peace Construction in ELT?

Using the papers collected in a Microsoft Excel file, I read the abstracts and took research problems out to another Microsoft Word file. Initially, I applied open coding (Cohen et al., 2007) or *naming* (Freeman, 1998) as the first stage of grounded theory. The second

stage consisted of grouping labels per year and identifying first tendencies; therefore, axial and color coding facilitated finding relationships among these groups. Simultaneously, the lexicometry strategy visibilized occurrence not only in singular lexical items (e.g. peace), but also in two-word (e.g. peace construction or peace education), and three-word lexical units (e.g. English language teachers). Thus, I found multiple enunciation modalities (Foucault, 1972) and ways of practicing peace construction in ELT, being *peace education* only one of them. Even when these enunciations appear seemingly disperse, they may articulate one another around a shared initial interest: *what about peace in ELT?* Interestingly, all these enunciations and alternatives for peace construction in ELT seem *possible*.

Another tendency discussed peace dimensions as inner and outer, yet privileging the latter in most works. Here, the involvement of, especially, students in conflict settings through teachers' actions (high focus on external phenomena) was key. Most research involved learners as target participants. Teachers appeared in these studies mainly as doers and applicers of externally assigned processes. An important pattern throughout these research papers was the emphasis on teachers' but mainly students' cognitive dimensions in the goals of peace construction, while setting aside affective and emotional dimensions only present in a few articles, such as Westwood's (2014).

Enunciation Modalities about Peace Construction: A Pluriverse?

De Sousa Santos (2018) defines the concept of pluriverse as involving and acknowledging diversity in other types of world experience beyond a European universality. In the case of peace construction (PC henceforth) in ELT, there seem to be different understandings around it, which are coded through alternative enunciation modalities, such as critical peace education, critical social justice, PC as environmental awareness, conflict resolution... Indeed, this multiplicity of experiences and possibilities for referring to PC may show a pluriverse in contrast to a universalizing peace construction formalized through the modalities of peace education or English for peace (Hurie, 2018).

When exploring 55 articles and 36 event abstracts published in 2017 and 2018, I found that diverse enunciation modalities suggested the presence of that pluriverse (De Sousa Santos, 2018; Mignolo, 2018) of peace construction possibilities. This means that diverse enunciation modalities of peace construction struggle to coexist in a context where universals tend to normalize comprehensions and practices in both peace construction and ELT, which are simultaneously imagined as disarticulated or separated areas. Interestingly, English language teachers have broken through those imagined disciplinary barriers through their research and pedagogical work reported in articles that have two or three enunciation modalities articulated (e.g., human rights together with social justice or peace education with critical peace education), or even alternative ones (e.g., indigenous literacy practices or the construction of sustainable alternative futures). Additionally, enunciation modalities as

possibilities of ELT action have been permanently and differently shaped. Indeed, the increase of papers in 2017 may suggest that English teachers' alternatives for peace construction may re-signify it distinctively. They allow us to understand how peace construction transforms in ELT with contextual interests and tendencies. This transformation occurs while resisting the *good practices* discourse and neoliberal targets behind prescriptive tool boxes towards peace construction in general, and from ELT in particular, as in the case of the English for peace initiative (Hurie, 2018). For this profiling, naming and grouping (open and axial coding) were conducted to approach this transformation produced by the link between peace construction and ELT, along with selective coding supported by the Wordcount strategy, which shed light on four interrelated sets of imagined impossibilities from a disciplinary view, which emerge as *possible* tendencies and areas of action for English language teachers and researchers (Figure 3 below).

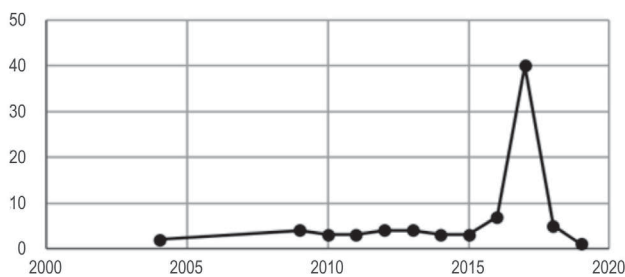


Figure 3. Contributions per Year

Social Justice and Global Citizenship

Scholars' various contributions address social justice and global citizenship in both research articles and presentation abstracts. Sun (2017) argues that English language classes need to foster students' critical thinking and reading abilities for peace education as *social justice*. According to her, traditional literacy basic skills are insufficient for peace education, and particularly for social justice; therefore, she suggests that academic skills such as critical thinking and reading could be supported by graphic novels about sociopolitical issues. Gómez and Gutiérrez (2019) support that connection between social justice with critical thinking, insofar as it challenges students to view their realities differently. These authors understand social justice as an alternative for making teaching a subversive act linked to social change. In both cases, *social justice* seems a path towards peace education in ELT; nevertheless, there are still instrumental purposes attached to it namely, reading as a communicative skill that plays the principal role.

Furthermore, *social justice* and *global citizenship* appear together through English teaching as a facilitating scenario. In a study about Christian English language teachers and their

spiritual identities, Westwood (2014) refers to reconciliation as a resource to transform conflict settings that involve Christian teachers and those who are not adherent to their faith. Reconciliation appears as a means leading English language teachers to social justice and global citizenship in conflict settings. The most important benefit of reconciliation among professionals is the creation of safe and supportive learning environments as critical spaces for educators to work cooperatively (Westwood, 2014). In fact, Cumming-Potvin (2010) supports the construction of social and critically just communities of teachers who “advocate for social justice and engage successfully with local and global communities” (p. 95). Social justice constitutes a possibility of peace construction that could transform the *back-to-basics* and technical orientation in educational settings, such as Australian teacher education which trains basic literacy skills (teaching reading from phonics and literature).

Articulating local and global communities constitutes a path towards *citizenship education* in EFL settings, according to Calle (2017). This author argues that becoming a citizen of the world constitutes an important target of English classes, because the latter allows for breaking geographical and cultural boundaries, while creating spaces for local identities development. In sum, global citizenship emerges as a coherent aim in EFL, so that achieving global citizens’ education is possible/expected from Calle’s point of view (2017).

Additionally, *social justice* relates to ELT curriculum design, even for English teacher education. In her thesis, Bourneuf (2013) examined the role of bilingual education in promoting social justice and peace education for minority groups in diverse world areas of conflict and post-conflict. Precisely, this author analyzed how programs for English teacher education were planned to prepare both teachers and students for becoming future social justice agents. Correspondingly, Castañeda-Peña (2017) argues that Language Teacher Education (LTE) has undergone traditional applied linguistics models and needs transgressive/anti-disciplinary options towards dialogical alternatives as opportunities for re-planning English language teacher education. In his proposal, Castañeda-Peña (2017) remarks on the role of social justice to challenge monolithic perspectives in LTE or a back-to-basics approach, as coined by Cumming-Potvin (2010) when studying Australian teacher education.

Within the same research line, Kasun and Saavedra (2016) describe LTE curriculum as Westernized and colonized. Indeed, they claim that this curriculum may shape language teacher candidates’ identities as *efficient* classroom managers who might encapsulate their identities in white frameworks where indigenous communities do not appear. These authors suggest that adjusting LTE curricula through activities, such as the pre-service teachers’ exposure to indigenous communities, facilitates the organization of learning processes in terms of social justice language to challenge white exclusionary teachers’ identities. Social justice LTE becomes a “contribution to peace construction in Colombia”, as argued by Sierra (2016).

Ortega (2019) also discusses peace construction from the social justice possibility as linked to human rights. This author examines how one EFL teacher, his students and another colleague connected ELT with social justice, inasmuch as he realizes “(EFL) curriculum largely ignores issues surrounding peace and social justice that Colombian society must address in the post-peace accord era” (2019, p. 64). For him, English language teachers have neglected debates on social justice-related phenomena, such as bullying or racism. Thus, Ortega (2019) argues that social justice, peace, and violence are interconnected through *praxis*. Within this interrelationship, Ortega (2019, p. 66) defines social justice as a “philosophical approach that seeks to treat all people with fairness, respect, dignity, and generosity”.

Nevertheless, social justice does not comprise only abstract discussions. By citing Miller, Ortega (2019) adds that social justice deserves comprehension from practical and real levels. Bolaños, Flórez, Gómez, Ramírez, and Tello (2018) agree with it when expressing that pedagogy for social justice needs returning to the *real* communities and approaching authentic learning needs of EFL classrooms. In unison, Herrera’s (2012) ideas are similar when studying citizenship, social justice, and children’s human rights in ELT textbooks. This English language teacher explores dominant discourses reproduced in textbooks as didactic materials, and she found that social injustice in these resources represented children “as passive subjects and non-right holders” (p. 45).

(Critical)Peace Education

Various works retrieved in this profiling dealt with (critical) peace education. This occurrence was one of the most common ones together with social justice throughout the 55 manuscripts. When standing as the two-word occurrence: *peace education*, some authors such as Butt et al. (2011) assert it has not received enough attention either by curriculum planners or in ELT research. For that reason, these scholars suggest its connection with curriculum design as a possibility to achieve so. This peripheral role of English language teachers in peace education has been explored by Kruger (2012), who calls for education to include “dimensions of social consciousness in curriculum to equip learners with the necessary skills to contribute to both the local and global society” (p. 17).

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At this point, peace education acquires a different concrete local end. We are talking about peace education as going beyond an abstract phenomenon that belongs to specific disciplines or another subject matter at schools, but also as being a relational and close practice in students’ and prospective teachers’ everyday lives (Yousuf, Sarwar, Dart & Naseer-ud-Din, 2010). To achieve so, Kruger (2012) considers that TESOL teachers need to become “models of peaceful and non-violent behavior for language learners” (p. 27). In his study, peace education meant the teaching of necessary skills to solve problems and critically evaluate them. Along these lines, English learning appears as an important scenario for restoring peace (Kruger, 2012).

Additionally, contributions including the *peace education* occurrence comprised diverse purposes and scenarios. I highlight the creativity, resourcefulness, and eclecticism of these proposals behind articles and presentation abstracts that did not only involve instrumental tackling of peace education as a set of good-practices for a technical purpose (Yousuf et al., 2010), but also critical ones. Those perspectives suggest broader social interests beyond in-class procedures and demands that shape students, according to the canon of an ideal citizen who is deemed as violence-free (UNESCO, 2013), even when conflict is part of reality.

To exemplify, Spiri (2013) holds a hybrid interest. This author integrates two approaches for peace education namely, moral education and global issues, as Rothman and Sanderson (2018) do. While connecting critical thinking with peace education, Spiri (2013) seems chiefly concerned about teachers' methodology --the *how* issue-- to "make children act the way we want them to" (p. 430). Albeit this hierarchical and top-down use of peace education with children appears, Spiri states that English constitutes a means of communication, rather than the ultimate goal. This belief challenges traditional pedagogies in ELT where the linguistic dimension plays the principal role. Similarly, Sun (2017) may assign more importance to reading skills development than peace education in a context where she promotes critical thinking among students through graphic novels. Is it the peripheral role Kruger (2012) mentions in his article? A tangential tension in teachers' involvement? Is it caused by fears, discipline barriers...?

As the social justice tendency, *teacher education* constitutes another scenario for peace education proposals. Some works identified the necessity to transform curriculum for educating prospective teachers to face conflict scenarios in marginalized conditions where peace education could support change introduction (Vasilopoulos et al., 2018). One study about Australian teacher education by Cumming-Potvin (2010) presented peace education as an alternative to back-to-basics teacher education curriculum. Analogously, Yousuf et al. (2010) searched for practical knowledge to profile activities by and for *prospective teachers* towards peace promotion in primary school. Furthermore, Haddix and Price-Dennis (2013), as teacher educators of color, worked on peace education through urban fiction and multicultural literature for transforming beginner English language teachers' practices. In one way or another, peace education constitutes a possibility to bridge gaps in English language teacher education perceived as traditional and positivist.

Peace education in teaching and learning processes for both learners and teachers is not an isolated or monolithic concept. In fact, most articles presented peace education as keeping bidirectional and consistent relationships with social justice in ELT. When I read abstracts in ASOCOPI 2017, I noticed 15 included the occurrence of *peace education* and 14 encompassed *social justice*; yet the majority of these studies were interferential, i.e. they articulated both as complementary alternatives from peace construction in ELT.

In this scholarship, another manner for referring to peace education appeared in the works of some authors, such as Bajaj (2015), Butt et al. (2011), Zembylas (2018), and Kruger (2012), among others. This enunciation modality is: *critical peace education*. It is about *researching* and *comprehending* local meanings and experiences of peace education to appropriately understand them and *evaluate* “peace education programs” (Kruger, 2012, p. 22). More than teaching static contents around peace in the English class, it deals with constructing sustainable peaceful communities where teachers and students interact towards this cooperative agency (Kruger, 2012). Bajaj (2015) understands *critical peace education* from the political effect that “engaged educational praxis” entails, regarding both teachers’ resistance to larger projects and local understandings of peace (p. 154). For her, critical peace education affords room for devising *pedagogies of resistance*. To achieve so, Kruger (2012) prompts English Language teachers and educators to understand local realities and contextual situations.

Nonetheless, critical peace education is not as recurrent as *peace education* alone, according to the profiling results. In Figure 4 below, I display different percentages, contrasting these two enunciation modalities in terms of their recurrence and appearance across papers. Furthermore, critical peace education reminds me, --for its differences--, of the so-called *English for peace* (Hurie, 2018). This author employs this concept to explain the coloniality of power behind English for peace and supports his analysis through multiple perspectives in a contemporary discursive mechanism that perpetuates colonial domination over teachers and students.

Peacebuilding, Peacemaking, and Peacekeeping

Another tendency comprises these three possibilities. As enunciation modalities, they share the lexical item: *peace* and their commonalities in form and low occurrence: 21.8%

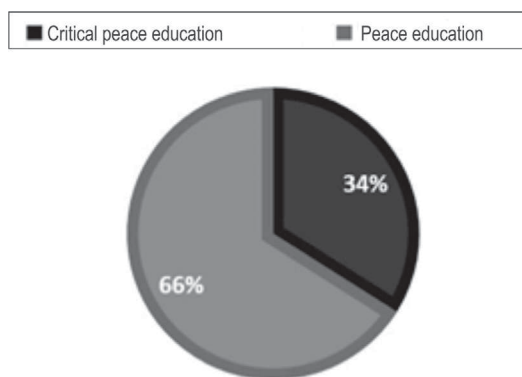


Figure 4. Critical Peace Education

within 55 articles. *Peacebuilding* was tackled in 7 articles and they overlap when emphasizing its practical dimension. For example, Yousuf et al. (2010) focus on creating and grouping activities directed to “the promotion of knowledge of peace and peacebuilding” (p. 53). Ortega (2019) also concerns himself with peacebuilding as processes through which Colombian students are sensitized around social issues. Furthermore, peacebuilding appeared in studies where counter-discourses between host and visiting teachers emerged and contestation to actions of expertise and discourses occurred (Vasilopoulos et al., 2018).

In this context, how do English language teachers appear? Roa (2018) developed a study with pre-service teachers in which she analyzed social representations about their roles. She concluded that they were reinventing themselves as peacebuilders. In another study, I found the occurrence of *sustainable peacebuilding* as encompassing “opportunities to examine and democratically handle social conflicts” (Nieto & Bickmore, 2016, p. 109). In that research, peacebuilding was connected to conflict resolution in marginalized areas and the incorporation of students’ experiences in the language class. In another study, Bickmore (2004) connects peacebuilding and democratic citizenship towards inclusive and critical dialogue in English language classes.

Oxford, Gregersen, and Olivero (in press), Bourneuf (2013), Aysegül (2017), and Polat et al. (2018) refer to peacemaking as similar to peace education and complementary to conflict resolution. Oxford et al. (in press) practically and theoretically examined the language of the peace approach by relating it to peacemaking. It was considered as “the application of conflict resolution tools after a major conflict has already arisen” (p. 17). Simultaneously, Bourneuf (2013) connected peacemaking with peace education as supporting social justice in the ELT curriculum. This thesis demonstrates how different enunciation modalities connect all together. Aysegül (2017) tackled peacemaking as more deeply occurring phenomena than external situations. This author defines it as “the application of soul force to human violence at its greatest scale” (p. 73), so that the transforming of individuals takes place inside. Based on Johnson and Murphey (2018), peacemaking with one’s self is about thinking differently of ourselves, identifying aspirations and accepting that “we are not totally at the mercy of the world” (p. 38).

Finally, peacekeeping is one of the least frequent enunciations throughout articles and presentation abstracts, compared with the previous two. The chief difference between peacekeeping and the above two tendencies encompasses contextual conditions. Peacekeeping is employed in post-conflict zones while peacemaking and peacebuilding are enunciations for conflict zones (Nelson & Appleby, 2014). These authors consider that “TESOL’s involvements in the militarization of conflict zones, the peacekeeping efforts in post-conflict zones and English language learners’ and teachers’ experiences while living in conflict zones and afterward is [are] scarce” (p. 311).

Conflict Resolution and Violence

Interestingly, conflict and violence appear within the majority of articles in this profiling. English language teachers and students seem inspired to devise proposals towards peace construction, and not only for an instrumental purpose with the pretext to increase a given communicative skill in ELT. Indeed, some researchers such as Gómez and Gutiérrez (2019) support the idea that language communication or linguistic performance is just one of the objectives in their proposals towards peace construction in ELT, rather than the main one. Further purposes, including conflict resolution or violence reduction, appear in the research revised.

This tendency understands conflict resolution as a target, context type, and means. The first two uses occur in most works, such as those by Gómez and Gutiérrez (2019), Martínez (2016, 2017), Okanlawon et al. (2017), or Westwood (2014). They propose that in conflict environments where aggression and violence happen, albeit differently, a relevant contribution comprises the diminishing of conflict-related situations from English language classes (Sun, 2017; Yousuf et al., 2010) or people's mindsets transformation in post-conflict settings (Rubagiza, Umutohi & Kaleeba, 2016). Morgan and Vandrick (2009) suggest conflict can be part of class reflections, becoming a learning resource (Kruger, 2012; Nelson & Appleby, 2014; Yousuf et al., 2010). Overall, this tendency in peace construction develops over the idea that conflict and violence are varied.

Environmental Awareness

In these profiling contributions, 11 abstracts dealt with environmental awareness as a possibility of peace construction. Lara and Carvajal (2018) discuss the need for environmental awareness in EFL to avoid ecological damages. These critical educators and researchers led environmental awareness towards social justice and tackled learners' low ecological sensibility. Because of this, Arikan (2009) remarks the promotion of environmental peace education in ELT and Muluh (2011) seems to agree with him when referring to the lack of Cameroonian English language teachers' interest in environmental education.

Peace Linguistics

According to Gomes de Matos (2014), Peace Linguistics (PL) emerges from the question: "How can language users and methods-materials for language education be further humanized linguistically?" (p. 416). In an introduction with that question, this author introduced the concept of PL and presented methodological and theoretical considerations for teachers, founded on his own teaching experiences. For him, "[l]anguage teachers apply PL when they treat their students with respect and in every interaction with students, a teacher creates a constructive effect" (p. 423). Although PL is not a new concept, "most applied linguists do not appear to have ever heard of PL, much less studied, researched or

taught it (Curtis & Tarawhiti, 2018, p. 77). These authors explored what happened when an elective course on PL was offered to some undergraduates. Curtis and Tarawhiti (2018) consider peace linguistics as an area inside Applied Linguistics that focuses on the language of peace. They explored how a PL course developed, including tasks, homework, didactic sequences, and evaluation.

Previous tendencies represent a picture on *what* is being done about peace construction in ELT. Not only are contributions to research present, but gaps appear from this revision. The following scheme synthesizes them as areas of action for *peace construction in ELT*. This one in turn might constitute an embracing domain with multiple enunciation modalities in applied linguistics, and another gap in the Colombian ELT literature. Even when various authors concentrated on peace education, peacebuilding, peacekeeping, global citizenship, and other stemming concepts for referring to peace-related phenomena, those enunciation modalities are constantly re-signified, but unexplored from teachers' experiences behind the study and construction of those modalities. As an illustration, Yousuf et al. (2010) tackle peacebuilding in their research as a “way of constructing just and sustainable alternative futures” (p. 53); however, what they lived during the construction and comprehension of peace in such a way seems neglected.

Now, I discuss time/space coordinates of peace construction in ELT, based on this profiling.

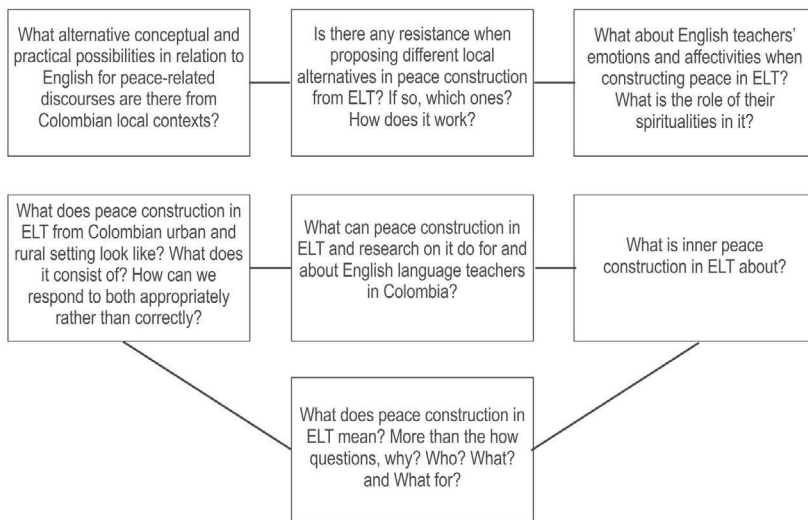


Figure 5. Possible Impossibilities

Where and When Does Research on Peace Construction in ELT Take Place?

The first search in EbscoHost produced certain results (see Figure 6 below) that caused the impression about the influence of whiteness on peace construction from ELT. Countries such as the USA, the UK, Canada, and Australia constitute examples of the white inner nations (Lund & Carr, 2015). Contrastively, countries such as Israel, Turkey, and South Africa may suggest historical conflict and warlike situations that are historically known as that; hence, one could associate those contextual conditions to their interest in peace construction in ELT. However, it does not mean the inner countries are conflict and war-free. Besides, a third impression I had about this figure’s results refers to the invisible, yet existent role of Colombia in peace construction from ELT: Why do Colombian teachers disappear in the contributors list?

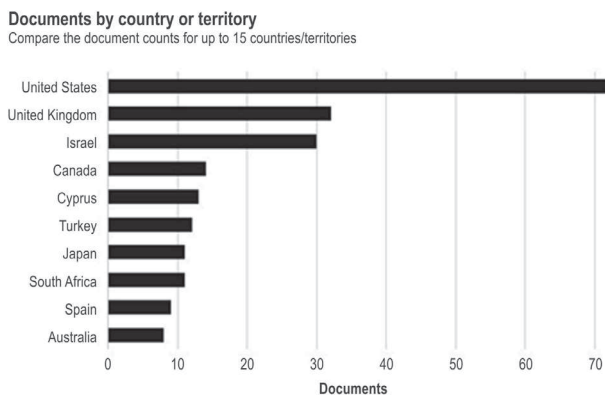


Figure 6. Contributors/Countries

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Among the 55 contributions, various geographical areas constitute settings from which English language teachers produce knowledge on peace construction in ELT. I display countries identified in this profiling through Table 1 below. Based on the information retrieved in that table, we could perceive how South thinking is not literally geographical (De Sousa Santos, 2018), but it can be weaved into the geographical North, too. This is because the proposals seem to challenge the modern peace construction in ELT (Aldana, in press). For instance, Kruger (2012) restates the responsibility of TESOL teachers in the constitution of sustainable peaceful communities, going beyond the instrumental side of ELT. In contrast some authors such as Ortega (2019) and Camelo (2017) come from the geographical South, but they produce knowledge in the geographical North about South issues. Among these

Colombian English language teachers, we should add that they produce knowledge in South locations; however, many contributions appear in academic events, rather than research articles. Geographical and academic spaces for South epistemologies are thus diverse and multiple around different scenarios towards peace construction in ELT.

Table 1. Profiling Samples by Countries

Country	Number of Contributions
Colombia	16
United States	11
Canada	6
Middle East	5
Spain	4
South Africa	4
Brazil	2
Japan	2
UK	2
Australia	2

Besides spatial coordinates, time of proposals creation deserves attention (see Figure 3 above). One interpretation on it is that enunciation modalities around peace construction in ELT are not necessarily new. Even when I filtered results through the period 2009-2019, there were works which dated from 2004 and the 90s. For this profiling, I decided to include one of 2004, due to its relevance. I noticed that contributions were constant within that time period. Nevertheless, there is an important increase in 2017. This may be due to the contextual situation related to peace agreements and “authorized” acceptance to openly talk about these interests. In any case, I could refer to peace construction in ELT temporality in terms of permanency and simultaneity, as it has been constant throughout multiple scenarios, including South America.

Who Has Researched Peace Construction in ELT?

For this profiling, I explored authors’ curricula and institutional affiliations to understand their proposals from the authors’ sides. This strategy becomes a challenging alternative for usual explorations of the literature within research. Also, for this profiling, approaching the “who” is behind the research done around PC in ELT, and it allowed me to trace the emergence and location of tendencies and gaps. Understanding that these authors were not

only instructors, but educators and teachers in a broad spectrum of educational settings, let me comprehend more their particular proposals and interpret them here. When teachers diversified the universal comprehension of PC, they seemed to be also challenging a canonical and taken-for-granted manner of comprehending what an English language teacher is and does in both the academic field and the sociocultural environments.

Thus, I found information on just *who* those English teachers as human beings were. Abstracts and articles were informative on this aspect, inasmuch as authors expressed sometimes directly their locus of enunciation which provided ideas around them. Specifically, all these authors were English language teachers, and their postgraduate studies embraced different master's degrees, including applied linguistics to ELT, cultural studies, second language acquisition, and didactics. Several authors were professors at universities and some worked at schools. They specified their locus of enunciation in most cases based on their ethnic background, as Haddix and Price (2013) did when introducing themselves as *teacher educators of color*. In the present profiling, English language teachers' locus suggests a role that goes beyond the instrumental one in peace construction. Precisely, language educators, applied linguists, teacher-researchers, and language teacher educators were common ways of authors' personal self-introduction.

Furthermore, exploring who these English teachers were seemed relevant in this profiling in order to observe a possible emergent network of teachers with overlapping concerns, but different possibilities to respond to it. It was inspiring, on the one hand, for this study and enriching on the other. I could contact some English language teachers from this profiling to have a talk about the topic explored, and I involved two of them within the first problematization stage of this project. I point out that interacting directly with some authors of the proposals explored in this profiling facilitated my discussion of them in the present manuscript. When possible, I suggest thus our community of teacher researchers to develop these synchronous or asynchronous interactions with authors' texts to complement our understandings in both profiling and literature review stages in research. These inquiry and academic contacts can gradually become social liaisons to strengthen the professional field through a cooperative study of topics that link us, such as peace construction in ELT.

Concluding Remarks

This profiling around *peace construction in ELT* allows for understanding particular interests behind enunciation modalities which participate in the constitution of alternative research possibilities. What used to be impossible according to modern perspectives around peace construction in ELT, and knowledge construction overall, seems today not only possible, but socially just. This *imagined* impossibility in an objectifying modern peace construction

and an ELT field has turned into a feasible site for teachers and students to link their English language learning to their everyday life.

What is key about possible impossibilities discussed in this profiling (see Figure 5 above) is that they represent and display the permanent transformation of ELT that challenges a monolithic and instrumental understanding of this area. Teachers and students seem to be the main characters of that transformation. That may be why re-humanizing the ELT field in both teaching and researching emerges as an important collective project. Multifaceted realizations and understandings of applied linguistics to ELT from peace construction proposals may provoke equally important and possible interests that respond differently to local settings. Therefore, *impossibilities* as a concept here appears as the result of integrating what modernity with its modes of objectification tried to separate to control humans' knowledges and bodies. Making those impossibilities explicit in this text suggests both the still-existent colonial wounds in English language teachers' knowledge construction, together with options to heal them.

Along these lines, English language teachers are welcome to explore, reflect, and elaborate proposals intended to find diverse relationships between peace and ELT. This could be achieved through other types of enunciations including, but not limited to, peace education or its critical treatment, social justice, environmental awareness, peacebuilding, peace linguistics, and others described in this profiling. It seems that even on the periphery, English language teachers' enunciations have diversified and tensioned the canonical Center for constructing peace. Thus, a struggling question appears: what other resignifications around peace construction in ELT remain invisible?

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