

# Peace-Oriented Language Practices in English Language Teaching: Classroom Interaction, Management, and Learner Motivation

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## ABSTRACT

This study utilized a qualitative research approach, specifically discourse analysis, in order to explore how peace-oriented language practices are manifested in English Language Teaching (ELT). The emphasis was on their use in classroom interaction, management and learner motivation. The research participants were five English teachers and eighteen learners from the Secondary Department selected purposively. Two self-constructed interview guides were used. The first guide explored how the use of peace-oriented language by teachers helped to establish effective interactions with students, improve classroom management and encourage students to participate in activities. The second guide was to explore the manifestation of teachers' peace-oriented language practices and their contribution to learners' interaction, motivation and behavior.

The data were analyzed thematically and discursively. Responses were transcribed verbatim and coded and examined for recurring themes and patterns related to language practices for peace. The results demonstrated that positive classroom interactions, effective management and increased learner motivation are significantly enhanced by respectful communication, inclusivity, encouragement and non-violent classroom practices. Teachers modeled peace-minded practice by serving as role models of respectful behavior, setting clear classroom rules, and encouraging cooperation and understanding among students.

Students believed that such practices boosted their confidence, self-esteem, participation and willingness to communicate in English without any fear of being judged. Also the findings highlighted that harmonious and constructive classroom interactions promote empathy, respect for diversity and meaningful relationships between learners. The study concludes that peace-oriented language practices contribute to the establishment of a safe, supportive and learner-centered environment, thus increasing engagement and communication in ELT classrooms.

**Keywords:** Peace-oriented Language, Classroom Interaction, Classroom Management, Learner Motivation

## INTRODUCTION

Nermin et al. (2022) observe that although peace is a frequently employed term and a persistent issue in nearly all discussions, the precise definition of peace education remains elusive. It is a practice that promotes and achieves social justice. It is also presented as a philosophy and a process that involves skills such as listening, reflecting, solving problems, working together, and resolving conflicts. Also known as peace learning, this approach aims to create a learning environment that will help English language learners improve their skills (Harris & Mary Lee Morrison, 2013). In addition, to teach peace particularly in English language classrooms, students need to feel peace through constructive conversation and a process that everyone agrees on.

In the Philippines, peace education has become a major educational concern especially in culturally plural and conflict sensitive communities. Peace-oriented practices in English Language Teaching (ELT) include respectful communication, cooperative learning, conflict-sensitive classroom interaction, and inclusive teaching approaches. Peace education aims at promoting values, attitudes and behaviors that reject violence and promote understanding, tolerance and cooperation (UNESCO, 2019).

Mabunga (2019) reveals that teachers and students had positive perceptions of peace-oriented educational practices in schools. This supports the view that values imbued with peace can also be enacted in ELT classrooms through communicative and collaborative language activities. Studies on the narratives of Filipino learners in English classrooms revealed that unsupportive teacher feedback often leads to respectful peer interaction, and emotionally unsafe learning spaces promote unpeaceful classroom environments (Al-Kindi Center for Research and Development, 2024). Students reported that negative comments and negative classroom interactions reduced their confidence to speak English, while constructive interaction increased their motivation and willingness to participate. These findings are relevant to this study in that researchers show how language practices in alignment with peace have an impact on classroom interaction, motivation among learners and communication.

While it is imperative to inculcate global competencies in learners to ensure employability, English teachers face difficulties in cultivating constructive communication because of the aggressive patterns learners follow inside and outside classrooms. Teachers, therefore, need to train learners not only to be proficient in language skills but also to “navigate the unwritten rule of the social and emotional landscape” (Pentón Herrera, 2020, p. 3).

With these notions, this study is anchored with the idea of communicative peace which is crucial, as it emphasizes peaceful and constructive ways of interaction free from aggression. Gomes de Matos (2000) also asserts that our communication must also be constructive and promote well-being most specifically in classroom where students and teachers interact with each other, in which peace-embedded language practices are often demonstrated through respectful interactions between teachers and students and among students. According to him, it is not enough to communicate with accuracy, fluency, and appropriateness. He asserts that our communication must also be constructive and promote well-being.

When communication is delivered constructively and promotes well-being, peaceful classroom interaction comes in. It involves active listening, empathy, encouragement, fairness, and avoiding humiliating or discriminatory language. Studies in linguistic ethnography have shown that language classrooms can be spaces for peace-building, dialogue, intercultural understanding and mutual respect among learners (King’s College London, 2018). Teachers who promote collaborative discussion, peer support and inclusive participation in ELT contexts help to create harmonious classroom relationships.

Another key angle is classroom management, which is essential to work towards peace-focused learning spaces. Classroom management policies, such as positive discipline, mediation of conflicts, cooperation in learning tasks, and respect norms within the classroom community. Peaceful classroom management is essential in avoiding conflicts and retaining the cooperation of students (International Online Journal of Primary Education, 2021). Classrooms where teachers model patience, fairness and respectful communication are environments where learners feel emotionally safe and welcomed.

Furthermore, the affective classroom climate is an additional aspect in learner motivation for ELT. An encouraging and safe environment facilitates pupils’ increased motivation to participate and communicate in English. As studies reveal, positive feedback, support and encouragement from peers have a significant role in developing students’ confidence as well as their interest in speaking (2024-01 Al-Kindi Center for Research and Development). Anticipating peace in the context of classroom practices in a certain manner can generate substantial differences in the way students become engrossed and involved in English class. When pupils are in a safe and positive environment, they are more likely to engage and to communicate in English. According to studies constructive feedback, peer support and encouragement are playing a vital role in building the confidence of students along with their interest for speaking (2024-01 Al-Kindi Center for Research and Development). When we have an expectation of what peaceful classroom practices look like in a specific way, it can make big difference in how students get immersed and engaged in English class.

Incorporating peace education into English language teaching, and focusing on lesson enrich social justice issues. This allows the students to speak out without inhibition, to converse meaningfully, to think of real world issues using English, according to an article in Sage Journals this year. Communication peace activities develop empathy, teamwork and enhance critical understanding. At the same time they become more fluent at speaking English.

This kind of peace in language practices seems to be more crucial at Policarpo H. Millona Central Integrated School. The school has students from various cultures and languages because of Sarangani Province's multicultural nature, which is made up of different ethnolinguistic groups. ELT classrooms could be places where there is respect, understanding of other cultures and cooperation, with calm ways of talking between students. That may sometimes make it difficult.

Therefore, this study explores peace linguistics practices implemented through ELT classroom and identify reasons why those practices are used in areas of classroom interaction, classroom management and students motivation. Specifically, it looks into how teachers integrate peace-making components including cooperation, empathy, inclusivity, and non-violent communication principles into their teaching techniques and how does it affect the classroom environment as well as students' attitude towards learning. Specifically, the study addresses the following questions: (1) How are peace-embedded language practices manifested in an ELT classroom? (2) What do interaction and instructional moves that portray peace-instilled values through teacher-student and student-student exchanges resemble? (3) In what ways do teachers employ peace-building classroom management methods? And (4) How do students view peace-aligned practices in regards to their motivation, participation, and willingness to communicate in English?

## **METHODS**

### **Research Design**

This study employed a qualitative method, specifically utilizing discourse analysis, to investigate the manifestation of peace-oriented language practices among teachers as reflected in student interactions, motivation, and classroom management.

### **Participants**

The participants in this study included five (5) English teachers and fifteen (18) learners who were purposefully selected to explore the manifestation of peace-oriented practices among teachers in the classroom. This investigation focused on the interactions between teachers and students, classroom management strategies employed by teachers, and the motivation of learners.

Table 1. Distribution of Participants (Teacher)

<b>No.</b>	<b>Position/Grade Level Handled</b>	<b>Number of Participants</b>
1	Teacher 3/ Grade 9	1
2	Teacher 3/Grade 7	1
3	Teacher 2/Grade 11	1
4	Teacher 1/Grade 12	1
5	Teacher 1/Grade 8 & 10	1
	<b>Total</b>	<b>5</b>

Table 2. Distribution of Participants (Students)

<b>No.</b>	<b>Grade Level</b>	<b>Number of Participants</b>
1	Grade 7	2
2	Grade 8	5
3	Grade 9	5
4	Grade 10	2
5	Grade 11	2
6	Grade 12	2
	<b>Total</b>	<b>18</b>

## Research Instrument

The researchers employed two self-constructed interview guides. The first guide examined teachers’ use of peace-oriented language facilitated effective interactions with learners, enabled effective classroom management, and encouraged student participation in class activities. The second guides focused on the exploration of how teachers’ peace-oriented language practices are manifested, contributing to the learners’ interaction, motivation, and behavior in the classroom.

## Data Analysis

This study employed discourse and thematic analysis for data evaluation. The data were transcribed verbatim and meticulously examined to discern recurring patterns of peace-oriented language practices within classroom interactions, management, and learner motivation. Thematic analysis involved an initial familiarization with the data, coding of responses, identification of recurring patterns, and refinement of themes that encapsulated key insights.

## RESULTS AND DISCUSSIONS

### Classroom Interaction

**Table 1.** Presents the methods employed by English teachers to foster respectful, peaceful, and inclusive communication among students during English class.

Essential Theme	Core Ideas
Establishing Classroom Regulations	Educators establish explicit standards for respectful conduct.
Modeling Respectful Communication	Educators serve as role models by demonstrating courteous and constructive behavior.
Participatory Inclusion	All learners are encouraged to engage in verbal expression, exchange ideas, and participate actively.
Secure and Supportive Environment	Students feel acknowledged, listened to, and empowered to articulate their thoughts.
Utilization of Humor and Accessibility	Humor and friendliness contribute to the establishment of positive teacher-student relationships.
Respect for Diversity	Educators promote the comprehension of diverse perspectives and cultural backgrounds.

The responses from the five teacher-participants indicate a consensus on several fundamental strategies to enhance peaceful and inclusive communication in the English classroom. They predominantly emphasized the necessity of establishing clear classroom rules, modeling respectful behavior, and promoting active participation. Teachers highlighted the significance of providing students with the opportunity to express their thoughts, acknowledging diverse perspectives, and cultivating a secure and supportive learning environment.

One participant remarked that students are “encouraged to listen attentively, respect different opinions, and use kind words,” while another stated that “a teacher should always set herself as the model.” These observations imply that teachers view themselves as role models in fostering respectful and inclusive communication within the classroom.

**Table 2.** Presents the responses of learner participants regarding their interactions in the English language within the classroom setting.

Essential Theme	Core Ideas
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Proficient in the use of the English language	Enhance the ability to articulate concepts through respectful communication.
Safe Learning Environment	Students experience a sense of security in all aspects of learning within the classroom.
Perception of Autonomy	Students participate more actively in the learning process when they do not experience feelings of being bullied or ridiculed.
Participation in Learning	Respectful interaction fosters dialogue and promotes attentiveness.
Motivational factors in the learning process.	Effective communication contributes to increased engagement in the process of learning English.
Enhancement of English Proficiency	Students enhance their reading and communication skills.
Positive Self-Esteem	Respectful treatment contributes positively to an individual's self-esteem and emotional well-being.
Respect and Discipline	Respectful behavior fosters positive relationships within the classroom environment.

The majority of the 18 student-participants' responses suggest that they perceive respectful communication and positive classroom interactions as factors that enhance their confidence and readiness to utilize English. Numerous participants expressed that they felt “safe,” “comfortable,” and “confident” in an environment where teachers and peers exhibited respect and refrained from judgment. This indicates that respectful interactions in the classroom foster active participation and empower learners to articulate their ideas more assuredly in English. Additionally, it implies that positive communication practices mitigate learners' apprehensions about making mistakes and contribute to improved self-esteem in the context of language acquisition.

One participant noted, “Respectful communication makes me feel safe to speak without fear of being laughed at or judged,” while another remarked, “It boosts my confidence, keeps my self-esteem high, and made me feel safe, comfortable and respected.” These statements imply that when students experience kindness, patience, and understanding, they are more driven to engage in communication.

Moreover, several learners indicated that respectful communication serves as a motivating and engaging factor in their English language learning. For instance, one learner articulated, “Respectful communication will make me want to learn English more,” while another expressed that it “helps me answer properly and makes me express my ideas confidently.” This evidence illustrates that respectful communication and a supportive classroom environment encourage heightened interest and engagement in English language learning.

### Classroom Management

**Table 3.** Presents a tranquil, emotionally secure, and effectively organized classroom environment during English class.

Essential Theme	Core Ideas
Defined Expectations and Established Routines	Classroom rules and routines are integral to maintaining order and discipline.
Positive reinforcement	Motivation, rewards, and recognition serve to promote positive behavior.
Emotionally Secure Environment	Students are able to articulate their thoughts and ideas without the apprehension of being judged.
Acceptance and Inclusivity	Educators acknowledge students' responses as well as their cultural variances.
Supportive Teacher-Student Relationship	Teachers show understanding, patience, and encouragement.

Responses from the five teacher participants indicated that the majority foster a calm and emotionally secure classroom environment through the establishment of clear expectations, provision of praise, motivation, and structured routines. The teachers also highlighted the importance of creating a judgement-free space that allows students to feel secure when they respond or participate. One participant noted, “I think learners should be able to...feel safe to answer without being judged.” Another participant asserted that students should be “open in accepting any answers and concerns even not in English language.” These responses suggest that the teachers prioritize emotional safety, inclusion, and encouragement in their classroom management practices.

**Table 4.** Shows the methods employed by teachers to sustain a peaceful, respectful, and inclusive classroom environment during English instruction.

Essential Theme	Core Ideas
Equitable Treatment	Educators strive to ensure that all students are treated with equity and fairness.
Support and Involvement	Educators promote student participation in discussions and activities.
Classroom Regulations and Behavioral Expectations	Established guidelines and non-violent disciplinary measures are essential for fostering order and respect.
Respect and Kindness	Educators foster an environment of kindness, respect, and positivity among their students.
Secure and Inclusive Environment	Students experience a sense of safety, comfort, and inclusivity within the classroom environment.
Listening and Comprehension	Educators attentively consider students' viewpoints and issues.

Of the 18 students who participated, the majority indicated that their teachers foster a calm, respectful, and inviting classroom environment. This is achieved through fairness, encouragement of all students, adherence to established rules, and positive interactions, which contribute to students feeling secure and comfortable. Teachers demonstrate patience, treat all students equitably, and encourage active participation. Consequently, effective classroom management appears to facilitate the development of respect, confidence, and teamwork among students learning English.

Several students highlighted that teachers establish rules and apply discipline to maintain order and respect within the classroom. One student remarked, “Before my teacher starts her lesson, she always sets rules first. That’s why the class stays peaceful and respectful, and everyone listens well.” Another student noted that their teacher is “sometimes fun and sometimes strict, and it’s for our own good.” This feedback suggests that clear expectations, combined with a balance of strictness and approachability, contribute to a conducive learning environment.

Additionally, various students emphasized the importance of kindness, patience, and encouragement from teachers, which enhance their sense of belonging. One student expressed that their teacher “listens patiently, corrects mistakes gently, encourages everyone to speak, and makes sure nobody gets mocked or left out.” Another stated that their teacher maintains order “by respecting the students and encouraging them to be confident and motivated.” These observations illustrate that supportive and inclusive teacher behaviors significantly contribute to students feeling emotionally secure and more inclined to engage in discussions and activities in English class.

### Motivation and Participation

**Table 5.** Presents peace-oriented teaching practices positively impact learners' motivation, participation, and readiness to communicate in English

Essential Theme	Core Ideas
Enhanced Self-Assurance	Students develop confidence in their English communication skills.
Active Participation	Students engage more actively in discussions and activities.
Secure Educational Setting	Learners engage in communication with a sense of freedom, unconstrained by concerns of embarrassment.

Sense of Belonging	Peace-oriented practices contribute to students' sense of acceptance and value.
Promotion of Lifelong Learning	Students exhibit a drive to enhance their performance, even in the face of errors.

Five educators observed that teaching with a focus on peace significantly enhances student engagement. Students display increased confidence, motivation, and a greater willingness to participate in activities, particularly in learning English, even when they are uncertain about their accuracy. Several educators highlighted the critical role of respect and encouragement in this process. When students perceive their environment as safe and supportive, they are more inclined to express themselves and are less apprehensive about making mistakes.

One educator noted that students "become more motivated, participate actively, and gain confidence to communicate in English without fear of making mistakes." Another emphasized the importance of a non-judgmental atmosphere, where students do not feel embarrassed when attempting to speak English. Consequently, a classroom characterized by acceptance and support facilitates greater student engagement and fosters the development of confidence.

**Table 6.** Shows the impact of non-violent classroom practices and support from teachers and peers on individuals' motivation and willingness to engage in communication in English.

Essential Theme	Core Ideas
Enhanced Self-Assurance	Encouragement enhances individuals' confidence in their English-speaking abilities.
Secure and Nurturing Environment	Students experience a sense of safety and support, free from the concern of being judged.
Motivation to Learn	Positive feedback serves as a motivator for students, encouraging them to engage in their studies and enhance their performance.
Participation Willingness	Students exhibit increased engagement in verbal communication and participation within the classroom setting.
Positive Support from Peers and Teachers	Support from educators and peers fosters communication.
Freedom of Expression	Non-violent methodologies facilitate the open expression of ideas among students.

Among the 18 students interviewed, a significant number emphasized that non-violent classroom practices and encouragement from teachers and peers substantially enhance their motivation and willingness to engage in English-speaking activities. They noted that a supportive and non-judgmental classroom environment fosters a sense of safety and comfort, prompting them to participate in speaking exercises. The presence of positive interactions in the classroom notably contributes to students' confidence in their English abilities. Emotional safety and encouragement are critical factors that significantly influence students' engagement and interest in language learning.

Several students articulated that support from educators and classmates alleviates their fears and apprehensions regarding English speech. One student remarked, "non-violent classroom practices and encouragement make me feel safe and motivated to speak in English." Another added, "it helps a lot because I know that there are plenty of students that support me." Such observations illustrate how a nurturing classroom atmosphere enhances student confidence and encourages active participation in class discussions.

Additionally, some students indicated that receiving constructive feedback and praise serves as a catalyst for improving their skills and increasing their participation. One student expressed, "Kapag kino-compliment ako nila na 'magaling' ako or hindi nila ako jinu-judge, gumagaan loob ko kasi hindi nila ako hinuhusgahan." Furthermore, another articulated, "it encourages me to study hard and learn new things for myself." Clearly,

when students experience genuine encouragement and acceptance—free from judgment—they begin to recognize their own worth and feel motivated to further develop their English proficiency.

## CONCLUSION

The research indicates that the utilization of peace-oriented language significantly enhances classroom interactions, facilitates smoother management of classroom dynamics, and contributes to increased student motivation within the context of English Language Teaching. Both educators and learners emphasized the positive impact of respectful communication, inclusivity, encouragement, and non-violent methodologies in fostering a safe and supportive learning environment. When students perceive themselves as respected and valued, their confidence and willingness to participate in English activities increase. Educators play a pivotal role in this process by demonstrating respect through their actions, establishing clear behavioral expectations, and promoting collaboration and understanding among students. Learners acknowledged these initiatives, reporting improvements in self-esteem and a greater readiness to engage in English conversations without the fear of judgment. Ultimately, the findings underscore that peaceful and constructive interactions cultivate empathy, respect for diversity, and the development of strong relationships, thereby making the process of learning English more engaging, inclusive, and attuned to the learners' needs.

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