Peace building via Language Learning: A Systematic Review of ESL and Peace Education Integration in Pakistan

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ABSTRACT

This systematic literature review investigates the integration of peace education within English as a Second Language instruction in Pakistan. It addresses three objectives that include exploring research gaps, evaluating theoretical frameworks that can be integrated with ESL instruction, and exploring innovations for peace education integration at the grassroot level. Findings reveal that there are several gaps in the existing researches. Big cities such as Lahore and Karachi dominate research in this area while rural and conflict affected regions such as Khyber Pakhtunkhwa and Balochistan remain unexplored. There is a limited adaptability of theoretical frameworks such as Critical Pedagogy and Social Emotional Learning (SEL) with ESL instruction in the conservative educational contexts. A few adaptations such as SEL infused with Islamic values exist and have limited impact. Certain initiatives taken at the grassroot level, such as the mediation of seniors or debates created to resolve conflict, highlight that innovative practices exist but teacher led innovative practices are rare and also not documented. The existing education system creates certain barriers such as exam oriented curricula, ideological resistance, and limited resources to handle conflict. All these issues highlight that there is a need for significant policy reforms, teacher training, and participatory research. In Pakistan's complex sociolinguistic landscape, the study recommends that hybrid models should be adopted to facilitate the integration of theoretical frameworks of peace education with ESL instruction keeping in view local traditions. This can help develop linguistically and socially transformative ESL classrooms.

Keywords: peace education, ESL in Pakistan, critical pedagogy, social-emotional learning, grassroots innovations

INTRODUCTION

Pakistan has a complex sociopolitical landscape which is marked by ethnic divisions, religious extremism, and educational inequalities, due to which peace education is urgently needed. In past, there have been efforts to integrate peacebuilding into education but these efforts were led either by Non Governmental Organizations also called NGOs or superficial curriculum additions. This situation has further been complicated by the country's multilingual education system, divided across Urdu-medium public schools, English-medium elite institutions, and religious madrassas that make cohesive policy implementation a challenge. ESL instruction in Pakistan has primarily focused on linguistic proficiency rather than transformative learning, avoiding opportunities to foster intercultural dialogue and conflict resolution.

Previous studies on ESL and peace education in Pakistan indicate that gaps exist in researches related with peace education in Pakistan. First, the focus of these studies is overwhelmingly urban such as including big cities of Lahore and Karachi. It leaves considerable gaps in realizing how peace education and ESL have been merged in regions other than big cities. Conflict zones, and provinces with huge rural areas such as Khyber Pakhtunkhwa and Balochistan remain virtually unexplored in the exisitng research space. Moreover, there are

different school systems including public schools, madrassas, and elite private schools which approach this integration in their own ways. Without a complete national picture, policymakers may not be able to create effective, inclusive and comprehensive strategies to integrate peace education and ESL teaching.

Second, while global theoretical models such as Social-Emotional Learning (SEL) and Critical Pedagogy are practiced across the globe, their adaptation to Pakistan's linguistic hierarchies and their role in ideologically rigid contexts remains under explored. Researchers haven't yet been able to identify the suitability and adaptability of these approaches for different regions, school types and local peace traditions. Moreover, the existing studies have rarely measured the success or failure of these popular theoretical models when applied in Pakistan's unique context. Current review may help to find out where and how these theories have been applied, revealing adaptation gaps which may further help educators choose and modify certain theoretical models that actually work.

Third, the available research relies heavily on formal NGO and government programs, and ignores creative solutions developed by the teachers themselves. Rare documentation is available on how local teachers have adapted peace education to their ESL lessons and what challenges they face in real classrooms. Community based initiatives and informal education efforts have also been ignored, despite their contribution. Current review may help highlight this imbalance and advocate for more research focusing on the steps taken at the grassroot level by teachers themselves.

Keeping in view the existing situation, this research has following objectives:

1. To systematically map and synthesize existing research on integration of ESL and peace education in Pakistan while identifying regional, institutional, and theoretical gaps

2. To evaluate the effectiveness of global theoretical frameworks used for peace education in Pakistani ESL contexts and analyze their local adaptability keeping in view available studies

3. To explore peace integrated ESL instruction practices made by teachers themselves at the grass root level that have not been properly documented, providing recommendations for possible implementation.

Focusing on the objectives, the study aims to answer the following research questions:

1. What is the geographical and institutional distribution of the existing research on integration of peace education with ESL instruction while identifying the major gaps?

2. Which theoretical frameworks are effective for peace education integration with ESL in Pakistan keeping in view the need for local adaptability?

3. Which undocumented practices led by teachers at grass root level exist for embedding peace education in ESL classrooms but have not been documented?

METHODOLOGY

This systematic literature review adopts a structured method. First all the studies related with peace education were collected from various sources such as journals and digital libraries. The time frame was 2010 to 2024. These studies included research articles, books and reports on peace education in Pakistan. A priority was given to the empirical studies, theoretical frameworks and policy studies. Screening of the studies was carried out by looking into the titles, abstracts, literature sources, analyses and findings. The objectives of the study including mapping existing researches keeping in view geographically and institutional distribution, effective theoretical frameworks and their local adaptability as well as the local undocumented initiatives by teachers themselves remained in focus. The study synthesized the available research and tabulates the findings from the existing literature for the sake of clarity. At the same time the study is limited to the available sources only. Similarly, sufficient research is not available on rural areas as well as the contribution of the teachers towards the peace education integration with ESL at the local level as most of the contributions are undocumented.

Limited research is available on policies, implementations ans outcomes.These constraints highlight a need for further empirical research using mixed methods approaches to ensure the availability of quantitative as well as qualitative data.

RESULTS

UNESCO (2017) defined peace education as an educational initiative aimed at nurturing a culture of peace through the development of knowledge, skills, attitudes, and values necessary to prevent conflict and violence. It embraces themes focusing on human rights, conflict resolution, empathy, and critical thinking.

According to Nordquist (2019) English as a Second Language (ESL) refers to the teaching and learning of English by speakers having other native languages, especially in countries where English is not the primary language of communication. According to Mansoor (1993) as cited by Mahboob (2017), in Pakistan, ESL lies within a postcolonial and hierarchical linguistic environment and represents privilege and power. Presenting a picture of Pakistan's sociolinguistic landscape, Shamim and Rashid (2019) highlighted the fact that the country's education system is divided into multiple categories that include public Urdu medium schools, elite English medium private schools, and religious madrassas where different ideological and linguistic paradigms are reinforced in multiple ways. This division plays key role in increasing existing social inequalities and upholds linguistic hierarchies. Those having English language proficiency have access to a range of opportunities, while others having less proficiency are often left at a disadvantage.

The linguistic and cultural diversity of Pakistan is full of opportunities but also poses significant challenges for the integration of peace education. The issues raised because of scociopoloitical situation in Pakistan have drawn the attention towards research on peace education within English as a Second Language (ESL) instruction across the country. Some of the latest researches have studied a few aspects of this integration that focus on pedagogies, institutional initiatives as well as preparedness and thr role of regional and ethnic diversity on integrating peace education in the education system.

Referring to recent researches, Aftab and Sadaf (2023) as well as Jamal et al. (2024) studies English textbooks. They found that peace related themes were included in the books, but lacked consistency and regularity. Similarly, Rizwan, Huma, and Hanif (2025) found a lack a cohesive thematic organization in the integration of peace related content. A significant gap found by theses studies indicates the disparity between the content found in textbooks and the teaching methods used on the ground. All these themes lack a well defined pedagogical framework required to link the curriculum with the peace education.

Significant regional variations was also found in the researches. A considerable number of studies have concentrated on Punjab (e.g., Faheem, 2021; Sheheryar & Shabbir, 2024), while there is scant research available on Sindh (Asif, 2021) and other areas affected by conflict (Rahman, 2023). Rahman (2023) research is particularly important, as it includes the opinion of educators from terrorism affected regions, thereby highlighting the importance of grassroots peace education. Moreover, Khaliq, Ghani, and Ilyas (2020) as well as Qamar and Lodhi (2025) applied experimental methods to evaluate the impact of teaching that integrates peace in the acquisition of the English language. Inspite of a number of studies, the persistent issues regarding the regional context of these studies restrict the generalization and relevance of the applicable results. Together, the literature reflects both advancements and shortcomings in the incorporation of peace education into Pakistan's educational curricula and teaching practices. The theoretical foundations in these studies are often either missing or inadequately developed. While Freire (2014) pedagogy of the popressed and Giroux (2011) critical pedagogy provide valuable perspectives to view peace education as a means of empowerment, insufficient number of studies systematically apply these theories in Pakistan. For instance, despite advocating for the incorporation of social-emotional learning (CASEL, 2022), Aftab and Sadaf (2023) have not established their analysis in SEL frameworks. Similarly, Sanauddin and Khan (2024) analyzed the linguistic representation of peace versus violence but a comprehensive theoretical model is missing. These issues highlight the need for future research that adopts strong theoretical foundations to effectively contextualize peace education keeping in view language, curriculum as well as regional diversity.

The following table summarizes key studies on peace-ESL integration in Pakistan, organized by regional focus, institutional context, and theoretical framework:

Table 2: Studies on peace education with regional focus, institutional context and theoretical framework

Author(s)	Region studied	Methodology	Focus of peace education	Theoretical gap
Khaliq et al. (2020)	Graduate level, not specified	Experimental study	Language learning through peace curriculum	Focuses on outcomes, but lacks pedagogical theory alignment
Asif (2021)	Karachi (Sindh)	Curriculum evaluation	Linguistic skills, indirectly related to peace	Peace education not directly addressed
Faheem (2021)	Punjab	Qualitative . teacher interviews	Teachers' perceptions of peace education	Absence of teacher training frameworks
Aftab & Sadaf (2023)	Punjab	Content analysis	School textbooks and peace promotion	Lack of theoretical linkage between curriculum content and SEL
Rahman (2023)	Terrorismaffected areas	Teacher surveys	Peace via primary education in conflict zones	Lacks curriculum-based intervention analysis
Sanauddin & Khan (2024)	National	Content analysis	Peace vs. Violence language	Analysis not according to any theoretical model
Jamal et al. (2024)	Punjab (secondary schools)	Content analysis	Peace education in English curriculum	Does not assess pedagogical implementation
Sheheryar & Shabbir (2024)	Punjab (secondary)	Qualitative	Analysis of present curriculum	No empirical evidence
Rizwan et al. (2025)	Punjab (elementary level)	Thematic content dnalysis	Peace education themes in English textbooks	No connection to student outcomes or efficacy
Qamar & Lodhi (2025)	Not specified	Experimental design	Impact of peaceintegrated English lessons on ESL	Limited generalizability due to regional ambiguity

The data shows that a significant number of these studies focus Punjab province of Pakistan, giving limited representation to other provices and terrorism affected regions. Researchers such as Aftab & Sadaf (2023) and Jamal et al. (2024) used content analysis. They examined textbooks. On the other hand Qamar & Lodhi (2025) and Khaliq et al. (2020) applied experimental analyses to find out the impact of peace education coupled with ESL instruction. The qualitative analyses done by Faheem (2021) and Rahman (2023) give the perspectives of the educators but do not diccuss educational theories. All of these studies were content based analyses or the studies on implementation only that lacked integration of both aspects. This creates a theoretical gap as the famous approaches such as critical pedagogy and social emotional learning have been ignored in these studies.

Measurement of outcomes also creates a gap as a significant number of the researches are either qualitative only or quantitative only. Researches based on mixed methods could better address the peace oriented ESL programs and their impact. Similarly comparative studies across the regions as well as the institutions could also provide comprehensive insights into adopting the best practices and coping with the contextual challenges. It could further help better policy making and strategy building for peace education.

The voices of students are also missing from the available literature, particularly those belonging to minority or conflict affected backgrounds. Teachers and administrators are frequently interviewed during the research. Students' point of view on how peace integrated ESL initiatives impact their sense of identity, belonging, and conflict resolution skills have rarely been looked into. Participatory research methods, focusing on student-led projects or reflective journals, could better address this gap and provide useful insights into the learner experience.

3.1 Theoretical frameworks effective for peace education integration with ESL in Pakistan

There are some famous theoretical frameworks practiced across the globe to merge peace education with ESL instruction. Some of which are mentioned here:

1. Critical Pedagogy

Critical pedagogy was developed by Paulo Freire (1970). It is a teaching approach that challenges traditional power structures in education, encouraging students to question oppression, inequality, and social injustice. It focuses on dialogue, critical consciousness and transformative action.

This approach focuses on the following key elements:

1. Dialogic learning which emphasizes teacher student collaboration through dialogue

2. Problem posing Education that encourages critical thinking about real-world issues

3. Social Justice that aims to fight against oppressive systems

4. Empowerment, where students become active ambassadors of change

2. Transformative Learning

Transformative learning theory was developed by Jack Mezirow (1991). It is a process where learners reflect critically on their own assumptions and experiences. It leads to a trandormation in their worldviews.

There are following key aspects of this approach:

1. Critical reflection which means reflecting on a rethinking deeply held beliefs.

2. Disorienting dilemma which is a new experience that challenges existing point of view.

3. Rational discourse that is a dialogue to assess new points of view.

4. Action that is the Implementation of new understandings

3. Social-Emotional Learning (SEL)

SEL is defined as an educational framework that breeds self-awareness, emotional regulation, interpersonal skills, and responsible decision-making. It is actually a Collaborative for Academic, Social, and Emotional Learning (CASEL, 2023).

There are following important aspects of this collaborative learning process framewok:

1. Self awareness which is about recognizing emotions and values.

2. Self management which means regulating emotions and behaviors.

3. Social Awareness which relates with empathy and respect for others.

4. Relationship skills that focus on building Communication and collaboration.

5. Responsible decision making that focuses on making ethical and constructive choices.

4. Humanistic Education

The concept of humanistic education developed under the influence of Carl Rogers (1969) and Abraham Maslow (1970), emphasizing student-centered learning, self-actualization, and personal growth.

It highlights following aspects:

1. Student-centered approach that emphasizes considering individual needs

2. Self-directed learning that builds student autonomy

3. Emotional and cognitive growth that focuses on holistic development

4. Positive teacher student relationships that focus on developing unconditional positive regard

5. Communicative Language Teaching (CLT)

According to Savignon (2002), CLT is a language-teaching approach emphasizing and practicing real-world communication, interaction, and functional competence.

Key aspects are following:

1. Authentic communication which means meaningful interaction

2. Fluency over accuracy which prioritizes the practical use of language

3. Task-based learning focussing on real-life language learning tasks

4. Learner entered means fulfilling learners' needs

For better understanding a table has been made to understand these frameworks:

Table 3: Approaches for integrating peace education with ESL learning

Aspect	Critical Pedagogy	Transformative Learning	SEL	Humanistic Education	CLT
Primary	Social justice &	Perspective	Emotional &	Self	Language
Aspect	Critical Pedagogy	Transformative Learning	SEL	Humanistic Education	CLT
Focus	empowerment	transformation	social skills	actualization	communication
Key Theorists	Freire (1970)	Mezirow (1991)	CASEL	Rogers (1969)	Savignon (2002)
Learning Process	Dialogic, problem-posing	Critical reflection	Skill-building	Self-directed learning	Interactive tasks

Role of Teacher	Facilitator of critical consciousness	Guide in reflection	Coach in emotional skills	Supporter of personal growth	Promoter of interaction
Assessment	Reflective action	Perspective shifts	Behavioral observation	Personal growth metrics	Communicative competence

This table compares five educational approaches keeping in view the major theoretical foci, pedagogical methods, role of the instructor and the assessment practices. Critical pedagogy and transformative learning give importance to social justice and reflecting on world views with an objective to change them through dialogue and reflection process. In contrast, SEL and humanistic education are more associated with an individual's emotional skills and self-actualization using the techniques of coaching and the assessment is done on the basis of personal growth. CLT has a different role and concentrates mainly on developing linguistic proficiency by engaging the learners in interactive communicative activities.

3.2 The Role of Pedagogical Methods in Integrating Peace Education in ESL Classrooms

Integrating peace education into ESL classrooms isn't just about teaching language in isolation; it's about shaping thoughtful, globally minded individuals. Critical pedagogy, given by Freire (1970), prioritizes dialogic learning and encourages students to interrogate issues of social injustice, using language as a tool for both communication and social critique. Such an approach helps to create a classroom suitable for developing linguistic as well as social consciousness. Highlighting the importance of discussing real world issues in ESL classroom, Olivero and Oxford (2020) , suggested that teaching about peace building not only fosters open dialogue among variety of groups but also enables the learners to explore and address them effectively. According to Deaton & Golubeva (2020) such an approach makes the learners more aware of global issues while developing their linguistic competence at the same time.

Mezirow (1991) transformative learning theory is a useful approach to address rethinking cultural assumptions. Prejudice can be minimized by challenging the learners' already existing concepts and giving them opportunities for open dialogue. It underscores the importance of pedagogical methods in more than just contributing towards language learning and engaging constructively and empathetically with a world full of diversities.

Social Emotional Learning or SEL is based on the empowerment of the learners by teaching them empathy, regulation and control of their emotions, conflict resolution coupled with building their communicative competence keeping in view variety of cultures. It makes SEL a useful framework available for peace-building. Elias (2009) supported this approach and stated that SEL improves the students' ability to interact peacefully within multicultural settings supporting language learning as well as by promoting meaningful collaboration.

Humanistic learning, explained by Rogers (1969), not only emphasized the well being of learners but also focuses on their expression of self. It aims to provide the learners an environment where they can have dialogue on complicated global issues as well the challenges related with themselves. Research by Jawadi and Tahmasbi (2020) indicates that when language learning materials are integrated with a students' own lives and experiences, the productivity increases. Teachers and curriculum developers can design relevant and engaging activities, combining excitement, emotion,and fun in a language learning classroom.

Communicative Language Teaching (CLT) is also a productive framework for peace education, as it emphasizes genuine and purposeful communication (Savignon, 2002). CLT does not use rote learning, rather encourages ESL learners to engage with peace oriented topics through practical activities including role playing to resolve conflicts. The learners can also be asked to have a discussion on global peace efforts. Kramsch (2014) said that intercultural competence, which is an essential element in peace education can be developed by using CLT in classroom.

3.3 Effectiveness of Pedagogical Frameworks in Pakistani ESL Contexts

Keeping in view Pakistan's linguistic and socio political environment, Paulo Freire's critical pedagogy can be used for integrating peace education with English as a Second Language (ESL) learning classroon. This framework focusses on dialogue, reflection, and learner empowerment. Regions with limited resources or conflict affected areas can make better use of such pedagogy. According to Faheem (2021) and Rahman (2023), the teachers recognize the value of peace education but they do not have significant training and exposure to use it in their academic contexts. Critical pedagogy is suitable enough to address these concerns of the educators by providing practical strategies ans solutions by motivating the learners to engage with real-world conflicts as well as the social issues through language learning. It helps them build linguistic proficiency as well as creates awareness regarding their social responsibilities. Studies on textbook analysis such as by Aftab & Sadaf (2023) as well as Jamal et al., (2024) do not address the aspect of contextual adaptation. If critical pedagogy is modified keeping in view Pakistan's socio-cultural context, it has a significant potential to play key role in peace education through ESL.

Giroux (2011) presented transformative educational model using language classrooms as platforms for promoting constructive dialogue on justice, identity, and coexistence. This approach is suitable for Pakistan, as the sectarian conflicts, intolerance, and political polarization are commonly existing issues. Sensitivity to cultural issues and the realization of classroom dynamics matter a lot in the application of this model.

Social and Emotional Learning or SEL was theorized by CASEL (2022). keeping in view the aspects of developing effective language use as well as developing the interpersonal skills, this framework aims to create empathy, self awareness alongwith the development of responsible decision making skills. Tolerance and emotional intelligence can be promoted among the learners by the fusion of SEL aspects into ESL classrooms in Pakistan. Some researches by Khaliq et al. (2020) as well as by Qamar and Lodhi (2025) highlight the benefits but still do not provide a comprehensive framework to incorporate this theory into the classrooms.

There is a diverse landscape available for peace education in Pakistan. Combining SEL with critical pedagogy can be a suitable framework to promote critical analysis and emotional development among the learners. Still contextual factors, curriculum adjustments as well as teacher training are required to make this model adaptable.

3.4 Grassroots and Teacher-Led Innovations in Peace-ESL Instruction

Community based ESL peace education initiatives have been taken in some regions in Pakistan recovering from conflict. They have also been implemented in culturally diverse settings where conventional educational programs fail to address the issues on local level.

Motivated by community based initiatives such as Aawaz II, based on inclusive education, conflict resolution, and social unity, educators have applied collaborative learning, role-play, and storytelling. These strategies were used to foster empathy and avoid violent communication (Idara-e-Taleem-o-Aagahi, 2023). These methods align with Ahmed (2018) assessment that the practical circumstances of Pakistani classrooms including limited resources, different student abilities, and social strife need context sensitive peace integration rather than relying on idealistic approaches. Examples of a grammar exercise can be taken here that may include cooperative problem solving, that can develop linguistic proficiency as well as social skills (Qamar & Lodhi, 2024). These strategies help to enrich the students' social as well as emotional development supporting Harris and Morrison (2003) point of view on peace education, still, such strategies affect broader adaptation and and policy implementation due to documentation. Creative writing tasks, group discussions, and reading materials integrated with peace are practiced in rural and semi urban ESL environments often derived from the values mentioned in Life Skills for Kids (LSK) and initiatives as discussed in Pakistan Learning Festival (ITA, 2023). Teachers integrate local proverbs or stories into their lessons to promote cooperation, respect, and cultural understanding while teaching English language (Jamal, Kiran, & Naz, 2023). According to Ahmed (2018) the idealistic models suggest a complete integration of peace education into formal education systems. The educational context of Pakistan has a huge variety and requires practical adaptations such as embedding

peace themes within subject-specific lessons. Teachers also try to resolve peer conflicts in English language classroom using the methods of active listening and having respectful conversation, keeping in view Harris's (2003) ideas on peace-building. These context-sensitive approaches are designed according to the needs of the class and local issues; however, their undocumented status leads to exclusion from teacher training programs and academic discussions.

Digital Safety or Digital Citizenship training (ITA, 2023) is a significant grassroots level that initiative that has not received much coverage. It focussed on the modification of ESL content to include themes related with peace literacy where students write essays proposing peaceful online practices, thereby merging grammar and vocabulary objectives with conflict resolution skills (Hina & Ahmad, 2024). Ahmed (2018) reiterated that idealism emphasizes the ethical necessity of peace education, while pragmatism acknowledges the importance of incorporating such themes into current instructional frameworks that are not burdensome to the educators and the learners. The practical integration gives significant results such as engaging learners in writing persuasive essays on nonviolent solutions to community challenges. Similarly, civic harmony speeches by the advocates of civic harmony can be arranged as listening activities. Harris (2003) principle of emphasis on the fact that peace education is much more effective when real life experiences are associated with it ca be practiced in classroom. All these methods are created at the local level without any research and have limited formal applicability and adaptability in ESL curriculum development.

DISCUSSION

The results of the above mentioned literature review provide key ideas regarding the integration of peace education with ESL instruction in Pakistan. A the same time the analysis of existing research indicates some geographical and institutional gaps in this field. Much attention has been paid to developed regions in Punjab while other areas suich as Sindh, Balochistan, rural areas and conflict affected areas have not been researched enough (Aftab & Sadaf, 2023; Rahman, 2023). Moreover the available researches used content or textbook analysis to address peace related issues within English language curricula of Pakistan (Jamal et al., 2024; Rizwan et al., 2025) while rearely connecting the findings with teaching practices or student outcomes. Studies on teacher perceptions (Faheem, 2021) and experimental methodologies (Khaliq et al., 2020; Qamar & Lodhi, 2025) provide useful perspectives but still lack regional representation and strong theoretical foundations. There is no sufficient assessment of linguistic impacts as well as the perpectives of the learners. These gaps highlight the necessity for mixed-methods based researches as well as outcome based initiatives to address the deficiencies and guide policy enhancements.

Widely applicable frameworks such as critical pedagogy (Freire, 2014; Giroux, 2011) and SocialEmotional Learning (CASEL, 2022) seem suitable to be aligned with Pakistan's peace integration with ESL learning goals, offering important strategies on critical consciousness while developing interpersonal skills. Marginalized or conflict-affected populations can be benefited from the dialogic and empowerment-driven approach of critical pedagogy(Rahman, 2023). On the other hand SEL provides methods for nurturing empathy, teamwork, and developing responsible decision making skills in a systematized manner (Qamar & Lodhi, 2025). Although these ideological frameworks are rich enough, their adaptation to Pakistan's sociocultural landscape is quite rare and lacks coherence in the existing curriculum. A suitable model may combine both frameworks, associate them with teacher training and must be supported by localized resources.

A number of Pakistani ESL instructors informally practice peace concepts through storytelling, collaborative problem-solving, role-playing, and contextual materials at the local level (Ahmed, 2018; ITA, 2023). According to Hina et al., (2024) these methods involve integrating community issues into grammar instruction as well as developing empathy through writing skills which demonstrate Harris's (2003) argument that peace education is highly effective if real life experiences are brought into the classroom. Comprehensive documentation is required. Similarly, the assessment of teacher's initiatives could may help to develop scalable models for integrating ESL instruction with peace education. This will further help acknowledgement of the efforts at the grass root level, and help their adaptability to diverse educational settings in Pakistan.

CONCLUSION

The fusion of peace education with ESL instruction across Pakistan is a significant concern. Current systematic review has helped in pointing out regional, institutional, and theoretical deficiencies that need attention. The overwhelming focus on peace education in some areas while neglecting other regions in need points out insufficient research that halts the development of fair and inclusive educational strategies. Although, Critical Pedagogy and Social-Emotional Learning are promising frameworks, still, their success depends on on cultural adaptation, alignment with the curriculum, and the educators' training. Additionally, innovative efforts by ESL educators T the local level frequently characterized by creativity, resourcefulness, and relevance to the grass root level have neither been researched, nor documented, that further affects their adaptability and inclusion in national education policy and practice. It is suggested that future research should apply mixed-methods strategies that integrate qualitative insights with quantitative assessments of language proficiency, attitude change and conflict resolution skills. Comparative research across various regions and institutions is required to find out effective practices and further apply them to different environments. Policymakers also need to focus on the integration of localized adaptations of critical pedagogy and SEL into teacher training programs, ensuring the applicability and cuktural relevance of the theoretical frameworks. By connecting theories with practices, widerning the geographical representations and by acknowledging the significance of teacher's innovations, Pakistan can establish a sustainable, and culturally relevant approach to merging peace education with ESL that may help in developing language proficiency as well as social harmony.

The study also recommends policy reforms where assessments should be aligned with peace integrated approaches so that innovative pedagogies can be developed. Similarly teacher empowerment through teacher training programs or online modules should be ensured to fight literacy barriers in rural areas. Future researches need to adopt participatory methods and quantifiable results to highlight the voices of the learners and the educators in the regions that have not received sufficient resources and representation.

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